



April 22, 2016

Dear Way Elementary School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Way Elementary. 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 Adam Scher, Way Elementary Principal at ascher@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/IQbnjG>, or you may review a copy in the main office at your child's school.

NWEA results for the past two years show:

MATH	K	1st	2nd	3rd	4th
<i>Way Spring 2016</i>	170.6	191.2	204.3	208.0	219.7
<i>Way Spring 2015</i>	169.0	195.9	198.6	211.1	224.0
<i>2015 National Norms</i>	<i>159.1</i>	<i>180.8</i>	<i>192.1</i>	<i>203.4</i>	<i>213.5</i>
READING					
<i>Way Spring 2015</i>	167.0	182.9	198.9	203.3	212.2
<i>Way Spring 2014</i>	167.2	188.2	197.7	206.0	212.9
<i>2015 National Norms</i>	<i>158.1</i>	<i>177.5</i>	<i>188.7</i>	<i>198.6</i>	<i>205.9</i>
LANGUAGE USAGE					
<i>Way Spring 2015</i>	N/A	N/A	199.3	205.7	211.5
<i>Way Spring 2014</i>	N/A	N/A	195.4	206.1	211.4
<i>2015 National Norms</i>	N/A	N/A	<i>189.7</i>	<i>200</i>	<i>206.7</i>

Although proud of assessment results, the staff at Way does not rest on their laurels. As we deepen our understanding of what a true culture of thinking can be as a staff, the students reap the benefits in the classroom. When student thinking is made visible in the classroom it enables teachers to more accurately assess students' understanding. Making thinking visible in the classroom also gives voice to those who previously believed they lacked one.

Due to a lack of consistent data, we cannot formally identify one population that results in an achievement gap. Our primary challenge remains meeting the needs of our diverse population of thinkers. Steps taken to accomplish differentiated instruction include the workshop model in reading, writing and mathematics coupled with a myriad of interventions in fostering the development of the whole child.

State law requires that we also report additional information:

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has a space-available open enrollment transfer process for in-district students who wish to attend schools other than their assigned school.
- Way's School Improvement Plan is an ongoing effort to align our instructional efforts with student needs. Our goals for the next 3-5 years revolve around reading, writing, and mathematics instruction as well as developing culturally competent classrooms. The use of Thinking Routines is our primary strategy for addressing our goals. Progress toward the goals is monitored and goals are adjusted yearly.
- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.
- Parent-Teacher conferences are well attended at Way. In 2015-16 92% of our 429 students were represented by parents during our fall parent-teacher conferences. In 2014-15, 96% of our 430 students were represented during our fall and spring conferences.

Just as there's a difference between a house and a home, there's a difference between a school and a community. The difference is the people in the building, and that is ultimately the answer to the original question. Why Way? Because of its dedicated and caring staff of educators, front-office personnel and custodians, to a supportive PTO and a collection of volunteers. That's Why Way!

Come experience Way for yourself. This is where your child's story begins.

Sincerely,

Adam Scher
Principal Way Elementary