



McGregor Elementary

2012-2013

Annual Educational Report (AER) Cover Letter

2012-2013

Sharen Howard, Principal

August 20, 2013

Rochester Community Schools

Dear McGregor 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 2012-2013 educational progress for McGregor. 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. If you have any questions about the AER information, please contact Sharen Howard 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 principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has an achievement gap between the highest performing students and the lowest performing students within a single school building. A Focus school label does not necessarily imply low achievement for a school as a whole. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. The majority of schools in Michigan did not receive any of these specific labels.

Our school has been identified as a Focus School as there is a discrepancy between our highest achieving students and our lowest achieving students. This means that our highest achieving students continue to achieve at very high levels. To address our lowest achieving students, a seamless plan of intervention is in place to accelerate their learning. McGregor is challenged with approximately a 42% poverty level, and about 16% of students with multiple languages spoken in the home. Our transiency rate is approximately 20%. See below for details on how the goal of closing the achievement gap is being addressed so that students make more than a year's growth in a year's time.

This year McGregor Elementary is ranked in the 78th percentile on the Top to Bottom list which means it outperformed 78% of schools in Michigan.

Mission Statement

The purpose of McGregor Elementary is to ensure student learning.

Vision Statement

McGregor Elementary School is a safe and secure place to learn. We nurture a positive, productive and inspiring learning environment; dedicated to meeting the needs of every student. All students, staff and parents are respectful and responsible members of our school community.

Our curriculum is aligned to state and district standards and benchmarks that guide student learning. Staff clearly communicates student academic and behavioral expectations to both students and parents.

Instruction is geared toward educating the academic, social, emotional and physical needs of the child in order to provide achievement for all. Ongoing assessment and analysis of data creates instruction that is differentiated, engaging, and meets the needs of all learners.

Collaboration between and across the grade levels provides alignment of behavioral and academic expectations and delivery of instruction and assessment in a consistent and meaningful way.

McGregor is a community of successful learners.

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 School Improvement Plan

The Rochester Community School District has developed a long-range strategic plan that calls for school improvement and professional development. The needs of our students, as measured by student outcomes, drive the school improvement process (SIP).

The school improvement process entails decision-making at each school, which represents and upholds the vision and mission of the entire school system. It also provides a vehicle for working toward school accreditation. The plan calls for all involved in the local school to work together to improve the school.

McGregor's school improvement plan focused on the following goals for the 2012-2013 school year:

- All students will increase proficiency in reading as determined by district and/or state reading assessments.
- All students will increase proficiency in writing as determined by district and/or state writing assessments.
- All students will increase proficiency in math as determined by district and/or state math assessments.
- Increase the percentage of students who demonstrate proficiency in behaving respectfully and with safety towards themselves, others and the school community.

During the 2012-2013 school year, the staff continued to focus on reviewing and refining goals and action plans. Literacy Team meetings were held twice during the year, where student progress was monitored, assessment data was analyzed and the most powerful instructional focus for our students was determined.

A major focus has been on developing grade level goals for Student Learning that are specific, measurable, attainable, results oriented and time-bound. Assessments have been identified to measure each goal, data has been collected and analyzed and the information was used to determine action plans for each grade level in reading, writing and mathematics. Collaborative grade level teams have met for this purpose.

To address the needs of students who have not yet met grade level expectations in reading and writing, a seamless intervention plan for Kindergarten through fifth grade was continued. Highly trained teachers took the highest need K-2 students determined to be at risk through the Reading Recovery program and literacy groups. Students met 4-5 days per week for 20-45 minutes. The intensive, individualized Reading Recovery intervention, along with quality classroom instruction, resulted in a high level of success for students who had a complete program. This means that many of our highest needs first grade students who were able to complete the 12-20 week program, met grade level expectations by the end of the year. Twenty four students received this high level of intervention.

In addition to Reading Recovery, fifty six K-5 students received small group literacy intervention. They met 4-5 days per week for twenty to forty five minutes. Many had increased their reading level and fluency rate by a significant amount indicating improved skills in sight vocabulary, comprehension, problem solving and speed of reading. Another eighteen students utilized the Success Maker Intervention program for reading.

To address the needs of our at risk Math students, forty two students were seen for small group instruction. Of this group twenty eight received additional intervention through the Success Maker program daily. They had a 92% acceptable performance rate where 90% or more of the skills were mastered.

Super Summer Reading Success - To ward off the effects of summer reading loss due to lack of reading, all intervention students in Kindergarten through 4th grade received a selection of books on loan in beautiful book bags donated by the Rochester Kiwanis Club.

Reading Incentive Results – Quarterly reading incentives resulted in almost 5200 additional hours of reading. Students read at home as well as at school throughout the year.

Scholastic Reading Counts Program continued at McGregor to support additional time spent reading. After reading a book, students are able to take a test and record their progress. Teachers incorporate this into their literacy program and students are able to access this from home.

Teacher Labs – Three of our teachers participated in the Rochester School District Teacher Labs. These are a series of educational opportunities where teachers teach each other in order to improve their teaching skills. They are a very effective way to increase teacher expertise in a variety of areas.

SIOP Training – four of our teachers participated in an intense program for professional development on how to best address the needs of our students who are English Language Learners. This was so successful that many more teachers will be taking the training in the fall.

To address the social/emotional needs of our students, we continued with our Success Room. The focus of this room was to help students to be successful by developing life skills such as friendship, problem solving, cooperation, empathy as well as study skills. When an issue or pattern of behavior was identified that got in the way of learning, students were put on a plan or given specific lessons meant to develop that particular life skill. In addition, the room was used to develop areas of interest for students. On their lunch hours, students were often seen taking art or music lessons given by local artists who donated their time for that purpose. As students became more involved with outlets that supported their various learning styles, motivation and cooperation increased in all areas. New this year was a fitness program run by a professional personal trainer who worked weekly with third and fourth grade boys.

Parents were involved in the plan and it is through the partnership developed between them, the student, the classroom teacher and the support staff, that issues became avenues for teaching students tools they need to be successful. Parents as well were supported by providing resources, and conferences designed to meet the needs of their child.

The Success Room quickly became a popular room in the school with almost 8,000 visits by students recorded for the year. Drums, guitars, a quiet area, computers, desks for work completion, and problem solving mats, the room was bustling with energy of students pursuing their learning through their various learning styles. As a result we saw a dramatic decrease in aggressive behavior and a dramatic change in instructional time and willingness to use words to solve problems.

A fifth grade announcement team was formed to act out weekly themes that focus on strategies and skills that need to be reinforced throughout the building. Through classroom meetings, discussion on topic, teachable moments and activities teachers reinforced these themes. Each classroom had an opportunity to design posters related to the theme which were hung around the school.

Students were also able to participate in Reading with Lucy, a trained therapy dog, who helped students engage with reading by simply listening! Each classroom had opportunities to meet with Lucy and share in the fun. The Success Room each month, with the help of parent volunteers, also baked dog biscuits for Leader Dogs for the Blind and baked cookies for the Sunrise Center for the elderly.

Get to Know You times were set aside each week for our Kindergarten and first grade students. These bi-weekly sessions built relationships, and support children in having positive experiences at school.

Success Center Celebration times were done biweekly. Classrooms are nominated by staff to celebrate the accomplishment of a classroom goal, or when students have demonstrated a positive change.

Mr. and Mrs. Krupp received the Excellence in Education Award in 2010 from the Rochester Foundation for their work in the Success Center.

As a school, McGregor won the Educational Excellence Award from the Michigan Association of School Boards in 2010. In 2011 we received state recognition as a "School that Beat the Odds." This is a recognition based on a comparison of other schools in the state with the same demographics. McGregor received it because we are outperforming other schools in the state with similar risk factors.

In addition, all staff participated in the Olweus Anti-bully training this year.

McGregor Elementary uses a wide variety of tools to measure and report student progress and achievement. Report cards, daily assignments, teacher observations, teacher-made tests, and District assessments are examples of assessment measures. The MLPP is also utilized to monitor continuous student progress. In addition, standardized tests in reading, mathematics and science permit us to compare our students' progress with state standards and with groups of children from across the nation.

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* and the Grade Level Content Expectations (GLCE's) in grades K-8 and Course Content Expectations (CCE's) in grades 9 – 12. Teachers have met throughout the year to continue aligning the curriculum to the Common Core State Standards. Our teachers have worked in collaboration with Oakland Schools to develop sample units of study in ELA and Math.

During the 2012-2013 school year the curriculum department continued to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students, and providing more flexible time for student learning beyond the traditional school day.

Elementary teachers continued to implement strategies for effective literacy instruction, and several district professional development in-services focused on assessment within the reading/writing workshop format. 3rd through 5th grades began using a word study program that includes materials and activities for spelling, grammar and vocabulary instruction. In Math, professional learning experiences for 4th and 5th grade teachers centered on differentiation and assessment using their new online tools. Kindergarten, 1st and 3rd grades received materials for inquiry-based Science units of study along with workshops presented by their grade-level peers to support the implementation. In Social Studies, Kindergarten through 2nd grade teachers implemented the units of study from the Michigan Citizenship Collaborative Curriculum. 2nd and 4th grade teachers also met for workshops at the Rochester Hills Museum to prepare for their students' visits to the site.

At the secondary level middle school math and language arts teachers continue to align their curriculum and pacing guides to the Common Core State Standards (CCSS). In addition, *Seventh Grade Accelerated Pre-Algebra* and *Seventh Grade Advanced Language Arts* were implemented this school year. The curriculum department refined the selection process to identify the appropriate students for these accelerated and advanced courses. Middle school science and social studies teachers added activities to their curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing because the Next Generation Science and Social Studies standards have not been approved, to date. High school math teachers have been meeting to review the CCSS for math and aligning them to their instructional resources. High school language arts continue to refine their units of study as they align their curriculum to the CCSS for English language arts. High School science and social studies teachers continue to integrate the literacy standards into their units of study as they wait for a final decision about the adoption of their new standards. Eighth graders were given an opportunity to sign up for a class that will be field tested next year called *Big History*. This course addresses the content expectations for world history, while integrating other disciplines, such as science into the units. At the building level, teachers continue to analyze Explore, Plan and ACT scores. This work will be ongoing. *Introduction to College Math* was developed and field tested at Rochester and Stoney Creek High Schools this past school year and will be running in all three high schools in the 2013-2014 school year.

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

2012-2013 Kindergarten

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - K	1	1.25	1	79	98.75	3.47	80	100	3.43
MLPP Spelling - K	8	15.38	7.13	44	84.62	16.15	52	100	14.76
MLPP Sound ID - K	1	1.25	6	79	98.75	25.29	80	100	25.03
MLPP PA 3: Segmenting - K	11	13.75	0.44	69	86.25	7.44	80	100	6.47
MLPP PA 2: Blending - K	4	5	1.25	76	95	14.76	80	100	14.07
MLPP PA 1: Rhyme - K	0	0	0	80	100	15.01	80	100	15
MLPP Oral Reading - K	3	3.8	0.33	76	96.2	5.07	79	100	4.88
MLPP Letter ID - K	0	0	0	80	100	53.15	80	100	53.15
MLPP Concepts of Print - K	0	0	0	79	100	20.98	79	100	20.98

2011-2012 Kindergarten

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - K	5	6.1	1	77	93.9	2.92	82	100	2.79
MLPP Spelling - K	25	30.49	6.5	57	69.5	15.9	82	100	13
MLPP Sound ID - K	1	1.23	6	80	98.8	24	81	100	23.8
MLPP PA 3: Segmenting - K	23	28.4	0.7	58	71.6	7.01	81	100	5.23
MLPP PA 2: Blending - K	7	8.64	3.7	74	91.4	14.6	81	100	13.6
MLPP PA 1: Rhyme - K	2	2.47	4	79	97.5	15.1	81	100	14.8
MLPP Oral Reading - K	11	13.75	0.6	69	86.3	3.76	80	100	3.32
MLPP Letter ID - K	0	0	0	81	100	51.5	81	100	51.5
MLPP Concepts of Print - K	0	0	0	82	100	20.3	82	100	20.3

2012-2013 1st Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 1	14	18.18	48.36	63	81.82	89.2	77	100	81.77
MLPP Writing - 1	1	1.3	1	76	98.7	3.08	77	100	3.05
MLPP Sound ID - 1	0	0	0	56	100	25.9	56	100	25.89
MLPP Sight Word - 1	17	22.37	35.11	59	77.63	80.41	76	100	70.27
MLPP PA 5: Substitution - 1	21	27.63	2.67	55	72.37	7.34	76	100	6.05
MLPP PA 4: Deletion - 1	8	10.53	3.5	68	89.47	7.28	76	100	6.88
MLPP PA 3: Segmenting - 1	1	1.32	2	75	98.68	7.88	76	100	7.8
MLPP PA 2: Blending - 1	0	0	0	76	100	15.78	76	100	15.78
MLPP PA 1: Rhyme - 1	0	0	0	77	100	15.81	77	100	15.8
MLPP Oral Reading - 1	8	10.53	3.75	68	89.47	9.97	76	100	9.3
MLPP Letter ID - 1	0	0	0	17	100	54	17	100	54
MLPP Concepts of Print - 1	0	0	0	77	100	21.79	77	100	21.77

2011-2012 1st Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 1	4	5.19	1	73	94.8	3.18	77	100	3.06
MLPP Spelling - 1	3	7.89	23.3	35	92.1	56.11	38	100	53.47
MLPP Sound ID - 1	1	1.61	15	61	98.4	25.88	62	100	25.7
MLPP Sight Word - 1	4	5.26	20.8	72	94.7	78.55	76	100	75.51
MLPP PA 5: Substitution - 1	8	10.5	2.5	68	89.5	7.5	76	100	6.97
MLPP PA 4: Deletion - 1	7	9.21	2	69	90.8	7.71	76	100	7.18
MLPP PA 3: Segmenting - 1	3	3.95	2.32	73	96.1	7.96	76	100	7.72
MLPP PA 2: Blending - 1	2	3.28	2.5	59	96.7	15.89	61	100	15.45
MLPP PA 1: Rhyme - 1	0	0	0	64	100	15.69	64	100	15.68
MLPP Oral Reading - 1	8	10.5	3.75	68	89.5	10.48	76	100	9.77
MLPP Letter ID - 1	0	0	0	58	100	45.36	58	100	45.34
Math - 1	12	15.8	60.8	64	84.2	87.83	76	100	83.55

2012-2013 2nd Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
Math - 2	7	8.75	60.1	73	91.25	90.69	80	100	88.01
MLPP Writing - 2	4	5	2	76	95	4.57	80	100	4.43
MLPP Sight Word - 2	9	11.25	56.2	71	88.75	94.11	80	100	89.82
MLPP PA 5: Substitution - 2	3	3.75	4	77	96.25	7.94	80	100	7.78
MLPP PA 4: Deletion - 2	0	0	0	80	100	7.9	80	100	7.9
MLPP PA 3: Segmenting - 2	0	0	0	80	100	8	80	100	8
MLPP PA 2: Blending - 2	0	0	0	80	100	15.98	80	100	15.98
MLPP PA 1: Rhyme - 2	0	0	0	80	100	15.98	80	100	15.98
MLPP Oral Reading - 2	10	12.5	7.5	70	87.5	15.39	80	100	14.4

2011-2012 2nd Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 2	5	6.49	1.79	72	93.51	4.03	77	100	3.87
MLPP Spelling - 2	8	29.63	36.5	19	70.37	71.79	27	100	61.33
MLPP Sight Word - 2	9	11.84	53	67	88.16	97.37	76	100	92.1
MLPP PA 5: Substitution - 2	2	2.6	1	75	97.4	8	77	100	7.81
MLPP PA 4: Deletion - 2	1	1.3	0	76	98.7	7.98	77	100	7.88
MLPP PA 3: Segmenting - 2	2	4	2.5	48	96	8	50	100	7.78
MLPP PA 1: Rhyme - 2	0	0	0	77	100	15.89	77	100	15.89
MLPP Oral Reading - 2	9	11.69	7.44	68	88.31	15.02	77	100	14.12
MLPP Fluency Rubric	4	0.91	0	435	99.09	2.46	439	100	2.43
Math - 2	5	10	48.4	45	90	89.91	50	100	85.74
2nd Grade Math GLCE	12	23.08	55.33	40	76.92	87.84	52	100	80.3

2012-2013 3rd Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 3	9	11.11	1.77	72	88.89	4.09	81	100	3.83
MLPP Oral Reading - 3	18	22.5	13.27	62	77.5	18.19	80	100	17.07
3rd Grade Math CCSS	23	29.49	54.83	55	70.51	90.15	78	100	79.73

2011-2012 3rd Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 3	3	4.41	1.33	65	95.6	4.21	68	100	4.07
MLPP Oral Reading - 3	10	14.71	14	58	85.3	17.9	68	100	17.3
3rd Grade Math RCS	3	4.48	55.3	64	95.5	84.9	67	100	83.6

2012-2013 4th Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 4	5	7.69	2	60	92.31	4.15	65	100	3.98
MLPP Oral Reading - 4	7	10.77	16.29	58	89.23	20.1	65	100	19.67
4th Grade Math CCSS	19	29.69	56.31	45	70.31	89.04	64	100	79.31

2011-2012 4th Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 4	8	9.88	1.75	73	90.1	4.4	81	100	4.13
MLPP Oral Reading - 4	23	28.4	15	58	71.6	20.1	81	100	18.6
4th Grade Math GLCE	15	20.3	58.9	59	79.7	89.9	74	100	83.6

2012-2013 5th Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 5	8	10.13	2	71	89.87	4.3	79	100	4.07
MLPP Oral Reading - 5	20	25.32	18.1	59	74.68	23.69	79	100	22.26
5th Grade Math CCSS	34	46.58	59.11	39	53.42	88.79	73	100	74.95

2011-2012 5th Grade

Rochester Community School District - McGregor Elementary School

Assessment	'Below Standard'			'At or Above Standard'			Total		
	#	%	Avg	#	%	Avg	#	%	Avg
MLPP Writing - 5	3	3.85	2	75	96.2	3.78	78	100	3.71
MLPP Oral Reading - 5	24	30.8	17.4	54	69.2	22.8	78	100	21.1
5th Grade Math RCS	15	21.1	52.5	56	78.9	89.7	71	100	81.8

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

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	431	93%
Spring Conferences (requested)	239	83%

Points of Pride

- McGregor received recognition as a Green School at the Evergreen level which is the highest level possible! We were recognized as being in the top 13 schools in Oakland County out of 174 applicants! To achieve this level you must participate in at least 20 different activities. McGregor participated in 22!
- Students were honored throughout the year by receiving a Clap Out Award in recognition of achieving a goal or effort in working towards one. All McGregor students and staff lined the halls every other Friday and clapped students who received this honor.
- New this year was the establishment of the Holy Cannoli Award. This is given to two students every other week who are nominated by their teacher for demonstrating "The McGregor Way." This means they showed kindness, teamwork, perseverance, respect, integrity etc. They headed the Clap Out line and received a cannoli donated by our community partners, the Holy Cannoli store in downtown Rochester. The final Clap Out award recognized all students who 100% of the time, demonstrated exceptional behavior. There were over 230 of them!
- One of our fifth grade students participated in the Northwestern University's Midwest Academic Talent Search.
- In the PTA Reflections Contest, two of our students moved forward to the state competition, one for film and the other for photography.
- One McGregor student won the Dream In Action themed writing this year and read it at the annual Martin Luther King Ceremony.
- Our 4th and 5th grade Math Pentathlon Team competed this year and brought home two Pentathlete awards, one Bronze medal, two Silver medals and a Hall Of Fame Gold Metal!
- Three of our teachers participated in the Rochester School District Teacher Labs. These are a series of educational opportunities where teachers teach each other in order to improve their teaching skills. They are a very effective way to increase teacher expertise in a variety of areas
- A school wide paper recycling program is run by the CSI students and plastic recycling is done by our Earth Watch Team.
- We raised over \$5000 with the contributions from around the school district, businesses, staff and parent donations for our struggling families for the holidays
- Our Outdoor Classroom continues to be used with a variety of activities that include all grade levels.
 - Kindergarten planted 110 daffodil bulbs in honor of the 100th Day of School
 - First grade planted pumpkins, watered them and will harvest them as second graders for use in the math curriculum
 - Second Graders harvested their pumpkins and participated in the pumpkin exploration project.
 - Third graders maintain the school compost pile all year long. In the spring the students dissect the compost pile for learning purposes and then spread the compost on the McGregor gardens.
 - Fourth grades with the help of a member of the Audubon Society maintained five bird houses and installed them on school grounds. They recorded data about nests, eggs,

hatching and fledging birds. This data is reported to the Audubon Society and the Michigan Bluebird Association.

- Fifth graders maintained the native woodland plants and grasses around the outdoor classroom and added woodchips to keep the area weed free.
- Disability Awareness: A hands-on workshop for third and fourth graders emphasized awareness of a disabled person's needs. The students learned that although impairments may be evident, abilities too are equally important.
- Third grade students participated in the Stoney Creek One Room School House experience as part of their study of Rochester's history.
- Third and first graders presented a musical program.
- All fourth grade classrooms implemented the "Mini-Society" program to teach Social Studies skills and concepts.
- Kindergarten students learned economic concepts by establishing a lemonade stand. Kindergarten students voted to donate the proceeds from their lemonade stand to charity.
- A Variety Show was held in March. Students were able to share their talents in a variety of areas to promote a sense of school community and enhance self-esteem.
- Many upper elementary classes became buddies for younger students and engaged in a variety of reading activities on a weekly basis. We also started a K Pals program where thirty one 3rd-5th graders supported Kindergarten students in literacy for 10 minutes at the beginning of the day.
- McGregor staff members continue to hold twice weekly study hall at a neighborhood clubhouse. Members of the Key Club from Rochester High School participate in providing support to the students with their homework and school projects. Homework Help was visited by over one thousand student visits during the school year.
- Poetry Café -Second graders shared their poetry in their classroom turned coffeehouse at the end of the year. Parents were invited to listen as students shared in the reading of their poems an enjoyed coffee and refreshments as well.
- Science Fair – Budding McGregor scientists sharpened their skills with the help of Oakland University professors at the annual science fair. Science projects were prepared and reviewed by the OU professors and displayed at both the science fair and the Ice Cream Social.
- A community service club for forty three, fourth and fifth grade students called CSI- McGregor (Community Service Involvement) met before school. Many of the activities listed below were sponsored by this hard working group of students.
 - During the first quarter of the 2012-2013 school year, CSI members made several dozen Thanksgiving holiday favors to decorate food trays for the local Meals on Wheels program for Rochester senior citizens.
 - During the second quarter, CSI members were involved with making crafts for the second annual holiday shop. CSI members and parent volunteers set up the holiday shop during lunch periods in December. Proceeds from sales, \$400.00, were donated to McGregor families.
 - During the third quarter, CSI members made fleece blankets for the annual Valentine's Day blanket raffle. Proceeds from raffle ticket sales supported purchases of clothing items needed for the McGregor Clothes Closet (\$150.00). Purchases of sport balls for use during recess are also being purchased from funds raised from raffle ticket sales.
 - During the fourth quarter, CSI members promoted a food drive for the Neighborhood House Food Pantry. CSI, with the help of parent volunteers, delivered over 1200 items to the

pantry. CSI also sponsored a coin drive to raise monies for the Oakland Country Sheriff's Police Liaison Unit for their purchase of a robot to help teach children safety lessons.

**Rochester Community Schools
Executive Staff**

Superintendent – Dr. Robert Shaner
Assistant Superintendent for Instruction
Assistant Superintendent for Business – Daniel Romzek
Chief Human Resource Officer – Elizabeth Davis

**Rochester Community Schools
Board of Education
2012-13**

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Trustee – Chuck Coutteau
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Trustee – Michael Zabat