



Grand Rapids Child Discovery Center
 409 Lafayette SE
 Grand Rapids, MI 49503
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 grcdc.org

August 31, 2017

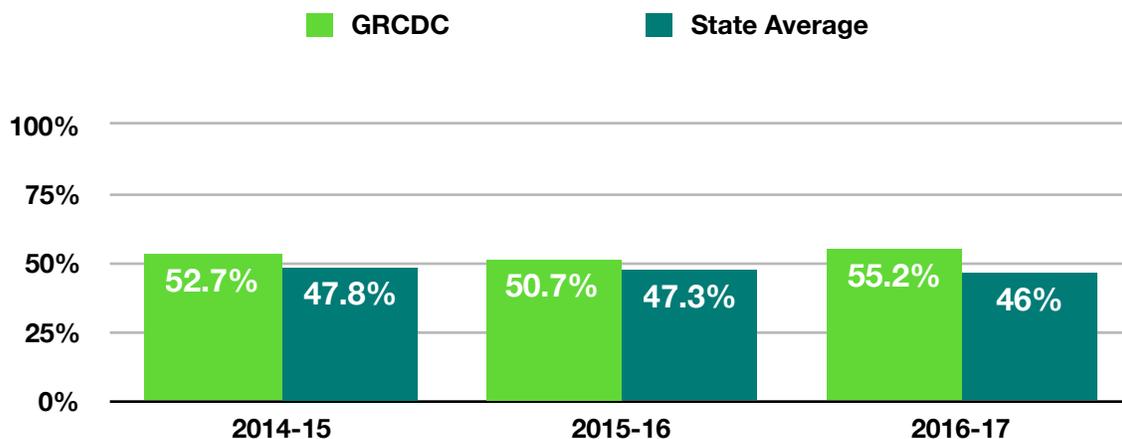
Dear Parents and Community Members,

This letter serves as the Annual Education Report (AER), which provides key information on the 2016-17 educational progress at the Grand Rapids Child Discovery Center (GRCDC). The AER includes information required by federal and state laws. If you have any questions, please contact Sarah Cooper, Interim Principal. The AER is available for you to review electronically by visiting our website, <http://grcdc.org>, or in the principal's office. Additional data and information is available at <http://mischooldata.org>.

Each spring our 3rd-5th grade students take the **Michigan Student Test of Educational Progress or M-STEP**, which measures what children learn each year and alert schools to areas of great strength and growth. Test scores are currently broken down by groups of students among the same gender, race, special populations and economic status to diagnosis inequity within educational settings. They do measure what children know and results can help districts make strategic curriculum and instructional decisions. However, we also know that the test is a snapshot, one moment in time. The GRCDC imbeds other assessments to see the whole child.

On August 29, 2017, the state released the MSTEP scores from 2016-17 and the charts below indicate how our school and grade levels compare to the proficiency averages throughout Michigan. Our students demonstrated 4.5% growth on the English Language arts test.

**English Language Arts (Reading and Writing) MSTEP Scores:
 GRCDC and State Percentages of Proficiency 2015-17**

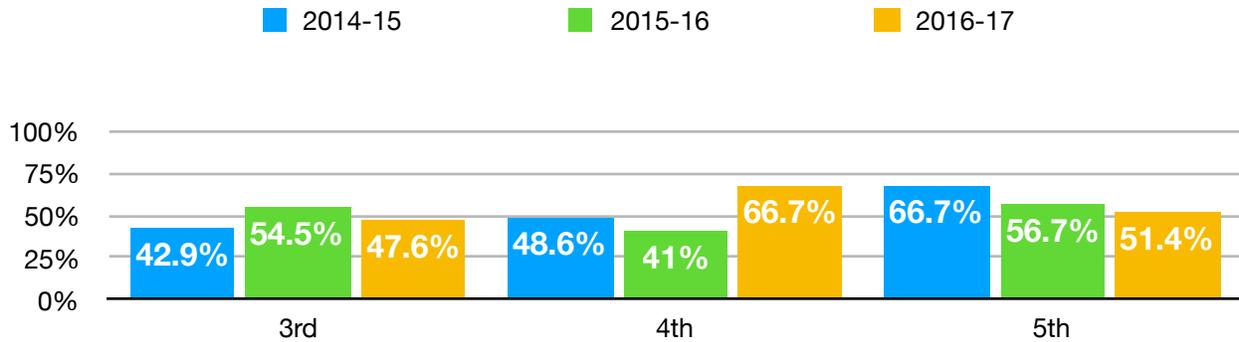


When tracking groups of students year to year, last year's 4th graders showed a 12.2% increase in proficiency compared to the cohort's third grade scores. Last year's 5th grade cohort increased proficiency by 10.4% compared to the prior year.



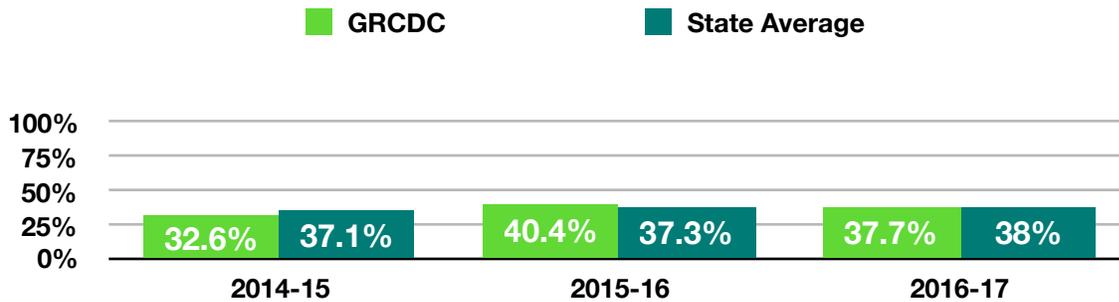
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**GRCDC English Language Arts (Reading and Writing) MSTEP Scores:
 Total Percentage of Proficiency by Grade Level 2015-17**

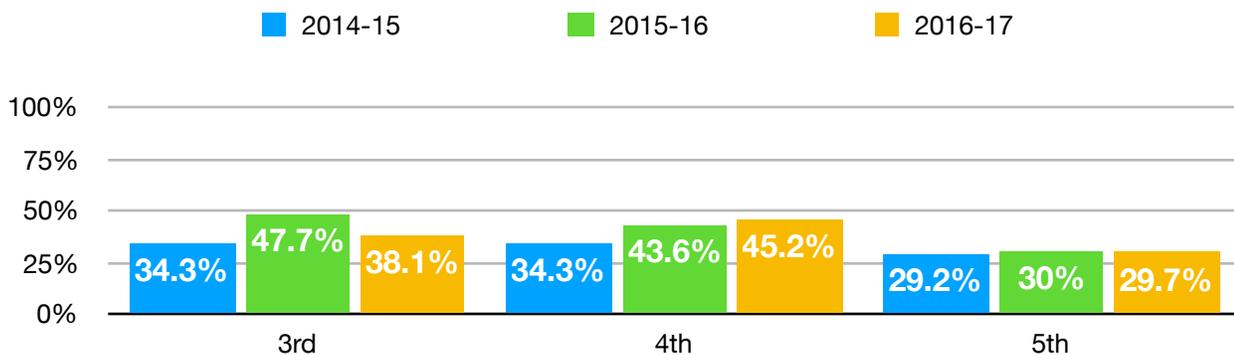


Our recent data suggests we continue to have challenges in math proficiency. School-wide, our 2016-17 proficiency decreased by 2.7% compared to 2015-16 scores. When reviewing internal assessments last June, we find areas of need continue to include fact fluency (addition, subtraction, multiplication and division facts) and solving word problems with multiple steps.

**Math MSTEP Scores:
 GRCDC and State Percentages of Proficiency 2016-17**



**GRCDC Math MSTEP Scores:
 Total Percentage of Proficiency by Grade Level 2015-17**





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Further review of data, indicates significant attention is needed to ensure that all of our students are making progress. Achievement gaps exist within our largest subgroups: Economically disadvantaged and non economically disadvantaged as well as between our black and white student groups. These gaps are present in English Language Arts and Math across all grade levels and greatest in math.

Our instructional staff is engaging in 4 new strategies this school year, specifically targeting the achievement gap. 1) Each month teachers will use a research based protocol to review assessment data organized to reveal inequities in achievement among race and economics. 2) The full staff have started a collaborative book study using the text: **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students** by Zaretta Hammond. 3) Aligning the curriculum across classrooms and grade levels to ensure rigorous instruction engages children in all required academic standards. 4) Professional learning communities across grade levels to embed action research, data and reflective dialogue.

Thank you for joining our school community in this important work. If you have any questions about this information, do not hesitate to contact me.

Sincerely,

Sarah Cooper, Pedagogista and Interim Principal
coopesar@grcdc.org