



Jennifer Goethals
Principal

Webber Elementary Annual Education Report (AER)

January 20, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Webber 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 Mrs. Jennifer Goethals for assistance.

The AER is available for you to review electronically by visiting the following web site at <http://bit.ly/2G55mpO> or you may review a copy in the main office at your child's school.

For the 2018-19 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

In order to continue to meet the needs of our at-risk population and to provide early intervention to those below benchmark, we have two full-time literacy interventionists that provide additional support to students in grades K-1, as well as two additional interventionists that service grades 2-5. Changes to assessments and standards have helped staff identify new areas of potential growth school-wide. We work hard to ensure all students' needs are met and appropriate interventions are put into place for each student when necessary. Targeted professional development in math, literacy and science are our current support goals.

State law requires that we also report additional information.

Webber Elementary and Student Enrollment

Webber Elementary is one of six elementary neighborhood schools within Lake Orion Community Schools. Each neighborhood school is designed to reflect the unique characteristics and needs of the families and neighborhood they serve. Enrollment is open to students living within the school's boundaries, creating the opportunity for students to attend school with children who live in their neighborhood. This learning community provides an environment of trust and support in which children are nurtured and thrive academically, socially, and emotionally.

Lake Orion Community Schools has expanded its Schools-of-Choice enrollment program to include out-of-district students for the 2018-19 school year. Spaces were available at selected schools in grades K through 8 during the 2018-19 school year. Lake Orion also accepted Schools-of-Choice students in our Learning Options High School, an alternative learning environment for students in grades 10-12.

School Improvement

Webber's School Improvement Team is composed of the principal, teachers from every grade level, and specials teachers. Parent input is given via PTO meetings or parent surveys. This team, supported by our staff, analyzes school needs, and meets quarterly to review progress of our goal areas. Academic goal teams meet monthly to review current SIT goals and to make recommendations on professional development for staff and make suggestions on changes to the current goals for the following school year. Grade level teams meet weekly to review current data and modify pacing, interventions, and teaching methods in order to reach all students' needs. The School Improvement team sets academic goals based on district common assessments, M-STEP results, FastBridge screener, and the AIMSweb screener.

Goals:

- Goal 1: Students will demonstrate and increase student growth on reading standards.
- Goal 2: Students will increase student growth on mathematical standards.
- Goal 3: Students will increase student growth in literacy standards.

The Webber School Improvement Plan may be viewed on the Webber website

Specialized Schools

Our school district provides educational programs, services and support to certified special education students throughout the District. During the 2018-19 school year, there were 900 students who were in need of special education support services. From this group, eleven students required specialized services outside of the Lake Orion school district. Those students attended Waterford and Bloomfield Hills.

Our school district also runs a separate facility for students with autism, emotional impairments, and young adults with special needs ages 18-26 years old. Within the building we support students K-8 autism and K-8 with emotional impairments. The building includes 62 students in total for the 2018-19 school year. Our new programs allow the District to increase our array of services to keep our students within our community.

Curriculum

Lake Orion Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with Michigan Standards for all courses and subject matter and state-mandated graduation requirements. The curriculum at Webber is synonymous with the district's curriculum. Additional information on the curriculum can be found at

<https://www.lakeorionschools.org/departments/teaching-and-learning/curriculum>

Local Assessments

At Webber we use a variety of qualitative and quantitative methods (in addition to M-STEP) to assess the whole child.

Kindergarten

	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
Math Common Assessment Quarter 1	Mathematics	74	93.2	81	95.1
Math Common Assessment Quarter 2	Mathematics	75	76.0	81	80.2
Math Common Assessment Quarter 3	Mathematics	75	84.0	81	87.7
Math Common Assessment Quarter 4	Mathematics	75	96.7	80	89.0
AIMSweb Nonsense Word Fluency	Reading	75	93.3	81	73.0
AIMSweb Phoneme Segmentation Fluency	Reading	75	89.3	80	96.0
AIMSweb Letter Naming Fluency	Reading	75	77.3	81	79.0
AIMSweb Letter Sound Fluency	Reading	75	81.3	81	85.0
Teachers College	Reading	75	86.7	81	65.0
On Demand Opinion/Argument Writing	Writing	75	89.3	81	81.0

Grade 1

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	92	95.7	72	100.0
Teachers College	Reading	92	85.9	72	85.0
AIMSweb Oral Reading Fluency	Reading	92	88.0	72	85.0
AIMSweb Nonsense Word Fluency	Reading	92	67.4	72	94.0
AIMSweb Number Identification Measurement	Mathematics	92	78.3	75	54.0
AIMSweb Quantity Discrimination	Mathematics	92	90.2	72	65.0
Math Common Assessment Quarter 1	Mathematics	91	98.9	96	97.0
Math Common Assessment Quarter 2	Mathematics	92	94.6	72	89.0
Math Common Assessment Quarter 3	Mathematics	92	76.1	72	86.0
Math Common Assessment Quarter 4	Mathematics	92	98.9	72	97.0

Grade 2

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	80	86.3	97	56.0
Non-Fiction	Reading	22	45.5	97	55.0
Teachers College	Reading	80	96.3	97	93.0
AIMSweb Oral Reading Fluency	Reading	80	86.3	97	89.0
AIMSweb MCOMP	Mathematics	79	88.6	97	88.0
Math Common Assessment Quarter 1	Mathematics	78	55.1	96	84.0
Math Common Assessment Quarter 2	Mathematics	78	92.3	97	97.0
Math Common Assessment Quarter 3	Mathematics	79	93.7	97	84.0
Math Common Assessment Quarter 4	Mathematics	79	93.7	97	70.0

Grade 3

	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	82	56.1	54	80.0
Non Fiction	Reading	82	59.8	90	72.0
Teachers College	Reading	80	87.5	82	95.0
AIMSweb Oral Reading Fluency	Reading	81	74.1	81	77.0
AIMSweb MCOMP	Mathematics	80	91.3	81	90.0
Math Common Assessment Quarter 1	Mathematics	80	73.8	79	73.0
Math Common Assessment Quarter 2	Mathematics	81	61.7	79	85.0
Math Common Assessment Quarter 3	Mathematics	83	80.7	78	87.0
Math Common Assessment Quarter 4	Mathematics	83	57.8	80	65.0

Grade 4

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	83	47.0	82	54.0
Non Fiction	Reading	84	69.0	82	55.0
Teachers College	Reading	84	91.7	82	90.0
FastBridge aReading	Reading	n/a	n/a	82	48.0
FastBridge aMath	Mathematics	n/a	n/a	82	79.0
Math Common Assessment Quarter 1	Mathematics	82	78.0	84	79.0
Math Common Assessment Quarter 2	Mathematics	82	62.2	84	57.0
Math Common Assessment Quarter 3	Mathematics	83	69.9	84	71.0
Math Common Assessment Quarter 4	Mathematics	83	83.1	84	76.0

Grade 5

Assessment	Content	Spring 2018 % Proficient		Spring 2019 % Proficient	
		# Tested	%	# Tested	%
On Demand Opinion/Argument Writing	Writing	114	62.3	83	42.0
Non Fiction	Reading	114	64.9	83	67.0
Teachers College	Reading	114	82.5	83	93.0
FastBridge aReading	Reading	n/a	n/a	83	53.0
FastBridge aMath	Mathematics	113	63.7	81	81.0
Math Common Assessment Quarter 1	Mathematics	113	84.1	81	90.0
Math Common Assessment Quarter 2	Mathematics	114	64.9	81	65.0
Math Common Assessment Quarter 3	Mathematics	114	73.7	81	65.0
Math Common Assessment Quarter 4	Mathematics	114	68.4	82	62.0

Parent Participation

Parents/guardians have given a great deal of their time to support students and staff by volunteering in classrooms, on field trips, in the media center, for the PTC, and by raising funds to support school projects. Individual school-wide parent-teacher conferences are held each year and we are very pleased with the attendance of parents and guardians.

Fall Conferences

2018-2019	Boys – 265 (97.8%)	Girls – 241 (98.0%)	Total % - 97.9%
2017-2018	Boys – 285 (98.6%)	Girls – 253 (98.8%)	Total % - 98.7%

Spring Conferences

2018-2019	Boys – 258 (97.0%)	Girls – 239 (96.4%)	Total % - 96.7%
2017-2018	Boys – 282 (96.9%)	Girls – 257 (95.5%)	Total % - 96.3%

Points of Pride

The 2018-2019 school year brought many exciting events and opportunities to the Webber Community and we are very proud of all of them. For a complete listing of the Webber Points of Pride please visit our website.

Webber offers a warm family atmosphere in which everyone feels safe and is excited about learning. With strong parent involvement and a dedicated staff, the school community works together to ensure all children experience success. Rich with school pride, shareholders participate in a variety of activities led by both student council and our parent/teacher organization.

As the Principal of Webber Elementary this year, I will continue to facilitate the strong educational environment for our community. I look forward to continuing to work with all stakeholders to continue down the pathway of positive progress here at Webber.

Sincerely,

Mrs. Jennifer Goethals
Principal