

THORNAPPLE KELLOGG SCHOOLS

McFall Elementary



ANNUAL REPORT 2008-2009

Bill Rich, Principal

Annual Education Report

Overview of School

McFall Elementary School serves the kindergarten and first grade population of the Thornapple Kellogg Schools. McFall's accreditation is determined by the results of the Lee Elementary, serving second and third grades and Page Elementary which serves the fourth and fifth grade students.

Accreditation Status

McFall continues to achieve adequate yearly progress (AYP) based on State requirements for student achievement. McFall's achievement scores are calculated through the MEAP assessment results from Lee Elementary School, which is the first school in the district where the MEAP tests are administered.

Average Class Size

Kindergarten – 22.5

First Grade – 22.6

McFall Logo



In 1999, McFall was recognized as a “Glasser Quality School” through the William Glasser Institute. This was the result of having most of McFall's teaching and support staff trained in the Glasser Choice Theory model and applying the theories in the school.

School Improvement Plan

Through an analysis of student mastery data from the Michigan Literacy Progress Profile and KC-4 math assessments the McFall staff identified target areas for improvement in language arts and math which will also impact improvements in the core areas of social studies and science.

School Interventions and Professional Development

- The McFall Elementary staff implemented the Response to Intervention program with professional development support through the Kent Intermediate School District and the 955 Group. McFall Elementary was one of ten schools to participate in the project. All McFall staff attended several days of training and participated in building professional development activities to increase their understanding and knowledge to effectively assess individual student needs and provide appropriate intervention support to help all students become more proficient in developing their literacy skills.
- McFall teachers were trained in DIBELS reading assessments in 06-07 and used these assessments to determine students needed literacy interventions through the R.T.I. project.
- Several McFall staff members attended Capturing Kids Hearts training through KISD during the year.
- McFall students were regularly screened with Michigan Literacy Progress Profile (MLPP) assessments to measure individual growth in mastering expected literacy outcomes.
- Students requiring interventions to become successful in mastering literacy outcomes were supported through the McFall Reading Boosters Program. Reading booster students were instructed in small groups or individually with instruction targeted at needed skill development.

School Improvement Goals

English/Language Arts

All students will be proficient in English/Language Arts.

Math

All students will be proficient in Math.

Science

All students will be proficient in Science.

Social Studies

All students will be proficient in Social Studies.

MEAP Test Score Percentages (McFall does not participate in State assessments)

**Thornapple Kellogg Schools - Lee Elementary
3rd Grade MEAP - Reading**

Student Group	Year	% of Students Advanced (Level 1)	% of Students Proficient (Level 2)	% of Students Partially Proficient (Level 3)	% of Students Not Proficient (Level 4)	% of Lee Students Advanced & Proficient (Levels 1 & 2 combined)	% of KISD Students Advanced & Proficient (Levels 1 & 2 combined)	% of State Students Advanced & Proficient (Levels 1 & 2 combined)
All Students	08	54	40	6	0	94	88	86
	07	40	52	8	0	92	89	86
Male	08	52	39	9	0	91	87	85
	07	38	52	10	0	90	87	84
Female	08	56	42	3	0	97	89	88
	07	42	51	6	1	93	90	89
Economically Disadvantaged	08	37	50	13	0	87	86	79
	07	31	53	17	0	83	80	79
Students with Disabilities	08	27	55	18	0	82	64	63
	07	0	79	21	0	79	65	63

3rd Grade MEAP - Writing

Student Group	Year	% of Students Advanced (Level 1)	% of Students Proficient (Level 2)	% of Students Partially Proficient (Level 3)	% of Students Not Proficient (Level 4)	% of Lee Students Advanced & Proficient (Levels 1 & 2 combined)	% of KISD Students Advanced & Proficient (Levels 1 & 2 combined)	% of State Students Advanced & Proficient (Levels 1 & 2 combined)
All Students	08	0	73	24	2	73	66	61
	07	1	68	28	3	69	64	57
Male	08	0	67	20	0	67	61	56
	07	1	58	37	4	59	61	53
Female	08	0	80	20	0	80	71	66
	07	1	77	21	2	78	67	62
Economically Disadvantaged	08	6	65	30	6	65	57	48
	07	31	53	17	0	83	51	45
Students with Disabilities	08	0	45	27	27	45	35	31
	07	0	36	57	7	36	34	30

Thornapple Kellogg Schools – Lee Elementary
3rd Grade MEAP - ELA

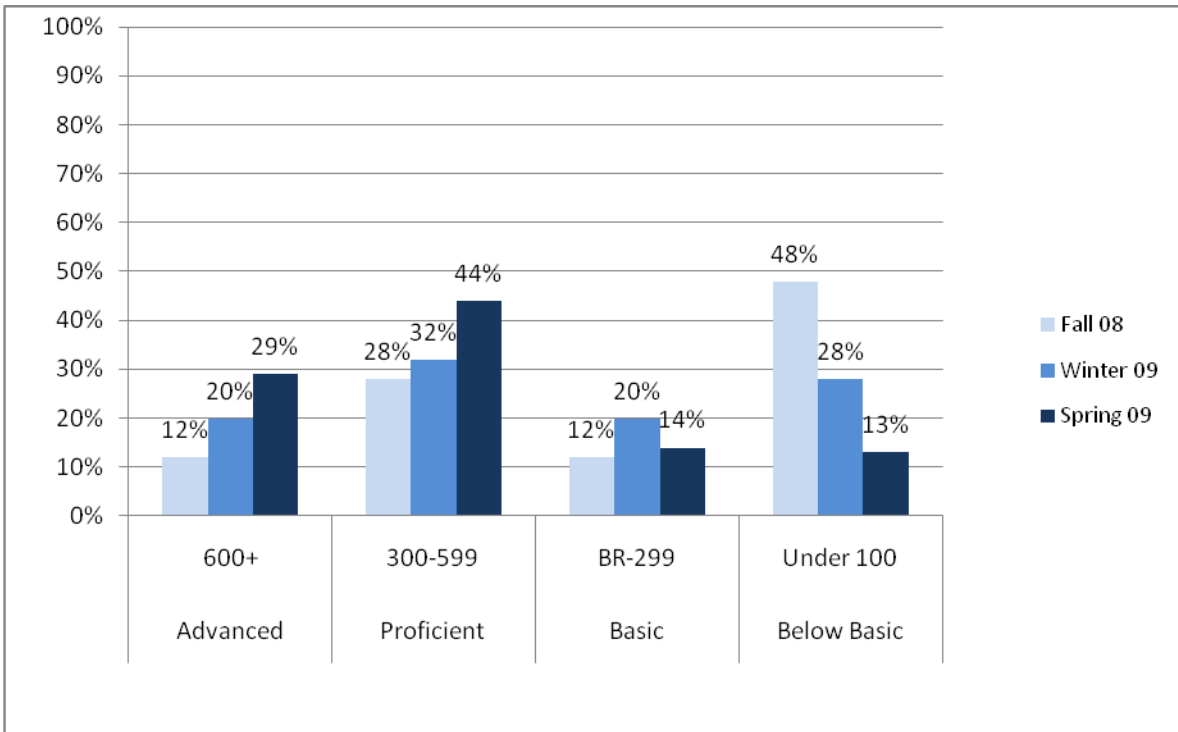
Student Group	Year	% of Students Advanced (Level 1)	% of Students Proficient (Level 2)	% of Students Partially Proficient (Level 3)	% of Students Not Proficient (Level 4)	% of Lee Students Advanced & Proficient (Levels 1 & 2 combined)	% of KISD Students Advanced & Proficient (Levels 1 & 2 combined)	% of State Students Advanced & Proficient (Levels 1 & 2 combined)
All Students	08	23	70	7	0	93	85	83
	07	22	66	12	0	88	84	81
Male	08	25	65	10	0	90	83	81
	07	17	66	17	0	83	82	78
Female	08	22	74	4	0	96	87	86
	07	26	66	8	0	92	87	84
Economically Disadvantaged	08	11	76	13	0	87	82	74
	07	15	64	21	0	79	74	71
Students with Disabilities	08	27	45	27	0	73	56	55
	07	0	57	43	0	57	57	53

3rd Grade MEAP - Math

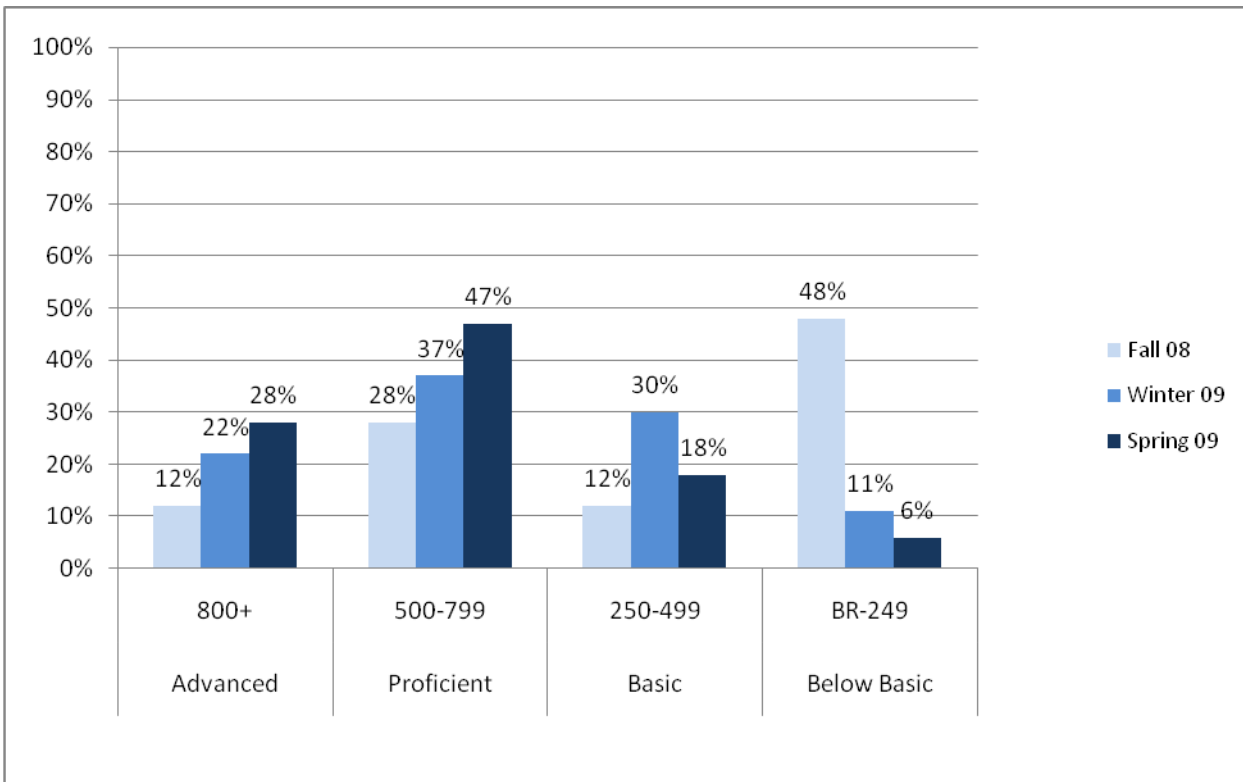
Student Group	Year	% of Students Advanced (Level 1)	% of Students Proficient (Level 2)	% of Students Partially Proficient (Level 3)	% of Students Not Proficient (Level 4)	% of Lee Students Advanced & Proficient (Levels 1 & 2 combined)	% of KISD Students Advanced & Proficient (Levels 1 & 2 combined)	% of State Students Advanced & Proficient (Levels 1 & 2 combined)
All Students	08	77	22	1	0	99	93	91
	07	70	29	1	0	99	92	90
Male	08	75	23	2	0	98	93	92
	07	73	24	3	0	97	93	90
Female	08	79	20	1	0	99	93	91
	07	67	33	0	0	100	92	90
Economically Disadvantaged	08	60	36	4	0	96	92	86
	07	63	35	3	0	97	86	84
Students with Disabilities	08	50	50	0	0	100	79	80
	07	36	64	0	0	100	77	77

Lee Elementary SRI Data

2nd Grade : 2008-09 SRI Results



3rd Grade : 2008-09 SRI Results



2008-2009 Adequate Yearly Progress Data

English/Language Arts

McFall has made AYP based on Lee Elementary data and was not identified for improvement.

3rd Grade Reading/Language Arts Results				
Met Adequate Yearly Progress Goals?		Identified for Improvement?		Appeal of AYP Determination?
07-08	08-09	07-08	08-09	
Yes	Yes	No	No	

Math

McFall has made AYP based on Lee Elementary data and was not identified for improvement.

3rd Grade Mathematics Results				
Met Adequate Yearly Progress Goals?		Identified for Improvement?		Appeal of AYP Determination?
07-08	08-09	07-08	08-09	
Yes	Yes	No	No	

Parent Involvement

Parent-Teacher Conference Attendance

2007-08 – 98%

2008-09 – 98%

The Thornapple Kellogg School District has adopted a Parent Involvement Policy. This policy is available by calling the Administration office at 269-795-5521.

An active PTO council which has regularly scheduled meetings and several volunteer projects including operating a publishing center, fund raising, staff appreciation and special student programming.

Individual parent volunteers serving as classroom instructional assistants.

Evening programs including program information forums, family field trips and Fallfest.

Core Curriculum

Curriculum Development Process

Through the process used by the district, student progress is individually tracked. Adjustments are made as needed in delivery and support of each child. An external review team also reviews our School Improvement plans to ensure each building is on track.

Curriculum Process Related To Title I Students

Students in grade K-5 receive instruction in Michigan Core Curriculum content areas of science, reading, writing, social studies and mathematics through the use of the Power Standards.

Classroom teachers provide necessary plans and strategies for Title I instruction. These strategies will reflect goals as stated in the School Improvement 3-5 plan. Title I students may be given extra time and support to ensure their academic goals are met.

The Michigan Core Curriculum objective will be taught to all students. The students will be assessed using the assessment component of the Core Curriculum.

Process for Curriculum Alignment

The Thornapple Kellogg Public School District recognizes that our curriculum must continue to be more interactive with the world of work. Technology at the elementary level has been successfully implemented to this point. All teachers have been involved in technology training. Teaching strategies will continue to include applied learning principles, thematic units, and expanded interaction with new technology.

The McFall staff participated in the Thornapple Kellogg Schools curriculum mapping process during the 2008-09 school year. The kindergarten and first grade GLCE's were prioritized by agreeing on priority standards and supporting standards. All priority standards were unwrapped per the district guidelines.

Specific Recommendations for Implementing Necessary Curriculum Changes:

The recommendations for implementing necessary curriculum changes involve the following school improvement processes:

- ❖ Building reviews materials and makes a request based on student need.
- ❖ Study committee reviews materials and recommends purchase of new materials.
- ❖ Recommendation moves to the curriculum coordinating council.
- ❖ If approved, recommendation moves to the Board of Education for final adoption.

Specific Strategies to Assist All Learners to Meet the Cognitive Goals of The District:

All students are measured for cognitive goal achievement by use of Power Standards in reading, writing, math, science and social studies.

All students who are not meeting academic standards have a plan of assistance, as required through our School Improvement model, and receive appropriate support through before and after school tutoring, para-educator assistance, working with a reading teacher and/or summer school or Saturday school.

All pupils have the same opportunities to learn the core curriculum.

Before and after school tutoring is available for identified students. A summer school is also offered K-8. Para-educators use Section 31.A monies to work with identified students in the classrooms to offer additional support in the academic areas.

The buildings coordinate services with guidance from the central office. To ensure that services are not

duplicated, buildings keep track of students being serviced and their progress.

State grade level content expectations and power standards have been implemented for the four core areas.

Average Daily Attendance Rates

<u>Grade Level</u>	<u>2007-08</u>	<u>2008-09</u>
Kindergarten	94.8%	95.1%
First Grade	95.1%	95.9%

Retention Rates

<u>Grade Level</u>	<u>2007-08</u>	<u>2008-09</u>
Kindergarten	.01%	.01%
First Grade	.03%	.03%

District-Level Teacher Quality Reporting

	B.A.	B.A. + 18 Credit Hours	M.A.	M.A. + 30 Credit Hours	Ph.D.
Professional qualifications of all public elementary and secondary teachers in district	25	37	91	4	0

Percentage of public elementary and secondary school teachers in district with emergency certification	0
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	District Aggregate	High-poverty Schools (<47% free meals)	Low-poverty Schools (>15% free meals)
Percentage of core academic subject elementary and secondary school classes not taught by Highly Qualified Teachers	0	0	0

School-Level Teacher Quality Reporting

	B.A.	B.A. + 18 Credit Hours	M.A.	M.A. + 30 Credit Hours	Ph.D.
Professional qualifications of all public elementary and secondary teachers in district					
Elementary	13	20	36	2	0
Middle School	4	9	23	2	0
High School	8	8	32	0	0

Percentage of public elementary and secondary school teachers in district with emergency certification	0
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	School Aggregate
Percentage of core academic subject elementary and secondary school classes not taught by Highly Qualified Teachers	0

Thornapple Kellogg School District is pleased to be able to state that all of their teachers are highly qualified under No Child Left Behind. Parents have the right to know the particular teacher qualifications of his/her child's teacher(s). Parents may call the Administration office at 269-795-5522 to inquire about a teacher's qualifications.