



**MacGregor 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 MacGregor 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 Matt Wenzell, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [MacGregor'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 been identified as a "PRIORITY" SCHOOL. Because of this, the staff and administration have been working diligently to change this status. We are in our third year of this status and have developed a plan to enable MacGregor students to be more successful academically.

Some of the key initiatives that have been developed include Professional Learning Communities, using the Instructional Learning Cycle. This enables the teachers to work together and look individually at students' progress, from there they are able to plan lessons and interventions to provide support your individual student. This year MacGregor has focused on Reading and Social Studies, with many initiatives to support this. Next school year we will work to maintain and improve our current programs. The staff has participated in numerous professional development, during the summer, Saturdays and after school to assist these endeavors.

There has been an increase in looking at data to inform instruction. Every classroom has a data wall and every student, even kindergartners, track their own data. We have begun using the NWEA achievement test with all students, three times a year. This helps to continually monitor student achievement and make corrections and initiate support along the way.

Another initiative this year was to change the culture. We began our new "STAR" student program in the fall and use it consistently throughout the building. Rewards have been put in place with monthly recognition and school wide assemblies.

We have created numerous community and college partnerships to assist the overall initiative of providing academic success. With the help of community partners we have been able to create more parental involvement with monthly family nights and workshops.

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. We are in the second year of our plan with all requirements met. We submit quarterly reports to Michigan Department of Education and monthly reports to the School Reform Office.

3. MacGregor is a family of learners. Teachers continually attend Professional Development and look for the best ways to impact their students. Students work bell to bell with the goal of always trying their best. Parents are partners and work with both teachers and students to create success. We offer education to students from Kindergarten through 5th grade. MacGregor houses three GSRP Preschool Programs.

4. The district has taken great efforts to ensure our instructional resources and curriculum planning guides align with the State's Curriculum Standards.

These resources are available on the district website:

<http://bcschoolscurriculum.weebly.com> where any teacher may request a printed copy for their convenience. These curriculum guides were also shared with staff during the September 1, 2016 PD day. Additionally, the district has embarked upon a multi-year plan of guiding teachers to deeper formal, guided Standards study sessions.

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

ELA Proficiency			
% Proficient Based on DRA K-2nd and District Assessment 3rd-5th			
	2014-15		
Grade	Fall	Winter	Spring
K	25%	45%	46%
1	54%	63%	66%
2	36%	53%	61%
3	12%	22%	N/A
4	45%	28%	N/A
5	16%	9%	N/A

Reading Growth			
NWEA			
% Meeting Growth Goals			
	2015-16		2016-17
Grade	Fall-Winter	Winter-Spring	Fall - Winter
K	45%	43%	41%
1	36%	75%	56%
2	35%	44%	28%
3	31%	58%	38%
4	33%	50%	43%
5	48%	65%	60%

Math Proficiency			
% Proficient Based on District Assessment			
	2014-15		
Grade	Fall	Winter	Spring
1	N/A	N/A	88%
2	N/A	70%	N/A
3	50%	N/A	N/A
4	16%	19%	N/A
5	11%	22%	N/A

Math Growth			
NWEA			
% Meeting Growth Goals			
	2015-16		2016-17
Grade	Fall-Winter	Winter-Spring	Fall - Winter
K	54%	50%	25%
1	59%	72%	50%
2	44%	51%	43%
3	40%	47%	53%
4	50%	44%	57%
5	59%	75%	59%

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

Parent Teacher Conference Attendance		
Year	Fall	Spring
2014-15	96%	93%
2015-16	96%	93%
2016-17	96%	N/A

MacGregor's students are successful due to our dedicated families, staff, and community. Parent participation in conference, workshops, and monthly events make it evident that our parents are dedicated. Again, I congratulate the hard work of our students, families and staff as we strived together for academic excellence. Thanks for being a part of preparing our students for college and/or the work force.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Wenzell', written in a cursive style.

Matthew Wenzell, Principal
MacGregor Elementary