



Voyager Elementary School Annual Education Report (AER) Cover Letter

May 31, 2018

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 Voyager 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 Mindy McGinn for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/bQfJzn>, or you may review a copy in the Voyager Elementary main office.

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.

Voyager Elementary School has not been given one of these labels.

In the 2015-16 school year, Voyager Elementary school continued to participate in the M-STEP state assessment along with all other public schools in Michigan. During the time, Voyager students continued to show high academic achievement in the areas of Mathematics, English Language Arts (ELA), Science and Social Studies. 65.3% of students in 3rd-5th grades were found to be proficient in Mathematics. 65.2% of students in 3rd-5th grades were found to be proficient in English Language Art . In Social Studies, 37.7% of 4th grade students were found to be proficient. 28.3% of all 5th grade students were found to be proficient in Science.

Once the scores are shared, the Voyager School Improvement Team yearly completes a thorough data analysis to determine key initiatives that will foster learning and close gaps in achievement. The faculty members intend to improve teaching and learning by engaging in data analysis to inform instruction and by helping students learn to take ownership for their success by monitoring their individual data and setting goals. Interventionists will implement specialized instruction as a result of analyzing universal screening and progress monitoring data. Increasing the use of information texts will be an intentional focus area for all teachers. In addition, faculty members will continue to establish and communicate learning goals

accompanied by a scale or rubric to describe the level of academic performance required by students. This work is founded in professional learning through quality education literature. For the 2015-16 school year the staff studied Seven Strategies of Assessment for Learning and 5 Dimensional of Teaching and Learning. These studies will continue into the next school year.

State law requires that we also report additional information.

1. Howell Public School students have been assigned to schools for the past two years based on their residency. If the school reaches capacity at the student’s assigned grade level, the student is assigned to attend the nearest school with availability. Transportation is provided via a transfer bus. The family is given the opportunity to return to the child’s home school as seats become available.
2. The School Improvement Plans for Voyager Elementary School may be found on the website at: http://howellvoyager.ss12.sharpschool.com/about_us/school_improvement/
3. Howell Public Schools has had no specialized schools for the past two years. We do not have a separate alternative education program, and our ELL programming is within our various school buildings.
4. Parents may access the core curriculum at howellschools.com/academics and are available on paper by request from the Instructional Services office (Suite A) at the District’s Board Offices, 411 N. Highlander Way in Howell. Our implementation model is based on the 5D+ Instructional Framework - a comprehensive, research-based program that focuses on the essential elements of effective classroom practice. We use the 5D+ Instructional Framework in close alignment with the 5D+ Teacher Evaluation Rubric to ensure successful implementation of high-quality instructional practices in the delivery of our curriculum
5. Data in Reading, Math, Science and Social Studies from the state’s M-STEP and MME tests may be found at <https://goo.gl/bQfJzn>, AER Combined Report. In addition, Howell Public Schools assesses students in kindergarten, first and second grades in Reading and Math. We use the Developmental Reading Assessment (DRA) and NWEA - Measures of Academic Progress (MAP) summary assessments to determine proficiency.
6. Parent-Teacher Conferences are held in the fall and spring. This is an opportunity for parents and teachers to communicate regarding each student’s needs.

Percent of Attendance	Fall 2015	Fall 2016
November Parent Teacher Conferences	97%	96%

Student success continues to be the top priority at Voyager Elementary School. The learning community within this school has worked purposely to make great gains in student achievement. We will continue to offer quality instruction and improve upon our practices in order to best prepare our students for the future. We thank you for partnering with us in this most worthy endeavor!

Sincerely,

 Mindy McGinn
 Principal
 Voyager Elementary School