January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the 2019-2020 Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Dublin 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 Principal Jeffrey Drewno for assistance.

The AER is available for you to review electronically by visiting the following web site, https://goo.gl/TwNFdK 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 and continues to show improvement.

The staff at Dublin Elementary are engaged in continuous school improvement through the AdvancEd Accreditation System. This framework has been developed and used to increase student achievement and support the challenges we face.

As shown in the combined report below, the students at Dublin Elementary continue to score at a higher proficiency rate than the state and District average, and continue to slowly close gaps in achievement each year. Our Dublin teachers continue to design and engage students in well-designed lessons that use effective teaching strategies and are specialized for the needs of all learners including all student subgroups.
Our challenges continue to be the diverse academic and social-emotional needs of our student subgroups, time to implement effective and consistent strategies that work with students, and the need for ongoing and effective professional learning opportunities for teachers.

Our challenges and the strategies we are implementing are addressed in our School Improvement Plans in which all stakeholders have input and which are reviewed annually. For a full description of our School Improvement Plans, please see the link below.

State law requires that we also report additional information.

**Student Enrollment | School Assignment**
Walled Lake Schools enrolls and assigns schools to students based on the attendance areas in which they reside. Maps and information on the District enrollment process is available on the District website at: [http://wlcsd.org/parents/enrollment/](http://wlcsd.org/parents/enrollment/).

**School Improvement Plan**
Dublin Elementary is accredited by AdvancED (formerly the North Central Association) and is continuing to maintain and enhance our five year School Improvement Plan. [Dublin Elementary School Improvement Plan](http://wlcsd.org/parents/enrollment/).

**Specialized School Report**
In addition to the regular K-12 program, our School District provides educational alternatives and opportunities for students as well as meeting special education needs. The “Specialized Schools Report” is available in our school office or on the District website at [www.wlcsd.org](http://wlcsd.org).

**Core Curriculum**
The Walled Lake Consolidated Schools’ Board of Education has officially adopted Michigan Academic Standards in all Core content areas. Please visit the following websites for a listing of academic standards.

Michigan Department of Education | Michigan Academic Standards
[https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

Walled Lake Schools’ | Understanding the Common Core Standard
Achievement Testing
At the elementary level, the Walled Lake Schools has a balanced assessment program to gauge students’ progress and provide valuable information to teachers, parents, and students. Kindergarten through third grade students take the Developmental Reading Assessment (DRA) several times per year to determine students’ progress in reading. For grades K-5 in writing, we utilize rubrics that are aligned with our writing curriculum which assess student growth with narrative, informational, and opinion writing. Lastly, the i-Ready mathematics diagnostic is given to students in grades K-5, and the i-Ready reading diagnostic is given to students in grades 2-5. This balanced assessment plan provides teachers and schools with valuable information about each child’s growth and allows our professional educators to individualize instruction to meet every child’s needs.

Parent-Teacher Conferences

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<tr>
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<th>2018-19</th>
<th>2017-18</th>
<th>School Year</th>
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<tbody>
<tr>
<td>Number of Dublin Elementary students represented by parents at parent-teacher conferences.</td>
<td>558</td>
<td>550</td>
<td></td>
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<tr>
<td>Percentage of Dublin Elementary students represented by parents at parent-teacher conferences.</td>
<td>98%</td>
<td>97%</td>
<td></td>
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</tbody>
</table>

The purpose of the Dublin Elementary School Community is to develop academic and social leaders who are lifelong learners. We work every day to assure all students achieve high levels of learning. On behalf of the entire Dublin Elementary staff, I would like to thank our Dublin school parent community who engage and partner with us in learning.

Sincerely,

Principal Jeffrey G. Drewno