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Dear Brewster Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2014-2015 educational progress for Brewster Elementary School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Principal Teresa DiMaria for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.rochester.k12.mi.us/pages/45977/elementary-annual-reports> or you may review a copy from the office at Brewster.

Brewster Elementary School has been identified as a Reward school and is ranked in the 96th percentile on the Top to Bottom list which means it outperformed 96% of schools in Michigan. Although the MDE recently discontinued recognizing Reward schools, Brewster continues to achieve at high levels academically.

Based on current data analysis from state assessments Brewster faces challenges in the areas of reading and math. Staff at Brewster will continue to develop analysis skills in order to be able to use data to plan for targeted instruction and a multi-tiered system of support.

We continually work to address student achievement in our school and have implemented the following interventions: Leveled Literacy Intervention through our Learning Consultant program, iReady instructional modules, Special Education Language! Program, LC math support, and Connecting Math as appropriate to improve the achievement of all students in the school.

The school improvement process addresses these areas as well through Cultures of Thinking initiatives such as Visible Thinking Routines and 8 Cultural Forces (Ron Ritchhart). Brewster strives to utilize the workshop model in reading, writing, and math to continue to strengthen the academic program as well as to individualize the curriculum to successfully meet the needs of all learners. Differentiating the curriculum is an integral initiative at Brewster undertaken to accelerate student achievement and narrow achievement gaps.

### **Mission Statement**

The purpose of Brewster Elementary is to promote learning in the school community.

### **Student Mission Statement**

A responsible and respectful student at Brewster School, tries hard, uses the Community Circle, and is kind to others.

### **Vision Statement**

At Brewster School....

- We strive for excellence in curriculum, instruction and assessment.
- We strive for equity and access for all students.
- We strive to create a professional learning community.
- We strive for a safe and positive learning environment.
- We strive to engage our community.

### **Process for Assigning Pupils to the School**

Students are assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

### **Status of the 3-5 Year District School Improvement Plan**

The District Improvement Team works in conjunction with the District Instructional Leadership Team to develop goals in the areas of literacy, mathematics, science, and school culture. The goals, along with the related strategies and activities, focus on student learning and are based on a review and analysis of demographic, achievement, process and perception data. The District Improvement Goals support and align with the School Improvement Goals developed by each school and provide the District with a clear focus and course for continuous improvement.

### **Brewster 3-5 Year District School Improvement Plan**

During the 2014-2015 school year, Brewster Elementary School continued work on the following school improvement goals as well as evaluating the validity of each goal:

- All Brewster students will be proficient readers.
- All students will demonstrate proficiency in writing as determined by district and/or state assessments.
- All students will demonstrate proficiency in math as determined by district and/or state assessments.

Teachers also embraced the Professional Learning Communities model which supported our building professional development. Values, vision, and goals drove the school year. The Brewster Elementary staff is committed to continuing their effort to improve education for each and every student. We will do this with the establishment of a Purposeful Community at Brewster.

Our staff members have set measurable objectives with specific activities and assessments to evaluate student progress on a regular basis. Specific SMART (specific, measurable, attainable, result oriented and time bound) goals related to writing,

reading, and math were defined and measured by staff members.

Staff members collaborated on a regular basis to evaluate the progress of student learning. A variety of tools were used to measure and report achievement including both formative and summative assessments. Grade level collaboration meeting time allowed staff members to examine and analyze data to guide and plan for instruction.

Teachers used Pearson Inform and iReady reports which provided critical data when measuring learning objectives. Staff utilized timely data to target and focus effective instruction to meet the needs of individual students.

**Core Curriculum**

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education’s Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District’s Core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

**Student Achievement Results from Local and/or Nationally Normed Tests**

Brewster has fully implemented and adhered to the newly adopted state testing system, M-Step. As we continue to process the data and navigate the new requirements, Brewster will communicate this success to all stake holders.

**2014-2015**

I Ready Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	5	7	63	93	68	100
First	9	13	67	87	76	100
Second	6	7	70	93	76	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	2	3	61	97	63	100
First	2	3	66	97	68	100
Second	4	6	66	94	70	100
Third	1	1	68	99	69	100
Fourth	29	31	64	69	93	100
Fifth	16	24	52	76	68	100

I Ready - Math	#	%	#	%	#	%
Kindergarten	10	15	53	85	63	100
First	11	16	56	84	67	100
Second	9	13	61	87	70	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Third	3	4	66	96	69	100
Fourth	33	44	42	66	75	100
Fifth	22	29	53	71	75	100

<b>2013-2014</b>						
Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	4	6	58	94	62	100
First	3	4	70	96	73	100
Second	0	0	68	100	68	100
Third	5	6	71	94	76	100
Fourth	16	20	63	80	79	100
Fifth	11	16	57	84	68	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Third	0	0	76	100	76	100
Fourth	18	22	63	78	81	100
Fifth	19	28	48	72	67	100

### **Parent Involvement**

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment to the educational success of their student. Rochester Community Schools' administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented

at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

#### **Parent Teacher Conferences 2013-2014**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>	<b>Percent of Parents</b>
Fall Conferences	409	95
Spring Conferences	262	61

#### **Parent Teacher Conferences 2014-2015**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>	<b>Percent of Parents</b>
Fall Conferences	416	97
Spring Conferences	220	65

A few years ago, the district changed the elementary spring conferences to an "as needed or requested" format. Parents of students who were progressing satisfactorily were given the option of receiving a written update, rather than attending a conference in person. All parents, regardless of their child's progress, were welcome to request and attend a conference.

The Brewster Elementary School Community focuses on providing the best education possible to all our students by placing a priority on instruction as well as service to the community. We share our Community Circle values. We have a highly skilled staff engaging students and their families through a guaranteed and viable curriculum to ensure success. We have established lasting partnerships with the community and our families. Through a strong and vibrant PTA, we work collaboratively to provide the best possible education and to ensure student growth. I am honored to serve the Brewster community as Principal.

Respectfully,

*Teresa DiMaria*

Teresa DiMaria, Principal