Ms. Nancy Rydzewski
Interim Principal

Southfield Public Schools
Your Future Brighter!

Vandenberg World Cultures Academy
16100 Edwards Avenue
Southfield, MI 48076

March 27, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Vandenberg 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 Mrs. Nancy Rydzewski for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2HVegI0 or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Vandenberg was not identified as any of the aforementioned labels.

1. Key Challenges

Vandenberg is aligned with the district and currently identifies the blueprint as the key initiative being undertaken in the school to accelerate student achievement. The emphasis is being placed on systems to ensure student success as well as intense student support.

State law requires that we also report additional information.

2. Process for Assigning Pupils to the School

Students are assigned to a school based on their home address, school district boundaries, home language survey, and seating availability. If the student has an IEP, the school assignment is based on the program availability provided at the assigned school.

All enrollment questions are referred to the Central Enrollment Office.

- Parent/legal guardian brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person by a parent/legal guardian. Enrollment forms and documentation are not accepted at the student's school.

- If a registering family identifies as an English as a Second Language household then that parent is given the option of attending Vandenberg as a school of choice to receive extra EL services and supports.

- Process after enrollment papers have been submitted to the enrollment office:

    - New student information is entered into MI-Star in the Central Enrollment Office.

    - Building secretary and/or counselor are informed via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.
    - Secondary only – Parent and student are advised to call counselor or secretary for a scheduling appointment.

    - 30-day placements are completed in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.

    - Completed Enrollment form, report cards, and transcripts are sent to the building within 24 hours.

3. Status of the 3-5 year School Improvement Plan (SIP)

The Vandenberg World Cultures Academy School Improvement Plan (SIP) was revised in the 2018 -2019 school year after careful analysis of demographic perception, school process data, and student achievement data. This is a living document and is revised annually based on new data. Our plan is aligned with the District Improvement Plan and includes four goal areas: mathematics, English language arts, science, and social studies. Based on the plan, staff will develop and implement lessons in the core curriculum areas that are aligned to the goals and objectives of the SIP. Dedicated time during staff meetings and school/district professional development days allows staff to have meaningful discussions regarding the implementation and success of various strategies.

4. Specialized Schools

- Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. Programs include:

- The Bussey Preschool - All Bussey programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.

- Southfield Regional Academic Campus - This alternative high school campus serves the APSIRE Leadership Academy.

- Levey Middle School offers an Integrated STEM Program (science, technology, engineering, and math) for students who demonstrate a strong interest in these areas. An application process determines who will attend this innovative program.

- MacArthur K-8 University Academy is an application K-8 school of choice school within Southfield Public Schools. MacArthur K-8 University Academy has partnerships with The University of Michigan-Dearborn, the Engineering Society of Detroit, and Michigan First Credit Union.

- University Middle School is an examination/application program for students in grades 6-8. It is housed on the Lathrup Campus with a rigorous curriculum which has a balanced focus on the four core academic content areas of English language arts, mathematics, science, and social studies.

- University High School Academy and University High School Preparatory Academy- A school for parents and families who are highly motivated and who demonstrate a strong interest in Integrated STEM (science, technology, engineering, and math). This examination/application high school partners with the University of Michigan-Dearborn and Michigan First Credit Union. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

- Vandenberg Elementary School, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology: The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be housed in an appropriate socio-cultural environment that is academically and cognitively challenging.

- Thompson K-8 International Academy and Southfield High School for the Arts and Technology are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering IB Programs. These are schools that share a common

philosophy-a commitment to the high quality, challenging, international education that is important for student success on a global level.

5. Core Curriculum Access

The district is transitioning to the utilization of the Atlas platform to standardize implementation of core content over the next 2-4 years. The district is following an approved model and is being supported through this process by Oakland Schools, our local ISD. The district has executed two internal audits to assess current status and build out next steps.

6. Aggregate Student Achievement Results for any Local Competency Tests or Nationally Normed Achievement Tests

All students at Vandenberg Elementary complete the NWEA Measure of Academic Progress (MAP) test three times each school year; assessment data provides a nationally norm-referenced measurement of a student's academic growth.

Vandenberg students in grades 3-5 also take the Michigan Student Test of Educational Progress (MSTEP) each spring.

The link for the aggregate report of these assessment results is as following: http://bit.ly/2HVegI0.

7. Parent-Teacher Conferences

Parent involvement is important for a student to experience academic success. Fall conferences were attended by 95% of our parent population.

Closing

Vandenberg is proud to be the neighborhood school for so many wonderful families as well as the home to those with heritage from around the world. Forty percent of our families speak languages other than English, and represent 34 countries and 35 languages from around the globe. Vandenberg's staff of veteran teachers impact the future of education through our strong partnership with Michigan State University College of Education mentorship program. Welcome home!

Sincerely,

Nancy Rydzewski

Principal, McIntyre Elementary School