



Washington Elementary School

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Janet Greif
Superintendent

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Washington 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 Bill Tithof, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Washington's AER Combined Report Link](#), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

A recurring concern for our students is reading. Based on our data, many of our students struggle with early reading concepts such as letter identification, sounds of letters, blending of sounds, and sight words. Our School Improvement Plan has several goals in place to address these concerns. A major strategy is implementation of the i-Read program in grades K-2. This program intensifies exposure of the above-mentioned reading concepts. Further, our teachers and educational assistants are being trained to utilize the Leveled Literacy Intervention System with our struggling students. In addition, we have purchased multiple leveled books to use during guided reading instruction. We have printed many leveled books to send home with students for parents to be more actively involved with reading at home.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

All pupils are assigned to a school based on current residency unless the parent or guardian submits the district school of choice or building choice form. A School of Choice form would apply to students who reside in a different school district while a building choice form would apply to students who would like to attend another school within their resident district other than their home school. All enrollment requests by pupils living outside the School's residency area must be approved through the Office of Student Support Services.

2. Our School Improvement Plan goals and strategies have been consistent over the last few years as to help determine the effectiveness of each strategy. Each year, we evaluate, tweak, and resume the strategies deemed effective. Our School Improvement plan continues to guide our actions. We utilize student achievement data to guide our strategies.

3. Washington has a Gifted and Talented Cluster Program—one classroom at each grade level. If a student qualifies, they are placed in the classroom in which the learning pace is accelerated.

4. Washington Elementary School follows the Bay City Public Schools' curriculum. Our curriculum can be found at <http://bcschoolscurriculum.weebly.com/>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

ELA Proficiency						
% Proficient Based on DRA K-2nd and District Assessment 3rd-5th						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
K	22%	52%	37%	44%	46%	42%
1	29%	45%	68%	44%	51%	56%
2	43%	46%	41%	37%	46%	51%
3	24%	24%	N/A	16%	27%	24%
4	45%	40%	46%	47%	54%	36%
5	34%	14%	N/A	36%	46%	53%

Reading Growth	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	52%
1	36%
2	33%
3	44%
4	54%
5	43%

Math Proficiency						
% Proficient Based on District Assessment						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
1	N/A	N/A	93%	N/A	N/A	84%
2	N/A	47%	61%	N/A	60%	72%
3	39%	48%	N/A	41%	50%	56%
4	31%	40%	N/A	7%	33%	44%
5	29%	52%	N/A	19%	77%	19%

Math Growth	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	50%
1	47%
2	37%
3	38%
4	36%
5	43%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent Teacher Conference Attendance		
Year	Fall	Spring
2014-15	97%	98%
2015-16	97%	90%
2016-17	91%	N/A

Washington Elementary received Lime Green on the Michigan Scorecard. This is the third year in a row Washington has received this distinction. The Washington Staff is proud to offer a variety of educational opportunities to a diverse population of varying needs. Our students continue to improve due to you, the parents, our staff, and a well-designed and thoughtful plan. It is truly a team effort! We will continue to work together and strive for academic excellence.

Sincerely,

Dr. Bill Tithof, Principal