



Van Dyke Public Schools
Office of Superintendent

Mrs. Piper Bognar
Superintendent of Schools

23500 MacArthur Blvd.
Office: 586.758.8333

Warren, MI 48089
Fax: 586.758.8332

April 23, 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 Van Dyke Public Schools and our individual buildings. The AER addresses the complex reporting information required federally, and some requirements of state laws. Our staff is available to help you understand this information. Please contact the Van Dyke Public Schools if you need assistance.

The District AER is available for you to review electronically by visiting <https://goo.gl/wTH7bq>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data: Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. This include assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status: The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. 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 status label is given.

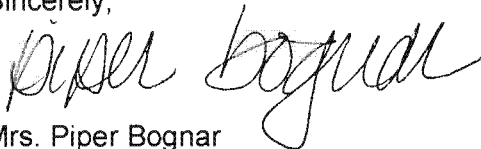
Every Student, Every Day, No Matter What

| School Name | Status Label | Key Initiative to Accelerate Achievement |
|-----------------------------------|--|--|
| Carlson Elementary School | No Label; Not identified for Improvement | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Responsive Classroom, Targeted Intervention System |
| Lincoln Elementary School | No Label; Not identified for Improvement; EXITED PRIORITY STATUS | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Responsive Classroom, Targeted Intervention System |
| McKinley Elementary School | No Label; Not identified for Improvement | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Responsive Classroom, Targeted Intervention System |
| Lincoln Middle School | No Label; Not identified for Improvement | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Responsive Classroom, Targeted Intervention System |
| Lincoln High School | No Label; Not identified for Improvement | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Restorative Justice, Targeted Intervention System |
| Success Academy | No Label; Not identified for Improvement | Professional Learning Communities, Balanced Assessment and Curriculum Alignment, Culture and Climate focus, Targeted Intervention System |

We take great pride in each building's accomplishments and increased student achievement as shown on state and assessments. Focusing on student growth and the whole child allow us to critically analyze our programming and plan for next steps in district operations. The removal of our final Priority building from MDE's Priority Status exemplifies our entire staff's systemic commitment to Every Student, Every Day, No Matter What.

Parent, family, and community involvement are the foundations of a positive experience for our students and we appreciate every effort you continually make to help Van Dyke Public Schools be the best we can be.

Sincerely,



Mrs. Piper Bogнар
Proud Superintendent
Van Dyke Public Schools

Every Student, Every Day, No Matter What