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February 10, 2026

Dear KCDS Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information on Kingsbury Country Day School's 2024-25 educational progress. The AER addresses the complex reporting requirements of federal and state laws. The school's report contains information on student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Niki Werden, Head of School, for assistance.

The AER can be reviewed electronically by visiting the following website: <https://secure.munetrix.com/n/Michigan/Schools/GDR/Oakland-Schools/PSA/Kingsbury-Country-Day-School?banner=headingMultiYear> or [Mischooldata.org](http://Mischooldata.org). You may also review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on prior-year performance, using definitions and labels required under the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one in which a student subgroup performed at the same level as the lowest 5% of all schools in the state in 2021-22. Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

**Kingsbury Country Day School was not awarded any labels or distinctions.**

### **KEY CHALLENGE**

The school consistently monitors and measures student growth to exceed state proficiency levels. Ongoing challenges include ensuring that instructional practices reflect students' diverse needs and that the curriculum is regularly evaluated to confirm alignment with established standards and to ensure the inclusion of relevant, meaningful content.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Kingsbury Country Day School holds an annual Open Enrollment period in January and February during which applications are accepted, and available seats are filled by grade level. When applications exceed available seats, siblings of currently enrolled students receive priority placement. Remaining seats are filled through a

random lottery, with unsuccessful applicants placed on a grade-level waiting list. These practices ensure fairness, transparency, and equal opportunity for all families, while supporting the school's mission to foster environmental stewardship and place-based learning.

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN & CURRICULUM**

The Academy's School Improvement Plan is a living document developed and implemented through the Michigan Integrated Continuous Improvement Plan (MICIP) framework. The plan identifies priority goals and aligned strategies to strengthen curriculum, instructional practices, and student achievement.

A school-wide focus for faculty and staff is the intentional use of multiple data sources to inform curriculum design, instruction, and decision-making. At each grade level, progress monitoring is embedded across content areas and skill domains to assess student growth, evaluate instructional effectiveness, and ensure curriculum alignment and coherence. This ongoing cycle of data analysis, reflection, and adjustment supports continuous improvement across the school.

At Kingsbury Country Day School, we challenge the whole child through engaging instruction and expert teaching while fostering a safe, supportive environment where students grow and thrive academically, socially, and emotionally.

## **DESCRIPTION OF KINGSBURY COUNTRY DAY SCHOOL**

Kingsbury Country Day School (KCDS) has a strong, intentional focus on environmental and place-based learning embedded throughout the school's culture, curriculum, and daily practices. Students regularly engage in outdoor learning experiences that make use of the school's natural setting, including trails, open land, gardens, and on-campus animals. School-wide initiatives promote environmental stewardship through hands-on experiences such as gardening, caring for animals, recycling and composting efforts, and participation in seasonal environmental projects.

Located in Oxford, Michigan, on 100 acres, KCDS integrates environmental education across grade levels through interdisciplinary instruction that connects science, literacy, math, and the arts to the natural world. Students participate in inquiry-based learning experiences that emphasize observation, problem-solving, and real-world application. The Environmental Science Program, supported by faculty expertise and community partnerships, provides students with meaningful opportunities to explore ecosystems, sustainability, and responsible land use.

KCDS fosters a close-knit community that supports students' academic, social, and personal growth. With an emphasis on experiential learning, environmental responsibility, and collaboration, the school is committed to educating the whole child. Dedicated faculty and staff work intentionally to provide a well-rounded education that prepares students for future academic success, environmental awareness, and responsible citizenship.

Through this mission-driven approach, Kingsbury Country Day School seeks to inspire a lifelong love of learning, a deep respect for the environment, and a sense of responsibility to make a positive impact in the world.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

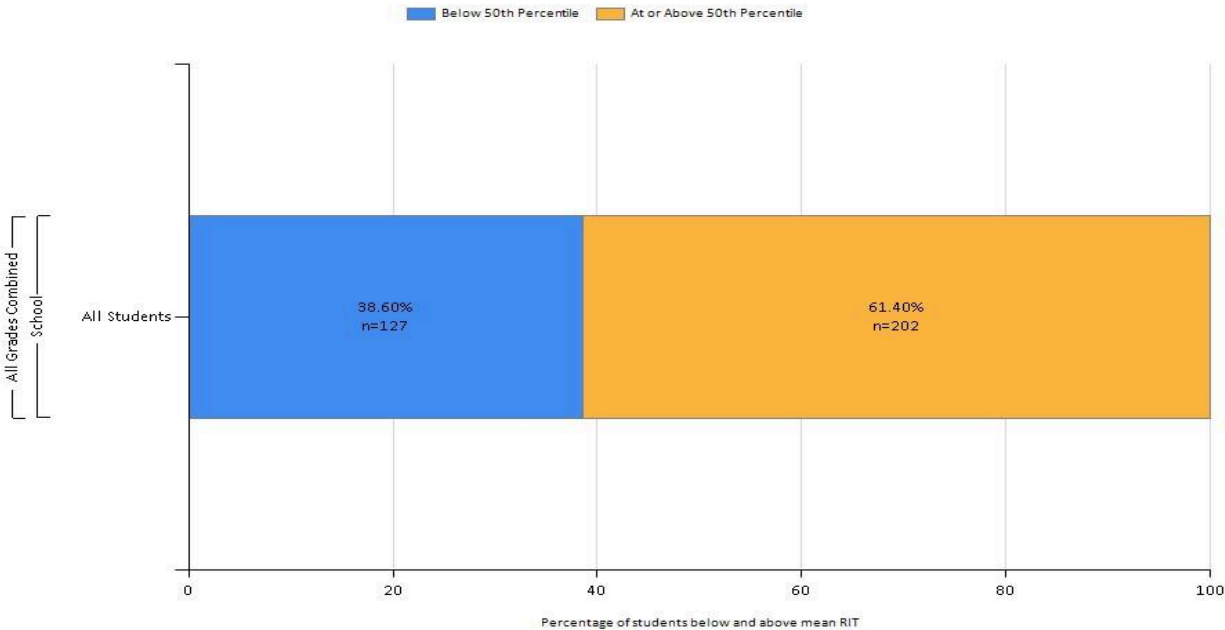
NWEA MAP Growth assessments are administered annually at KCDS in the fall, winter, and spring in reading and math. The charts below show KCDS' aggregate achievement on NWEA MAP Growth for fall 2024 and fall 2025.

1. Mathematics- fall 2024

MAP RIT Comparison - School

District: Kingsbury Country Day School  
School: Kingsbury Country Day School  
Subject: System.String[]

Term: Fall 2024  
Grade Level(s): All Grades Combined

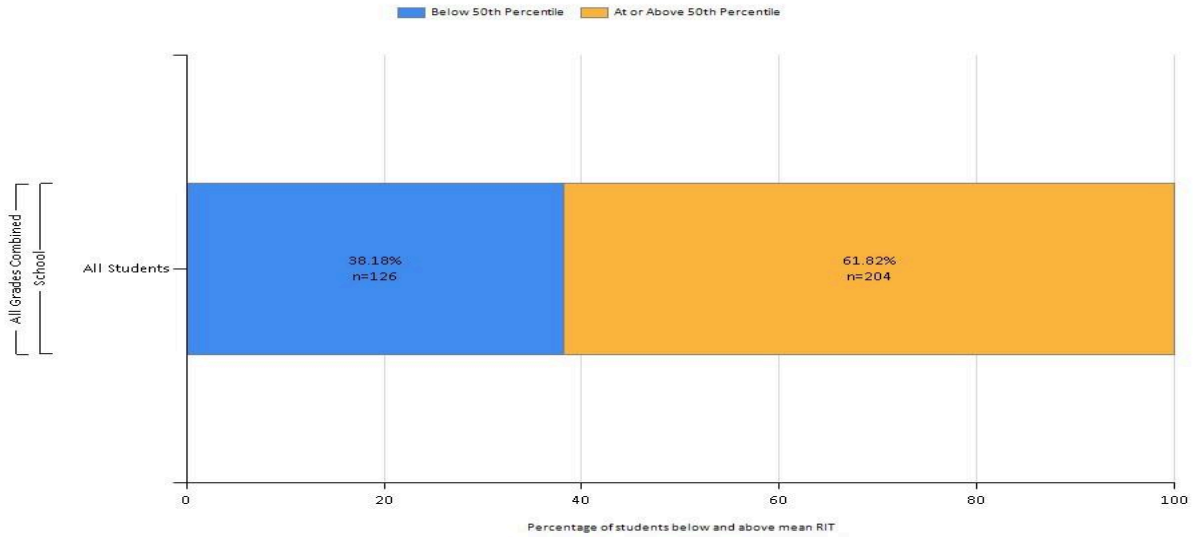


## 2. Mathematics- fall 2025

### MAP RIT Comparison - School

District: Kingsbury Country Day School  
School: Kingsbury Country Day School  
Subject: System.String[]

Term: Fall 2025  
Grade Level(s): All Grades Combined

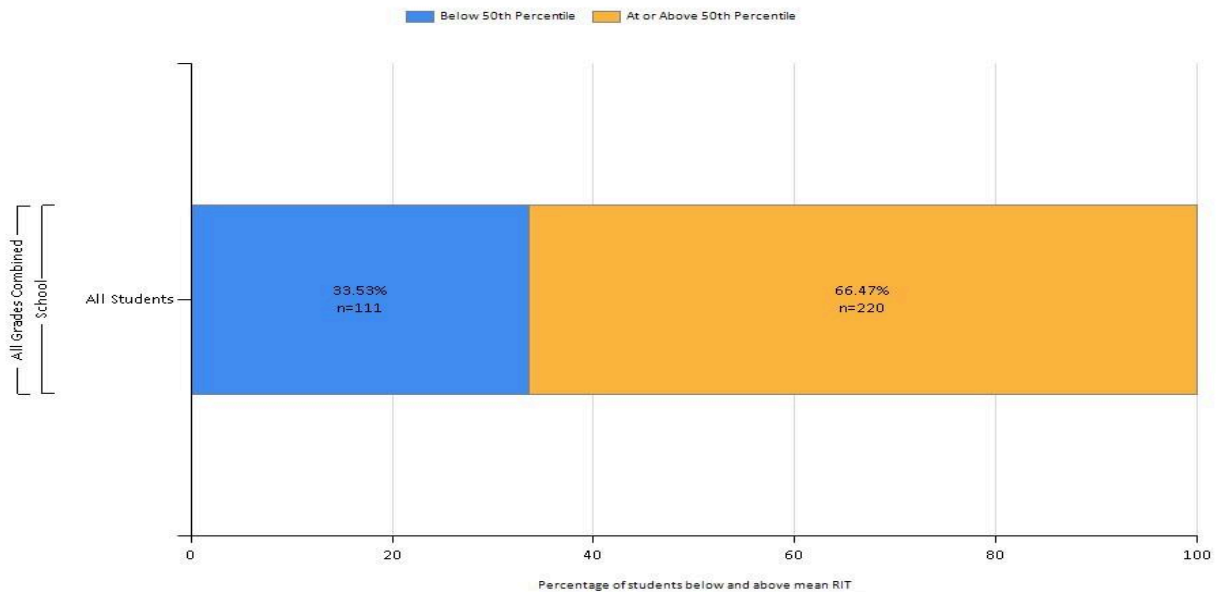


## 3. Reading- fall 2024

### MAP RIT Comparison - School

District: Kingsbury Country Day School  
School: Kingsbury Country Day School  
Subject: System.String[]

Term: Fall 2024  
Grade Level(s): All Grades Combined

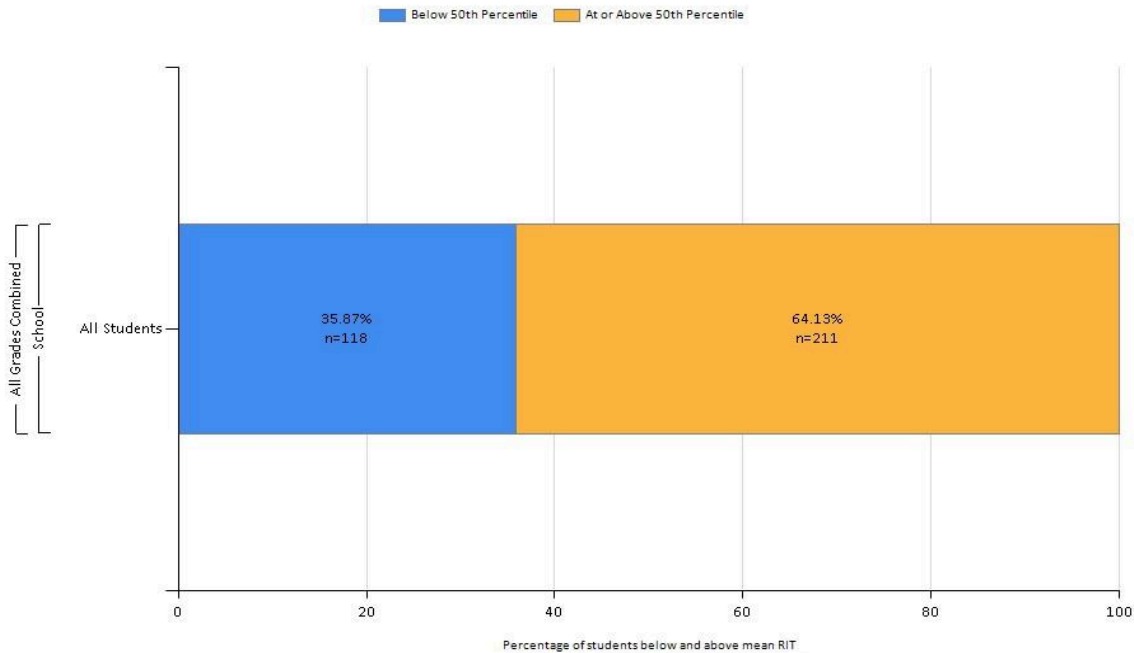


## 4. Reading- fall 2025

### MAP RIT Comparison - School

District: Kingsbury Country Day School  
School: Kingsbury Country Day School  
Subject: System.String[]

Term: Fall 2025  
Grade Level(s): All Grades Combined



### IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent participation is an important component of the success of Kingsbury Country Day School. At Kingsbury Country Day School, parent participation in fall parent-teacher conferences was exceptionally strong. In Fall 2024, 98% (320/330) of students and their families attended conferences, followed by 97% in Fall 2025 (320/332). These high attendance rates reflect the school's strong home-school partnership and ongoing commitment to family engagement.

### CONCLUSION

Entering its second year under the Choice Schools partnership, Kingsbury Country Day School has continued to build momentum in both student learning and school culture. Evidence of student progress reflects the steady, intentional work of faculty and staff, whose commitment to high-quality instruction and student support remains central to the school's success. This progress is further strengthened by an active and supportive community that contributes meaningfully to the school's continued growth and stability.

In Partnership,  
Niki Werden  
Head of School