



February 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Kingsbury Country Day 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 the office for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/r5Bzdb> or you may review a copy in the main office on the Oakwood Campus.

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.

Kingsbury Country Day School students exhibited greatest proficiency on last year's state tests in the areas of reading and writing. Though our students tended to score higher than the state proficiency average in math, science and social studies, these are areas in which the school will focus its efforts next year in order to increase student achievement. To accomplish this goal, students in kindergarten through fifth grade will use the new, standards-aligned math program, *EnVision Math*; students will have access to online programs of instruction, enrichment and remediation available to them; teacher professional development will focus on improving performance through better attendance, differentiated instruction and personalized growth targets based on assessment; and teachers will closely monitor student achievement through scheduled sessions of collaboration.

State law requires that we also report additional information:

## ENROLLMENT

### Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- School enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- School admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The School Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.
- The school shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the school receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

### Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The school shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The school may neither close the application period nor hold a random selection drawing for unauthorized grades.

### Legal Notice

- The school shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. At a minimum, the legal notice must include:
  - A. The process and/or location(s) for requesting and submitting applications.

- B. The beginning date and the ending date of the application period.
- C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the school.
- The school, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

### Re-enrolling Students

- The school shall notify parents or guardians of all enrolled students of the deadline for notifying the School that they wish to re-enroll their child.
- If the School Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the school during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the school must determine the following:
  - A. The number of students who have re-enrolled per grade or grouping level.
  - B. The number of siblings seeking admission for the upcoming academic year per grade.
  - C. If space is unavailable, the School must develop a waiting list for siblings of re-enrolled students.
  - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

### Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the school shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.

Kingsbury Country Day School shall use a credible, neutral “third party” to conduct the random selection drawing. Further, the school shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The school shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the school's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

### SCHOOL IMPROVEMENT

The process of school improvement is an ongoing process that includes program evaluation, extensive data analysis, professional development, and goal-setting. Early in the school year, a dedicated team of educational professionals from within the school was assembled to establish a timeline for conducting the school improvement process. In addition to the timeline, a description of the process and a discussion regarding participation ensued. This group became the School Improvement Team. The team included representation from school administration, faculty, parents and the Board of Directors. We were looking for input from individuals who were active in school affairs and therefore familiar enough with its operations to be able to make informed decisions regarding best practices. In addition, since this team would be the motivating force for the school improvement process, it was important to choose representatives who were acquainted with the responsibilities of leadership.

Once the committee members were chosen, they received a personal, face-to-face invitation from the school leader. The team met every Monday morning throughout the school year when classes were in session. Meetings took place from 7:30 to 8:10 am. The full faculty and staff were also involved in the school improvement process. These sessions took place at the bi-weekly faculty meetings and at some of our professional development sessions.

The School Improvement Team consisted of the Head of School; Director of Curriculum; Director of Admissions and Community Relations; the lead Student Support Services provider; elementary and middle school division leaders; member of the specials team, and three parents. This arrangement of members also provided the team with alumni representation.

The responsibilities of the School Improvement Team was to set the schedule for all meetings and coordinating those meetings with the schedule for completion. They also worked on the school process rubric. During their weekly, forty-minute meetings, the team was able to set schedules, bring items to the meeting for discussion, coordinate the stakeholder surveys, and work together to develop the school process rubrics. The rest of the school staff was kept apprised of progress through dedicated liaisons. In addition, the entire faculty and staff provided feedback and revisions to the process rubrics and collaboratively developed the school goals at bi-weekly faculty meetings and during professional development sessions. Finally, whenever student assessment data was reviewed, the full faculty was involved

During the process, the Board of Directors was apprised of the progress during administrative reports. A presentation was also made by a representative from the

Educational Services Provider (CS Partners) at the April 2016 meeting. Parents were informed of the process in several editions of the school's weekly electronic newsletter. As the school recruited parents and other stakeholders for the school's strategic planning initiative and parent opinion surveys, the connection between these process and the school improvement plan were emphasized.

The school improvement plan was approved by the Board of Directors in June and submitted to the state. A copy of this plan has been posted on the school's website. Parents, Board members, faculty and alums will be notified via email and the electronic newsletter that the school improvement plan has been posted. Hard copies of the plan will also be kept in the school office for easy access by parents and visitors to the school.

### SPECIALIZED SCHOOL

At this time, Kingsbury Country Day School does not offer any specialized schools.

### CURRICULUM

Kingsbury Country Day School has earned a reputation as the provider of a diverse and challenging curriculum. The curriculum was developed by the faculty and designed to reflect the school's philosophy, which is dedicated to teaching children as individuals with their own potentials, interests and needs in mind. Based on past successes, the curriculum has proven effective in providing an extremely rigorous and engaging learning path for students. As it has for the last 60 years, Kingsbury's intent is to continue to refine and adapt the existing curriculum to meet the ever-changing needs of a dynamic world and varied population.

At the core of the school's curriculum are the state and national standards of instruction, as defined by Michigan Department of Education's Grade Level Content Expectations; Next Generation Science Standards (NGSS); National Council for the Social Studies (NCSS) national standards; National Standards for Foreign Language Education; and. These guidelines set high standards for student achievement, and establish essential skills for the twenty-first century. When used as a framework for curriculum, the national standards (together with the state standards) provide ample room for the innovation and creativity essential to teaching and learning.

Just as important as what a child learns is how they learn. The learning community at Kingsbury recognizes that the current and future success of our students depends directly on how broadly and deeply they reach a new level of twenty-first century literacy that includes strong academic skills, thinking, reasoning, collaborative skills, and proficiency in using technology. Developing this literacy will require greater engagement of our students in their learning; continued exposure to, and an enhanced understanding of, contemporary technological tools; and an approach to problem-solving where the true assessment of success is in the process rather than the solution. In addition, differentiation will encourage teachers to identify the unique learning styles, strengths and challenges of each

student, and allow them to tailor instruction and assessment to the individual student.

The school is committed to balancing the best of the past with a forward-looking vision of a twenty-first century global education. From Kindergarten through eighth grade, students at Kingsbury Country Day School are actively engaged in a curricular framework that embraces student inquiry and activity-based learning. Kindergarten through fourth grade will be taught a curriculum governed by both the International Baccalaureate Scope and Sequence for the Primary Years Program and the state standards for Michigan. The fifth through eighth grade curriculum also follows state standards for Michigan while still maintaining an IB-like focus on interdisciplinary study, project-based learning tasks, and authentic assessment. English language arts, science, mathematics, social studies, Spanish, environmental science, visual arts, the performance arts, health and physical education serve as the foundation of the Kingsbury experience.

The curriculum's primary focus is on the development of the whole child as an inquirer within the local and global community. By developing skills and constructing knowledge through the lens of transdisciplinary themes, as opposed to individual subjects, students are better able to develop 21st century skills and synthesize information in meaningful ways. The six transdisciplinary themes formulated by International Baccalaureate allow for the inclusion of both local and global issues into the curriculum. The goal is for students to interact with the curriculum in a way that is both relevant and familiar, but also universal and "international-minded".

Anyone wishing to obtain a copy of the curriculum can inquire at the main office.

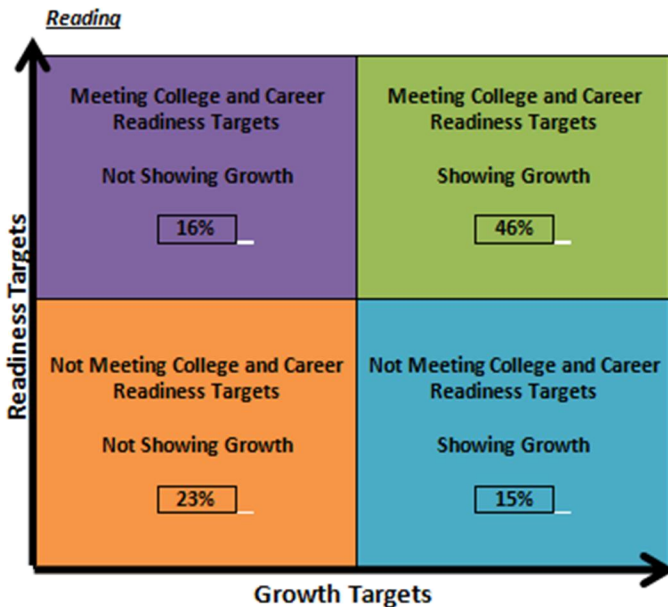
#### PARENT-TEACHER CONFERENCES

One hundred ninety-two (192) of the school's students were represented by parents in October, 2014. This represents 97.5% of the student body. At student-led conferences in March, 2015, all 197 students were represented by their parents (100%). In October 2015, 230 of the school's 233 students (98.7%) were represented by their parents or guardians at conferences. Two hundred thirty three (233) of the 234 enrolled students were represented at the student-led conferences in March, 2016. This represented 99.6% of the student body.

#### STUDENT ACHIEVEMENT

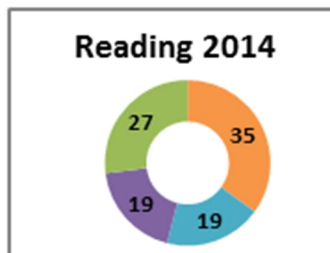
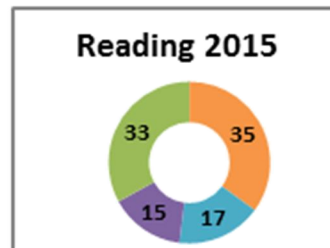
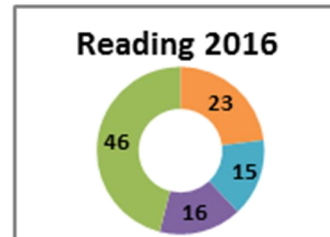
In the fall of 2015 and the spring of 2016, Kingsbury Country Day School students in Kindergarten through eighth grade were administered the NWEA-MAP test. The NWEA-MAP is an online assessment that identifies individual student strengths and challenges in reading, language, and math. Because the test is administered again in the spring, it serves as a measurement of student progress and growth over the academic year. The results assist teachers with the differentiation of student instruction.

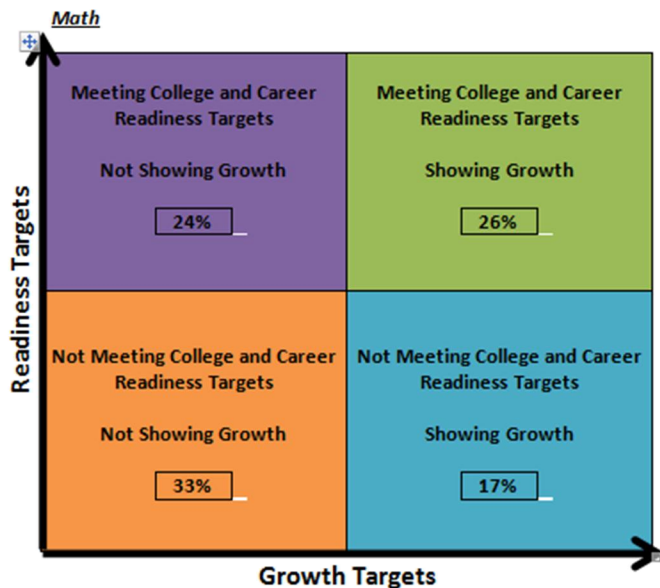
Detailed below are the percentages of students meeting the College and Career Readiness Targets on the spring administration of the NWEA MAP assessment as well as showing growth from the fall to spring assessment:



\* Growth is defined as meeting the individual growth target set by the assessment system.

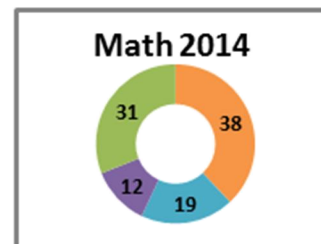
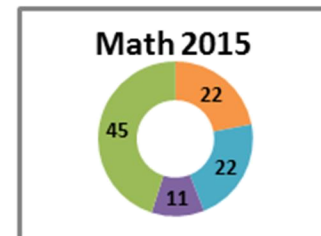
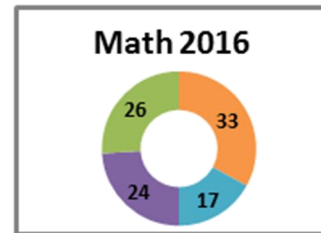
3 year trend data





\* Growth is defined as meeting the individual growth target set by the assessment system.

3 year trend data



We are pleased with the successes that our school was able to celebrate during its beginning years as a charter academy, and we applaud the students, parents and educators who all played pivotal roles during this process. It was this partnership that successfully steered the school through this transition. We look forward to working with all of you again during the 2016-2017 school year.

Sincerely,

Andrea Bristol and Tom Mecsey  
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 Oxford, MI 48370