



### **Auburn Elementary School**

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Janet Greif  
Superintendent

March 10, 2017

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 Auburn 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 Steve Sevenser, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Auburn'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.

Auburn Elementary assessment data, including that which is included in the AER Combined Report, is used with fidelity to identify areas of learning in which students are accelerating, as well as areas where we see significant gaps in learning that need to be addressed. For the 2016/17 school year, the Bay City Public School District has adopted a new assessment tool called the NWEA (Northwest Evaluation Association). The NWEA provides in depth data on all students, K-5, in the areas of Reading, Language Skills (grades 2 and up), and Mathematics. It is administered three times per year in the fall, winter and spring. These multiple sources of data help instructional staff tailor instruction and intervention to specific needs of students to both continue to accelerate student learners, as well as to continue to close learning gaps.

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. SCHOOL IMPROVEMENT PLAN

Our School Improvement plan is focused on enhancing instructional practices and learning opportunities for all students through brain research, collaborative learning (Kagan Cooperative Learning structures), a Tier I & II intervention model focusing on what students are ready to learn through Guided Reading and Math Groups and targeted LLI in our Learning Lab and technology as a tool to enhance instruction. Our goals remain the same, to accelerate student achievement through effective instructional practices, however we evaluate this plan annually to target specific needs and intentionally apply instructional strategies based on the analysis of the State of Michigan's MSTEP assessment, MLPP and NWEA assessment data.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL <http://bcschoolscurriculum.weebly.com/>

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

<b>ELA Proficiency</b>						
% Proficient Based on DRA K-2nd and District Assessment 3rd-5th						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
K	67%	62%	95%	39%	71%	87%
1	38%	52%	61%	12%	76%	79%
2	55%	64%	90%	67%	78%	81%
3	34%	43%	N/A	17%	30%	22%
4	73%	50%	N/A	59%	64%	43%
5	46%	26%	N/A	74%	63%	58%

<b>Reading Growth</b>	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	39%
1	44%
2	50%
3	42%
4	44%
5	57%

<b>Math Proficiency</b>						
% Proficient Based on District Assessment						
	2014-15			2015-16		
Grade	Fall	Winter	Spring	Fall	Winter	Spring
1	N/A	N/A	98%	N/A	N/A	99%
2	95%	95%	97%	N/A	96%	98%
3	65%	68%	N/A	58%	67%	65%
4	55%	64%	N/A	38%	54%	61%
5	51%	49%	N/A	57%	67%	32%

<b>Math Growth</b>	
NWEA	
% Meeting Growth Goals	
	2016-17
Grade	Fall - Winter
K	31%
1	40%
2	65%
3	46%
4	47%
5	44%

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

<b>Parent Teacher Conference Attendance</b>		
Year	Fall	Spring
2014-15	100%	100%
2015-16	99.8%	99%
2016-17	99.1%	N/A

Auburn Elementary students experience success due, in part, to our dedicated families, staff, and school community working collaboratively together. During the fall and spring parent-teacher conference windows, 99% of our parents communicated with teachers about their child’s academic progress. Parent teacher conference communication with your child’s teacher is evidence of your dedication!

Auburn Elementary, and the Bay City Public School District, continues to provide exceptional educational opportunities, innovative programs and curriculum and instruction. We value, as a staff, a commitment to develop successful life-long learners.

Sincerely,

*Stephen Sevener*

Mr. Stephen Sevener  
Principal