

THORNAPPLE KELLOGG SCHOOLS

PAGE ELEMENTARY



**ANNUAL REPORT
2008-2009**

Dona M. Raymer, Principal

Annual Education Report

Overview of School

Page Elementary serves the fourth and fifth grade population of Thornapple Kellogg Schools.

Accreditation Status

In 2005, 2006, 2007, and 2008 Page Elementary made Adequate Yearly Progress (AYP) and was not identified by the state for improvement. The State of Michigan has awarded Page Elementary a letter grade of “A.”

Page Elementary is not considered to be a specialized school.

Average Class Size

Fourth – 27

Fifth - 25

Page Elementary Logo



Page Elementary “Believe - Achieve - Succeed”

Page Elementary creates a positive learning environment for all of the approximately 440 fourth and fifth grade students. We are accredited through the Michigan Department of Education for our data driven school improvement process. Literacy is our focus and reading is supported by the Book Study Club and volunteer mentors. Page students are offered a variety of co-curricular opportunities including, but not limited to, Odyssey of the Mind, Chess Club, and our Page Job Corps.

Our school was honored in 2003 as a recipient of the Michigan Association of School Boards Excellence Award for our Page Job Corps career prep program. We were honored in 2008 by the International Reading Association as Michigan’s Exemplary Reading Program Award Winner.

School Improvement Plan

An analysis of MEAP data and our local assessments combined with surveys from staff and students provides focus for our building improvement team. Teachers work collaboratively to analyze student work and writing samples. Adjustments in teaching strategies are made to improve student achievement and to support our School Improvement Plan. We are mapping the curriculum by using the Power Standards process in all grades and in all content areas. The Principal, Literacy Coach and Lead Teachers are facilitating as teachers analyze state Grade Level Content Expectations, write tasks, and develop common assessments. This is a 3 to 5 year process.

School Interventions and Professional Development

Proficiency in all academic areas is the goal of every school. Our current data inspires us to focus on two specific areas: Reading Comprehension and Writing. Professional development is provided by the Literacy Coach on the Seven Comprehension Strategies model. Strategies are supported in the classroom by the Literacy Coach.

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.

We are successfully following our school improvement plan by monitoring student learning at regular intervals and adjusting instructional methods to ensure student success. We are using the curriculum mapping process to ensure every student is receiving consistent instruction. Teachers are collaborating in PLC's (professional learning communities) and conducting book studies to further learning and instructional practices in all content areas.

Our School Improvement Team collects data throughout the year to help us monitor our improvement and adjust strategies if necessary. Our annual analysis of MEAP data, grade level assessments, and surveys from the middle school has lead to the determination of our goals. We also use feedback from the Literacy Coach. Our staff used "Strategies That Work, Teaching Comprehension for Understanding and Engagement," second edition, by Stephanie Harvey and Anne Goudvis to model reading instruction. Thinking Maps have been modeled and supported in classrooms by the Literacy Coach. Thinking Maps include eight processes of thinking to support students in all content areas. We also piloted Words Their Way, 6+1 Traits of Writing, and Discovering The Writer Within. We use staff meetings to analyze student work, review strategies and share what is working in classrooms. This practice is helping to end teacher isolation. We developed an Instructional Model to guide our classroom practice and help us reflect on our instruction. We continue to follow our school improvement process.

MEAP Test Score Percentages

Thornapple Kellogg Schools - Page Elementary 4th 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 Page 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 | 34 | 54 | 10 | 2 | 88 | 85 | 83 |
| | 07 | 44 | 51 | 4 | 1 | 95 | 87 | 84 |
| Male | 08 | 34 | 52 | 10 | 4 | 86 | 84 | 81 |
| | 07 | 42 | 52 | 4 | 2 | 95 | 85 | 82 |
| Female | 08 | 33 | 56 | 10 | 1 | 90 | 87 | 85 |
| | 07 | 45 | 50 | 5 | 0 | 95 | 89 | 87 |
| Economically Disadvantaged | 08 | 26 | 59 | 11 | 4 | 85 | 81 | 73 |
| | 07 | 38 | 52 | 6 | 4 | 90 | 77 | 75 |
| Students with Disabilities | 08 | 7 | 53 | 27 | 13 | 60 | 56 | 55 |
| | 07 | 20 | 67 | 13 | 0 | 87 | 56 | 57 |

4th 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 Page 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 | 52 | 48 | 0 | 52 | 50 | 44 |
| | 07 | 0 | 53 | 46 | 0 | 54 | 51 | 44 |
| Male | 08 | 0 | 46 | 54 | 0 | 46 | 44 | 39 |
| | 07 | 0 | 50 | 50 | 0 | 50 | 47 | 39 |
| Female | 08 | 0 | 57 | 43 | 0 | 57 | 56 | 50 |
| | 07 | 1 | 57 | 42 | 0 | 58 | 56 | 50 |
| Economically Disadvantaged | 08 | 0 | 40 | 60 | 0 | 40 | 40 | 30 |
| | 07 | 0 | 42 | 58 | 0 | 42 | 35 | 30 |
| Students with Disabilities | 08 | 0 | 13 | 87 | 0 | 13 | 20 | 17 |
| | 07 | 0 | 33 | 67 | 0 | 33 | 20 | 17 |

Thornapple Kellogg Schools - Page Elementary
4th 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 Page 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 | 13 | 70 | 16 | 1 | 83 | 83 | 77 |
| | 07 | 27 | 62 | 11 | 0 | 89 | 80 | 76 |
| Male | 08 | 14 | 69 | 16 | 2 | 82 | 79 | 74 |
| | 07 | 24 | 66 | 9 | 1 | 90 | 77 | 73 |
| Female | 08 | 11 | 71 | 17 | 0 | 83 | 82 | 79 |
| | 07 | 30 | 57 | 13 | 0 | 87 | 83 | 80 |
| Economically Disadvantaged | 08 | 11 | 64 | 24 | 1 | 75 | 74 | 64 |
| | 07 | 21 | 60 | 17 | 2 | 81 | 67 | 63 |
| Students with Disabilities | 08 | 0 | 53 | 40 | 7 | 53 | 46 | 44 |
| | 07 | 7 | 80 | 13 | 0 | 87 | 48 | 43 |

4th 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 Page 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 | 62 | 33 | 5 | 0 | 94 | 90 | 88 |
| | 07 | 62 | 33 | 5 | 0 | 95 | 80 | 86 |
| Male | 08 | 65 | 28 | 6 | 1 | 93 | 90 | 88 |
| | 07 | 65 | 26 | 6 | 0 | 94 | 88 | 86 |
| Female | 08 | 58 | 38 | 4 | 0 | 96 | 89 | 88 |
| | 07 | 59 | 38 | 3 | 0 | 97 | 89 | 86 |
| Economically Disadvantaged | 08 | 52 | 41 | 6 | 1 | 93 | 89 | 80 |
| | 07 | 55 | 39 | 6 | 0 | 94 | 80 | 77 |
| Students with Disabilities | 08 | 44 | 44 | 13 | 0 | 88 | 67 | 68 |
| | 07 | 50 | 25 | 25 | 0 | 75 | 67 | 65 |

**Thornapple Kellogg Schools - Page Elementary
5th 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 Page 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 | 50 | 43 | 7 | 0 | 93 | 85 | 82 |
| | 07 | 52 | 39 | 8 | 1 | 91 | 85 | 82 |
| Male | 08 | 61 | 42 | 6 | 1 | 94 | 84 | 80 |
| | 07 | 52 | 40 | 7 | 1 | 92 | 83 | 79 |
| Female | 08 | 48 | 44 | 8 | 0 | 92 | 86 | 83 |
| | 07 | 52 | 37 | 9 | 2 | 89 | 86 | 84 |
| Economically Disadvantaged | 08 | 43 | 38 | 17 | 2 | 82 | 79 | 70 |
| | 07 | 42 | 42 | 15 | 2 | 83 | 73 | 71 |
| Students with Disabilities | 08 | 33 | 44 | 22 | 0 | 78 | 53 | 49 |
| | 07 | 20 | 67 | 13 | 0 | 87 | 52 | 49 |

5th 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 Page 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 | 77 | 23 | 0 | 77 | 69 | 63 |
| | 07 | 0 | 69 | 31 | 1 | 69 | 65 | 59 |
| Male | 08 | 0 | 76 | 23 | 1 | 76 | 64 | 58 |
| | 07 | 0 | 54 | 35 | 12 | 54 | 79 | 54 |
| Female | 08 | 0 | 77 | 23 | 0 | 77 | 73 | 69 |
| | 07 | 0 | 67 | 24 | 9 | 67 | 83 | 64 |
| Economically Disadvantaged | 08 | 0 | 69 | 31 | 0 | 69 | 59 | 49 |
| | 07 | 0 | 55 | 38 | 8 | 55 | 67 | 44 |
| Students with Disabilities | 08 | 0 | 61 | 39 | 0 | 61 | 29 | 26 |
| | 07 | 0 | 47 | 47 | 7 | 47 | 27 | 24 |

5th 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 Page 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 | 28 | 63 | 9 | 0 | 91 | 82 | 78 |
| | 07 | 1 | 13 | 60 | 27 | 87 | 81 | 78 |
| Male | 08 | 28 | 64 | 8 | 0 | 92 | 80 | 76 |
| | 07 | 22 | 64 | 14 | 1 | 85 | 79 | 75 |
| Female | 08 | 28 | 63 | 10 | 0 | 90 | 84 | 81 |
| | 07 | 34 | 54 | 12 | 0 | 88 | 83 | 81 |
| Economically Disadvantaged | 08 | 22 | 57 | 22 | 0 | 78 | 77 | 66 |
| | 07 | 17 | 60 | 23 | 0 | 77 | 75 | 65 |
| Students with Disabilities | 08 | 17 | 61 | 22 | 0 | 78 | 47 | 42 |
| | 07 | 0 | 67 | 33 | 0 | 67 | 46 | 42 |

5th Grade MEAP - Math

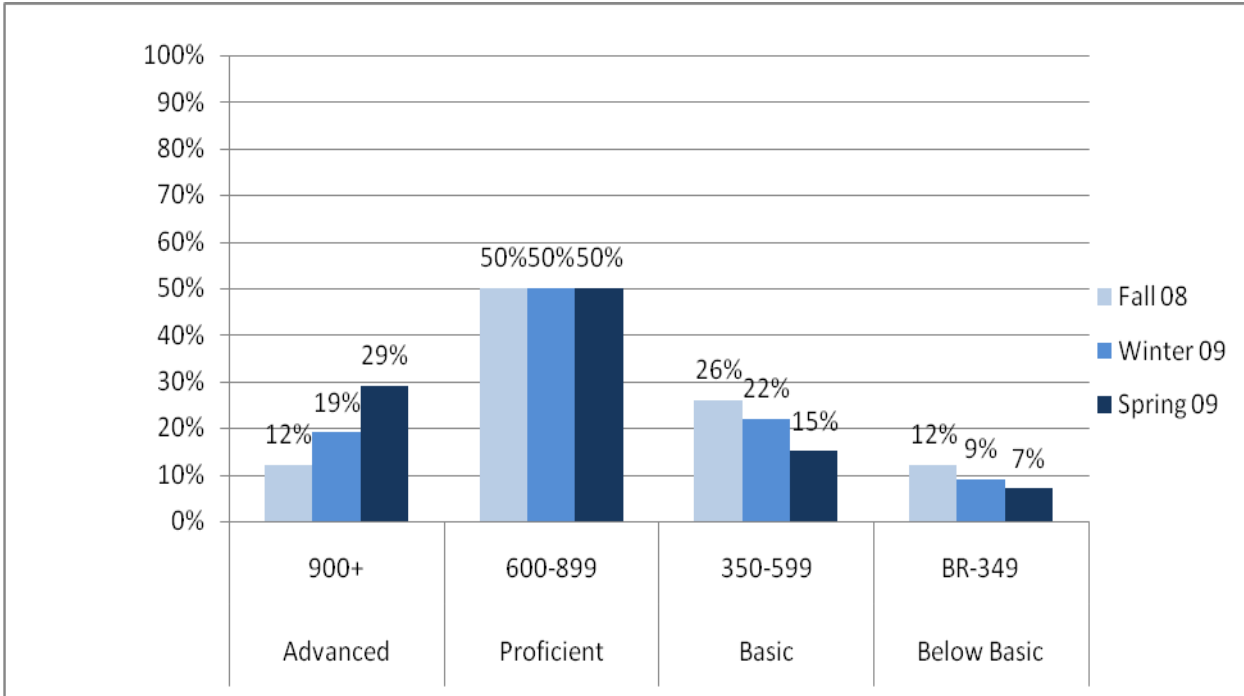
| Student Group | Year | % of Students Advanced (Level 1) | % of Students Proficient (Level 2) | % of Students Partially Proficient (Level 3) | % of Students Not Proficient (Level 4) | % of Page Students Advanced & Proficient (Levels 1 & 2 combined) | % of KISD Students Advanced & Proficient (Levels 1 & 2 combined) | % of State Students Advanced & Proficient (Levels 1 & 2 combined) |
|-----------------------------------|-------------|---|---|---|---|---|---|--|
| All Students | 08 | 68 | 24 | 8 | 0 | 92 | 82 | 77 |
| | 07 | 58 | 28 | 14 | 0 | 93 | 79 | 74 |
| Male | 08 | 73 | 22 | 5 | 0 | 95 | 83 | 78 |
| | 07 | 64 | 27 | 10 | 0 | 90 | 84 | 75 |
| Female | 08 | 63 | 26 | 11 | 0 | 89 | 81 | 76 |
| | 07 | 51 | 31 | 19 | 0 | 81 | 83 | 73 |
| Economically Disadvantaged | 08 | 57 | 26 | 17 | 0 | 83 | 77 | 64 |
| | 07 | 42 | 39 | 19 | 0 | 81 | 67 | 60 |
| Students with Disabilities | 08 | 44 | 22 | 33 | 0 | 67 | 48 | 47 |
| | 07 | 36 | 32 | 32 | 0 | 68 | 47 | 44 |

5th Grade MEAP - Science

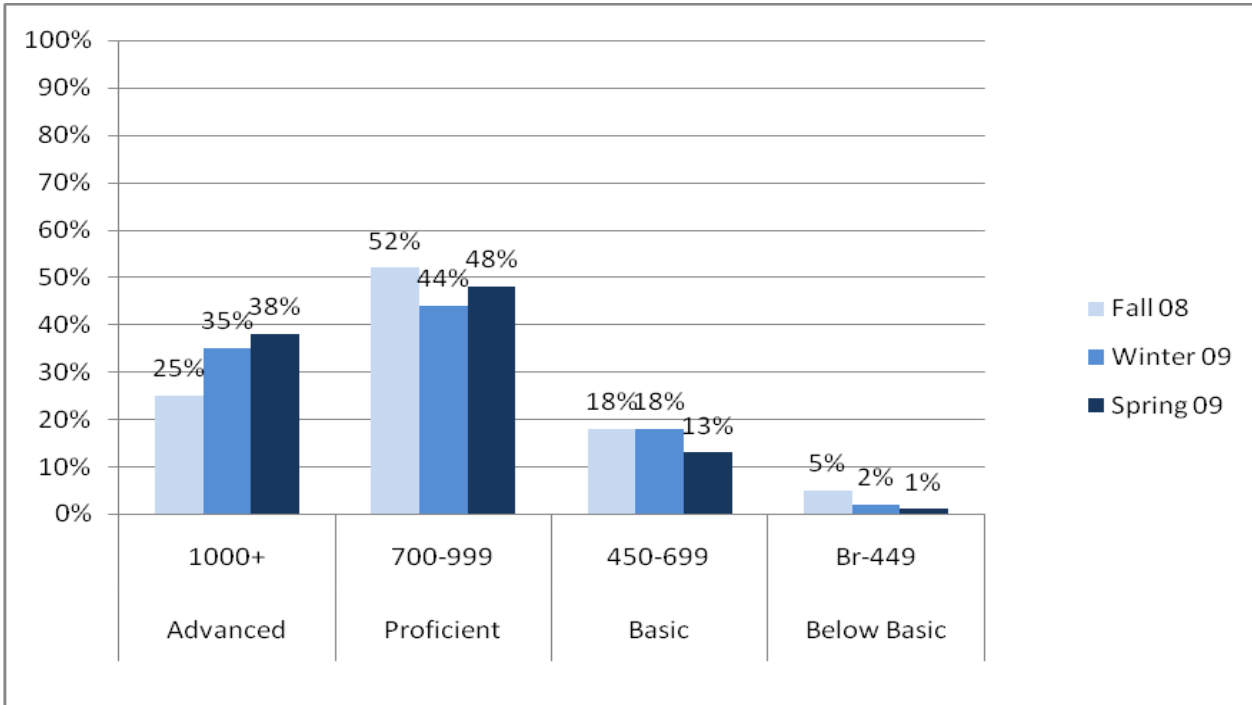
| Student Group | Year | % of Students Advanced (Level 1) | % of Students Proficient (Level 2) | % of Students Partially Proficient (Level 3) | % of Students Not Proficient (Level 4) | % of Page Students Advanced & Proficient (Levels 1 & 2 combined) | % of KISD Students Advanced & Proficient (Levels 1 & 2 combined) | % of State Students Advanced & Proficient (Levels 1 & 2 combined) |
|-----------------------------------|-------------|---|---|---|---|---|---|--|
| All Students | 08 | 61 | 32 | 6 | 1 | 93 | 85 | 83 |
| | 07 | 52 | 41 | 6 | 1 | 93 | 83 | 82 |
| Male | 08 | 72 | 23 | 4 | 1 | 95 | 86 | 83 |
| | 07 | 59 | 38 | 3 | 1 | 96 | 84 | 82 |
| Female | 08 | 51 | 40 | 8 | 1 | 91 | 85 | 83 |
| | 07 | 44 | 45 | 9 | 1 | 89 | 83 | 82 |
| Economically Disadvantaged | 08 | 52 | 36 | 11 | 2 | 88 | 82 | 72 |
| | 07 | 41 | 52 | 5 | 2 | 58 | 67 | 70 |
| Students with Disabilities | 08 | 44 | 39 | 17 | 0 | 83 | 64 | 64 |
| | 07 | 30 | 57 | 9 | 4 | 87 | 61 | 62 |

Page Elementary 2008-2009

4th Grade: 2008-2009 SRI Results



5th Grade: 2008-2009 SRI Results



IV. Adequate Yearly Progress Data

English/Language Arts

Our building has made AYP and we are not identified for improvement.

| 4th 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

Our building has made AYP and we are not identified for improvement.

| 4 th 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

Page Elementary's tremendous support from the parents is reflected in the nearly perfect attendance record for parent-teacher conferences. The parent-teacher conference percentages for and 2007-2008 was 98%. The parent-teacher conference percentage for 2008-2009 was 99%.

Parent volunteers supported teachers in classrooms, supported our Literacy initiative and served as reading mentors or Book Study Parents. The Parent Teacher Organization meets regularly to plan special events and activities for our students. A detailed adopted Parent Involvement Policy is available by calling 795-5521.

Core Curriculum

Through the school improvement process, student progress is individually tracked. Adjustments are made as needed in delivery and support of each child.

Curriculum Process Related to Title I Students

Students in grades K-5 receive instruction in Michigan Core Curriculum content areas of science, reading, writing, social studies and mathematics through Thornapple Kellogg Power Standards and the state Grade Level Content Expectations.

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 Improvement

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. Our Elementary Technology Teacher has helped students and staff to become more technologically astute.

Authentic assessments, comprehension strategies, progress monitoring and reading instruction adjustments will continue to be incorporated into our assessment methods the school improvement process.

Teachers have been trained and use differentiated instruction in their classrooms.

The staff continues to work on aligning the curriculum with the State Grade Level Content Expectations and the Power Standards annually, with district curriculum committee work in the four core areas. We are continuing the mapping process in core areas.

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 the State Grade Level Content Expectations and 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/School Improvement model, and receive appropriate support, para-educator assistance, working with a Literacy Coach and/or small groups or summer school.

Literacy Coaching:

A full-time literacy coach works with both teachers and students. Teachers are provided training and support in guided/flexible grouping, writer's notebook, test-taking strategies, Thinking Maps, word study, curriculum alignment, common assessment, CASL (Collaborative Analysis of Student Learning), and gradual release of responsibility. A book study for gifted readers and a reading mentor program has been implemented. The staff has been trained in comprehension strategies.

Book Study:

All teachers use differentiated instruction and recognize that there is a group of top students who need more of a challenge. Thus, the book study was developed and implemented by the literacy coach. These students were selected based on their Scholastic Reading Inventory scores, MEAP scores, and classroom performance. Students use a literature circle format while reading higher level books. Comprehension strategies, vocabulary development and communication about one's thinking are the basis of each day's meeting.

Reading Mentor Program:

The Reading Mentor Program was developed and initiated by the literacy coach to assist students who need

more time reading. Parents volunteer as mentors and are trained on comprehension and fluency strategies. These parent volunteers devote one to two hours per week to Page students as reading mentors. Students are selected for the program using Scholastic Reading Inventory (SRI) scores, MEAP data, and teacher recommendations.

How pupils are ensured equitable access to appropriate instruction in the core academic curriculum, how ALL pupils have the same opportunities to learn the core curriculum.

Para-educators work with identified students in the classroom to offer additional support.

The Literacy Coach supports teachers in the process to learn how to meet all students needs

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.

Summer school is offered to K-8 students.

Michigan Curriculum Framework

The state Grade Level Content Expectations and Power Standards have been implemented for the 4 cored areas. The Power Standards are aligned with the State Grade Level Content Expectations.

Average Daily Attendance

2008-09 96.3% 2007-08 95.5 %

Retention Rate

2008-09 0% 2007-08 .002

Teacher Qualifications 2008-2009

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 |
|--|---|

| | 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 |
|--|---|

| | 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.