

# GAYLORD INTERMEDIATE SCHOOL



An NCA Accredited School

Debbie Putnam  
Principal

Sean Byram  
Asst. Principal

January 12, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Gaylord Intermediate 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 Debbie Putnam, Principal, for assistance.

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

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Our school has not been given one of these labels.

Students are assigned to Gaylord Intermediate School in the fourth grade after attending one of Gaylord's two elementary schools. We also accept Schools of Choice students from surrounding districts.

Due to the pandemic, the State of Michigan did not administer the M-STEP assessments during the 2019-2020 school year. Our 2018-19 M-Step data indicated that our students performed at or above the state average on most tests. We performed particularly well on the language arts and math tests, where we scored above state average in all three grade levels. We will continue to install best practice instruction and work collectively to improve in all areas and increase subgroup scores. After-school learning opportunities have been offered in the past for our at-risk math students. Our data reflects that it had a significant impact on our students' mathematical understanding and that it was a success. We hope to continue this program in the future.

Our local assessment data, which includes NWEA data indicates the following for math and reading:

NWEA-Math	Number of students tested	Number of students at/above norm grade level	Mean RIT
<b>Fall 2020</b>			
4 <sup>th</sup> grade	199	105	198
5 <sup>th</sup> grade	214	91	204.7
6 <sup>th</sup> grade	200	85	211.5
<b>Fall 2019</b>			
4 <sup>th</sup> grade	212	120	199.6
5 <sup>th</sup> grade	218	116	209.6
6 <sup>th</sup> grade	239	127	214.7
<b>Fall 2018</b>			
4 <sup>th</sup> grade	207	79	201.9
5 <sup>th</sup> grade	239	97	211.4
6 <sup>th</sup> grade	238	89	217.6


NWEA-Reading	Number of students tested	Number of students at/above norm grade level	Mean RIT
<b>Fall 2020</b>			
4 <sup>th</sup> grade	198	126	197.4
5 <sup>th</sup> grade	213	131	205.8
6 <sup>th</sup> grade	199	134	212.9
<b>Fall 2019</b>			
4 <sup>th</sup> grade	212	119	197
5 <sup>th</sup> grade	218	113	205
6 <sup>th</sup> grade	239	130	211.3
<b>Fall 2018</b>			
4 <sup>th</sup> grade	207	94	198.2
5 <sup>th</sup> grade	237	115	205.7
6 <sup>th</sup> grade	239	140	211

It is our focus to have high expectations for learning and achievement for individual levels. Our staff collaborates to drive instruction that leads to improved professional practice through staff professional development, grade level meetings, and department meetings. We continue to revise and edit our common assessments that are given to all students each marking period. The assessments, which are based on the Common Core State Standards, provide a measure of how well each student is learning our adopted curriculum in both math and language arts. The individual and aggregate results on these assessments are analyzed and used to provide interventions and improve instruction. The curriculum is mapped for each marking period and consistently taught across the grade levels. The curriculum maps for each subject are located on the district's network and may be reviewed by parents in the principal's office.

We recognize that our school functions better and our students learn more when we have strong working relationships with parents. We are pleased to report that 96% of our students were represented by at least one parent participating in a parent-teacher conference during the 2019-2020 school year.

Our motto at Gaylord Intermediate School is "Expect the Best." We recognize the importance of educating the whole child and building positive relationships. Students are provided a quality education that inspires each and every student to achieve their potential to becoming productive citizens. We recognize that we have areas that we still need to improve, but we are dedicated to continually getting better and we strive to be the best school we can be. We are also thankful for the outstanding parent and community support that we receive, especially during these unprecedented times. During the current school year, Gaylord Intermediate School offers both remote and face to face instruction to meet the unique needs of each student. GIS is a great place to learn!

Sincerely,

A handwritten signature in black ink, appearing to read "Debbie Putnam". The signature is fluid and cursive, with a large initial "D" and "P".

Debbie Putnam, Principal