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School Annual Education Report

(AER) Cover Letter

February 6, 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 Northport Public 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 Neil Wetherbee for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://northportps.org/wp-content/uploads/sites/8/2017/01/AERreportNorthport.pdf>, or you may review a copy in the main office at your child's school.

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 was not identified as a "FOCUS", "PRIORITY", or "REWARD" school. We have not been given one of these labels.

With the small number of students, breaking test scores into subgroups of students isn't very effective. However, looking at the broad categories of English language arts (ELA) and mathematics, there is a clear discrepancy between the two. The last few years have focused on ELA, and those scores are significantly better than the mathematics. As a result, this year we have focused more of our energy and time on mathematics. The school purchased a new elementary math curriculum. We have even more targeted Title I work in math. We are implementing pull out and push in math interventions from kindergarten through eighth grade. We also are implementing more project based, problem solving activities such as remotely

operated underwater vehicles, a robotics club, middle school STEAM, and others. All of these differentiated approaches are designed to help close the gap in our math data.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Northport Public School has only one building. For the two years being reported, students are assigned based on grade level.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: For the years being reported, Northport Public School’s School Improvement Team has met on a monthly basis to monitor, adapt, and create our school improvement plan.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Northport Public School does not have specialized schools but partners with Traverse Bay Area Intermediate School District to provide special education and career/technical educational opportunities for our students.
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL: Northport uses various curricula for the numerous subjects across 13 grades. All core curricula are based on the standards adopted by the Michigan Department of Education. Primarily this includes Common Core State Standards, New Michigan K-12 Science Standards, and GLCE/HSCes. More information can be found at http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: There are many different facets of nationally normed data. Looking at multiple subjects for 13 grades of students for multiple years, is not easily done in this format. The nationally normed test we use is the NWEA MAP test. The 41 page report of our aggregate school data can be found at <http://northportps.org/wp-content/uploads/sites/8/2017/02/DistrictSummary.pdf>.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

2014-15	121 students represented	69%
2015-16	93 students represented	59%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):

2014-15 1 student 1.8% of students

2015-16 1 student 2.2% of students

- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2014-15 2 AP courses offered directly by Northport

2015-16 2 AP courses offered directly by Northport

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):

2014-15 6 students 10.9% of students

2015-16 5 students 11.1% of students

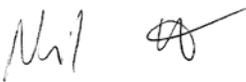
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

2014-15 2 students 3.6% of students

2015-16 3 students 6.7% of students

We are a small school that is performing relatively well. It is important to celebrate our successes but also recognize that we have room to grow. As we, as a community, reflect on our school and what we can do to make it better, it will inevitably continue to improve. Our vision is to equip students with the skills and knowledge necessary to succeed in a globally connected world.

Sincerely,



Neil Wetherbee

Superintendent

Northport Public School