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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 2016-17 educational progress for the Brewster Elementary. 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 Kelly Dessy for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/PgypRd>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Brewster Elementary has not been given a label and our school improvement initiatives will continue to address areas of need identified by multiple indicators of data. Based on current data analysis from state assessments, Brewster's challenge is to make improvements 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 Ritchart). 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.

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

Students continue to be 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. Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

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

During the 2016-2017 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.

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 Illuminate 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.

### **Mission Statement**

The purpose of Brewster Elementary is to provide a differentiated, quality education in a safe and nurturing environment in order to develop lifelong learners who will reach their full potential in an ever changing world.

### **Student Mission Statement**

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

### Belief Statements

- We believe...students thrive in the care of teachers who build positive, safe relationships and environments, believe in their capacity to learn, and strive to develop a classroom culture of curiosity, resilience, and reflection.
- We believe...in developing communities of thinkers who are actively engaged and invested participants in their own learning.
- We believe...in meeting the needs of all learners through a variety of explicit and experiential teaching methods and modalities

### **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**

2015-2016

I Ready Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	8	12	57	88	65	100
First	11	16	56	84	67	100
Second	13	19	59	81	72	100
Third	18	26	52	74	70	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	8	12	57	88	65	100
First	4	6	64	94	68	100
Second	12	23	40	77	52	100
Third	4	6	66	94	70	100
Fourth	11	15	60	85	71	100
Fifth	8	10	69	90	77	100

I Ready - Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	na	na	na	na	na	na
First	22	23	45	67	67	100
Second	13	19	59	81	72	100
Third	21	30	49	70	70	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fourth	5	7	65	93	70	100
Fifth	14	18	63	82	77	100

2016-2017

I Ready Reading	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	6	10	52	90	58	100
First	10	15	58	85	68	100
Second	8	11	62	89	70	100
Third	8	11	68	89	76	100
Fourth	17	24	54	76	71	100

Fountas & Pinnell	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	11	19	47	81	58	100
First	7	10	61	90	68	100
Second	10	14	61	86	71	100
Third	12	16	64	84	76	100
Fourth	6	9	64	91	70	100
Fifth	11	15	60	85	71	100

I Ready - Math	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Kindergarten	9	16	49	84	58	100
First	7	10	61	90	68	100
Second	11	15	59	84	70	100

Third	12	16	64	84	76	100
Fourth	7	9	64	90	71	100

RCS Math Q4	Below Standard		At or Above Standard		Total Students	
	#	%	#	%	#	%
Fifth	13	19	57	81	70	100

### **Parent Teacher Conferences**

Parent Attendance at Conferences		Number of Parents	Percent of Parents
Fall Conferences	2016-2017	416	97
Spring Conferences *	2016-2017	220	65
Fall Conferences	2015-2016	414	98
Spring Conferences *	2015-2016	262	62

\*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 remain proud and honored to be selected as one of three Rochester Community Schools to be named a 2017 National Blue Ribbon School. We share our Community Circle values through authentic learning and partnerships with community and families. We have a highly skilled staff engaging students and their families through a guaranteed and viable curriculum to ensure success. Through a strong and vibrant PTA, we work collaboratively to provide the best possible education and to ensure student growth. Through exceptional opportunities like First Lego Robotics, Drama Club, Math Pentathlon, Disability Awareness, PTA Reflections, Authors In April, and much more students and families enjoy a highly engaged and well-rounded learning community. It is my honor to celebrate an outstanding year and thank our dedicated staff, students, and families.

Sincerely,

Kelly E. Dessy  
Brewster Elementary Principal