



February 16, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for the Franklin 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 me, Jaime Heuker, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/VmcBy1> or you may review a copy from the principal's office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Students who attend Franklin Elementary School are assigned to our school by their address or through our district adopted School of Choice policy.

Franklin Elementary School is in the third year of implementation of a 5 year school improvement plan. Hard copies of our school improvement plan can be obtained in the school office. Franklin is not and does not have any specialized schools.

All schools in the Cadillac Area Public School district follow Michigan's core curriculum and use the Grade Level Content Expectations (GLCE) and Core Content Standards (CCSS) as our main curriculum guides. Michigan's Curriculum can be found at <http://www.michigan.gov/mde> and the CCSS documents can be found at <http://www.corestandards.org/what-parents-should-know/>.

Cadillac Area Public Schools implement this curriculum with the assistance of pacing guides. These pacing guides were developed in collaboration with the Wexford Missaukee Intermediate School District and can be accessed at <http://www.wmisd.org/general-education/curriculum-learning/pacing-guides>.

Franklin's teachers plan and implement lessons that are sequenced logically and based upon student performance and need using research-based strategies and techniques.

All of Cadillac's elementary schools assess student-reading progress a minimum of three times a year using the Fountas and Pinnell Benchmark Assessment System. Fountas and Pinnell is a formative set of assessments that provide teachers, parents, and administrators with student performance information to determine student progress and response to instruction and/or intervention.

Based upon the June 2016 assessment data, student proficiency in reading fluency results are listed below. The numbers next to each level are listed as a percentage of the school's grade level population:

Kindergarten- 85% reading at or above grade level- up from 0% in September 2015  
1<sup>st</sup> Grade- 77% reading at or above grade level- up from 76% in September 2015  
2<sup>nd</sup> Grade- 86% reading at or above grade level- up from 72% in September 2015  
3<sup>rd</sup> grade- 80% reading at or above grade level- up from 72% in September 2015  
4<sup>th</sup> grade- 76% reading at or above grade level- up from 73% in September 2015

In addition, student mathematics progress and performance were also assessed a minimum of three times annually using the assessments developed by iReady. iReady is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment of the previous year's Common Core Standards (CCS) The results are reported via a web-based data management and reporting system to determine response to intervention and instruction. Students are also assigned the classifications of Benchmark, Strategic, and Intensive to aid teachers in determining the appropriate modifications to their instruction. Franklin Elementary School May 2016 math results are:

|                        |               |               |              |
|------------------------|---------------|---------------|--------------|
| Kindergarten-          | Benchmark 91% | Strategic 9%  | Intensive 0% |
| 1 <sup>st</sup> Grade- | Benchmark 76% | Strategic 23% | Intensive 1% |
| 2 <sup>nd</sup> Grade- | Benchmark 91% | Strategic 9%  | Intensive 0% |
| 3 <sup>rd</sup> grade- | Benchmark 83% | Strategic 17% | Intensive 0% |
| 4 <sup>th</sup> grade- | Benchmark 75% | Strategic 18% | Intensive 8% |

The work of school staff could not be accomplished without the assistance and support of our community. One way that parents assist our school staff is by attending parent teacher conferences each time they are held. During the 2015/2016 school year, Franklin Elementary School held conferences for 100 percent of our students during the October 2015 conference period.

I am grateful to the students, parents, and staff members who made the 2015/2016 school year exciting and successful. I look forward to the 2016/2017 school year and our continued partnership in educating the students of Franklin Elementary School.

Sincerely,



Jaime Heuker

Principal

