

RAWSONVILLE ELEMENTARY

Van Buren Public Schools

Tracy Bryant, Ed. S, PRINCIPAL
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3110 Grove St. | Ypsilanti, MI 48198 734-482-9845 (O) | 734-482-3306 (F)

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017/18 and 2018/19 educational progress for Rawsonville Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Tracy Bryant, the school principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HUH6rW> or you may review a copy in the main office at your child's school.

For the 2016/17 and 2017/18 school years, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given a status label.

As a new principal at Rawsonville, my focus is to identify and address some of the key challenges at the school. According to the M-Step State Assessment, Rawsonville has an achievement gap within our subgroups in both reading and math. We have and will continue to work to improve our student achievement scores and to close those gaps amongst sub-groups. We have intervention teachers that work closely with classroom teachers to provide small group support and assistance in closing those gaps. Through progress monitoring, data collection and ongoing collaborative discussions, our school interventionists focus on tier two and three targeted instructions

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to help identified students that are performing in the bottom 30% in both ELA and Math. In addition, we monitor our students' academic progress frequently and provide enrichment and challenging lessons for both high achieving and benchmark students with rigorous lessons that address the student's needs and meets them where they are.

The Van Buren Public Schools Board of Education determines our school attendance areas for each school in the district and requires the students within each area to attend their homeschool. No assignments to schools or attendance schedules shall be discriminated against on the basis of gender, race, religion, disability or national origin.

1. School Improvement Plan Progress

We are in year two of our three-year school improvement plan which focuses on increasing student achievement in all content areas; with a strong concentration in literacy and mathematics. The school improvement plan was formulated based on triangulated data from several sources; NWEA Assessments, Content Common Unit Assessments, and Diagnostic Reading Assessments (DRA). This data is analyzed quarterly to inform our instructional practices and strategies as aligned to our school improvement plan and goals. Staff development is an integral component of our ongoing school improvement process and addresses our staff and student needs.

2. Description of Specialized School

Our school is comprised of Kindergarten through fourth grades with general education classes and two multi-grade cognitive impaired classrooms.

3. Curriculum Access

Our school follows the Michigan Common Core State Curriculum.

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4. Recent School Data Scores

The percentage of students that met or exceeded proficiency on the NWEA assessment for the Winter 2017/18 and Winter 2018/19 testing period is as follows:

2017/18			2018/19	
Reading	Math		Reading	Math
K- 49%	K- 68%		K- 30%	K- 35%
1- 36%	1- 25%		1- 47%	1- 56%
2- 38%	2- 49%		2- 52%	2- 47%
3- 45%	3- 41%		3- 35%	3- 27%
4- 21%	4- 19%		4- 36%	4- 31%

5. Parent Attendance at Conferences

2017/18	2018/19
60%	42%

Rawsonville staff is working hard to increase academic achievement and promote positive behaviors. Our principal, staff, students and community stakeholders have worked collaboratively to build a positive and safe learning environment that fosters academic success. As a Leader In Me School, we are building student leaders and instilling strong character traits that will be sustainable for students over their academic career. We are continuing to strive to create high levels of learning for all Rawsonville students to ensure they have a strong academic foundation.

Sincerely,

Mrs. Tracy Bryant, Ed. S
Rawsonville Elementary Principal

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