

# Annual Education Report Requirements

## I. Overview of School

**A. Describe your building’s accreditation status and grades as determined by Education**

**YES! You have**

**the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as**

**well as your Education YES! accreditation status.**

Pennfield Central is an Outcomes Endorsed School with North Central Accreditation. The original date of accreditation was 1994-1995, and each year since we have maintained that accreditation. Education YES! requirements were completed. The staff worked diligently on the forty performance indicators. This self assessment instrument determines that will help us evaluate and plan for school improvement. In the Education YES! 2006/07 document, Pennfield Central is systemically and consistently meeting criteria in all of the forty indicators. School Performance Indicators capture the variety of ways in which the school can estimate the potential quality of an educational environment. There were a possible 160 points. Our total points were 107 for an indicator score of 86.8 (B). Our Michigan School Improvement Card was issued for the 2006-2007 school year. The composite score of a B was given to Pennfield Central (not Dunlap Elementary). The following components were issued.

• Student Achievement Status		
English Language Arts 83.8	Actual 83.8	B
Mathematics 91.9	Actual 91.9	A
• Achievement Subtotal 87.8	Actual 87.9	B
• Indicators of School Performance	87	B
• <b>Preliminary Grade</b>	<b>88</b>	<b>B</b>
• <b>AYP Status (Adequate Yearly Progress)</b>	<b>MET AYP</b>	
• <b>Composite Grade</b>	<b>B</b>	

**B. Compare your current year's status to last year's status.**

In the school year 2001-02, Pennfield Central had been granted outcomes accreditation with the North Central Association. Education YES! requirements are in place, but Pennfield Central has always worked on school improvement goals and strategies to increase student achievement. Pennfield Central went from an A to a B on card grade.

**II. School Improvement Plan**

**A. The descriptions below must be from the current school year.**

**1. Describe how data led your School Improvement Team to select your building's improvement objectives in the core academic curriculum.**

As a building staff, we analyzed the Fall 2006 MEAP data. Through an item analysis, we identified MEAP items we thought we could generate strategies to help our students' achievement. We listened to our District Advisory Committee's goals for our K-12 buildings. Our building representatives worked on K-12 core curriculum committees who also looked at the Fall 2006 MEAP data. During April/May, we participated in the Education YES! requirements that focused on data, curriculum, and performance indicators. School Improvement members brainstormed problem areas, weak areas, and then identified subgoals, strategies, research, assessments, professional development, resources, and timelines for completion. During the month of November, the building principal and all staff members became ACHIEVE Data Director training for data warehousing. Students' scores from the Fall 2006 MEAP were reviewed and discussed during the months of February, March, and April. Students who met Level 1 and Level 2 performance were noted, and students who were at Level 3 and Level 4 were identified. The At Risk teachers noted the students who did not meet Michigan standards in ELA and mathematics.

**2. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area.**

**a.**

Pennfield Central is detailing their goals and strategies in the following subject areas.

**b. English/Language Arts**

**Our goal: The number of students meeting and exceeding language arts state standards will improve by 3% annually. A subgoal:** The student's ability to recognize and understand narrative genre and story elements used to convey ideas and perspectives will increase. **Another subgoal:** The student's comprehension ability (patterns of organization and strategies in dealing with various types of expository texts) will increase. **Third subgoal:** The student will use a combination of strategies to construct meaning when encountering familiar / unfamiliar words or text. Teachers will research the NICHD report as well as the SWREL writing research. Teachers will use technology (Inspiration, Powerpoint, HyperStudio, Internet resources (websites: TIME FOR KIDS, SIKIDS, UNITED LEARNING, STREAMING (video clips), and Scholastic Reading Counts software. All Dunlap staff has completed MLPP training as of May, 2006. Assessments (Scholastic Reading Placement test (Sept.), review of 3<sup>rd</sup> grade MLPP items, MLPP oral/written retelling (May, inputted into Data Director), and 5<sup>th</sup> grade TORC test were administered. 2006 ELA Grade Level Content Expectations (GLCE's) were noted by ELA Dunlap teachers. Teachers were inserviced in August, 2006 and February, 2007 to coordinate the GLCE's with local ELA K-5

district curriculum. A curriculum notebook was used in the fall of 2006 by K-12 district ELA teachers in order to have consistent ELA instruction. All ELA teachers have copies of the GLCE's for their grade level work. Work will continue on common ELA assessments during the fall of 2007.

### c. Math

**Our goal: The number of students meeting and exceeding math state standards will improve by 3% annually.** Subgoals and teacher strategies have been planned. Fall 2006 MEAP results have been received, and through an item analysis, problem areas were identified. In the school year (2006-2007), Central (now Dunlap Elementary) sent teachers to PROM/SE (Promoting Rigorous Outcomes for Mathematics/Science Education) professional development courses on algebra, fractions, and measurement. One staff member joined the Pennfield Middle School IMPACT grant to study how assessments can improve math achievement. Taking results of the 2004 audit, math teachers aligned the benchmarks/standards with the Math GLCE's (Grade Level Content Expectations). **A subgoal:** Teachers will examine math curriculum and text alignment with Michigan math standards/benchmarks/GLCE's **A subgoal:** Teachers will continue to review of Dunlap Middle School/Central MEAP Math scores. We obtained and reviewed Fall MEAP 2006 released test questions in January. **A subgoal:** 4<sup>th</sup> grade students do well with Data Probability but do poorly in geometry and measurement while 5<sup>th</sup> graders exhibit low achievement in data probability, geometry, and measurement. Central staff (now Dunlap) will review 6<sup>th</sup> grade Math MEAP (available for Fall MEAP 2006) results. Central Math teachers identified Math instructional units (Geometry, Data probability, Measurement) that need to be addressed. During this year, STUDY ISLAND, a web based program ([www.studyisland.com](http://www.studyisland.com)) which is accessible at school or home computers began at Central. Central (now Dunlap) students can focus on geometry, data probability, and measurement questions in order to improve their skill performance. Central (Now Dunlap) teachers want to dialogue with third grade teachers to discover what geometry skills are worked on. **A subgoal:** Teachers will develop and apply appropriate whole number computation concepts. Teachers continue to use daily oral math problems, teacher observation, and documentation of how many students stay in at recess to work on math tasks. The Central (Now Dunlap) Math Goal team is busy at

work on the above goals, and the Math OPTIONS pretest and posttest were administered. The results were inputted into Data Director. We continue participation with the PROM/SE grant project with one teacher associate who brings in new ideas and best practices for mathematics instruction. A math curriculum notebook is being developed, and the notebook was distributed in the Fall of 2006. Staff members identified objectives that could be taught at the grade levels and discussed which standards could be handled by another grade level. Two teachers serve on the Pennfield K-12 Math core curriculum committee. Technology support consists of problem solving software and our technology instructional coordinator's assistance with the internet (websites, MI-Climb). An April 2007 PROM/SE survey was administered to all students.

#### **d. Science**

**Our goal: The number of students meeting and exceeding science state standards will improve by 3% annually.** The staff received Fall 2006 MEAP data, and our students exhibited weaknesses in some science benchmarks. 122Central (now Dunlap Elementary) 5<sup>th</sup> graders met or exceeded Michigan standards performance levels (2 and 1). All 4<sup>th</sup> and 5<sup>th</sup> grade teachers pre-tested and post-tested their students for the Science instructional kits. Each science teacher administered available summative assessments. The Battle Creek Area Math / Science Center recommended giving the End of Year Science assessment, and data was inputted into the ACHIEVE Data Director warehouse for our building use. Three teachers serve on the district's K-12 Science Core Curriculum meeting so that discussions take place on how to align our science curriculum. This committee met monthly to share units of study and plan for science instruction. PROM/SE science workshops took place during the 2006 summer as well as throughout the school year. Central's science associate participates in district science discussions. We continue to work with our district technology instructional coordinator who recommends valuable websites, internet resources, and MiClimb training. Teachers hand in weekly lesson plans detailing science benchmarks/standards that are being taught. Released MEAP materials and coordination with the Battle Creek Area Mathematics/Science Center staff are resources that further help classroom science instruction. Additional tradebook copies of science literature were purchased this year for science students' use in the classroom.

#### **e. Social Studies**

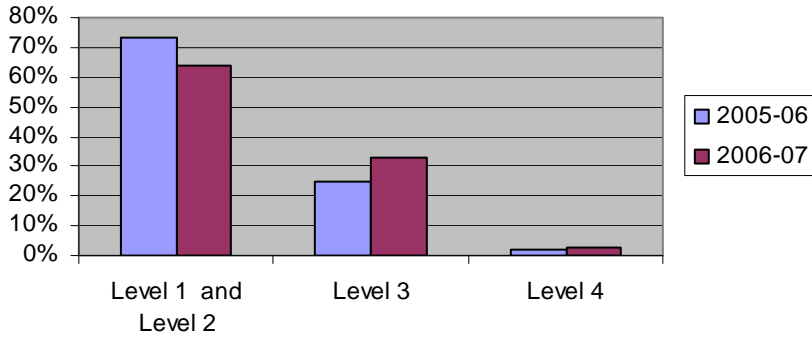
**Our goal: The number of students meeting and exceeding social studies standards will improve by 3% annually.** Two staff members participated in the area Teaching American History project (It incorporates a Michigan State University professor working collaboratively with area 4<sup>th</sup> grade teachers and technology). They collaboratively

designed a 4<sup>th</sup> grade unit on Tecumseh.. The staff received MEAP 2006 results for sixth graders. We want our students to become stronger at these standards. All of the Central (now Dunlap) staff has been trained in using United Streaming which is a software program that allows for video clips to be downloaded and added to their social studies lessons. Anticipation guides, text hunts, MEAP vocabulary development, and Junior Achievement classes are activities that teachers used throughout the school year. **A subgoal:** Students will review vocabulary words/definitions as they relate to role of government i.e. family, school, township, city, state, and federal governments. **A subgoal:** Students will study geography daily. It is important for students to know about maps and to be able to find places on maps. **A subgoal:** Teachers will develop anticipation guides to promote active reading. These guides will be a series of statements to which students respond before and after the reading of a social studies text, i.e. informational text, paragraph, etc. All classroom teachers have posters that are placed in homerooms to emphasize core democratic values. **A subgoal:** Students will explore BIG IDEAS such as History as Story, Government as People, Conflict as a cause of Change, and Economic Resources influence Change. Central's Social Studies Goal team (three teachers) work on data, and have been trained with the ML (Meaningful Learning) Toolbox. All staff were inserviced in August 2006 to work on ML ToolBox. This computer program enables teachers to design units of study by using the attributes of Understanding by Design. Social studies teachers continue to receive ML Toolbox training that incorporates technology into designing history units (Source explorer, I-journal entries, etc.). Two teachers met monthly with the Pennfield K-12 Social Studies Core Curriculum Committee as they made recommendations for K-12 Social Studies instruction.

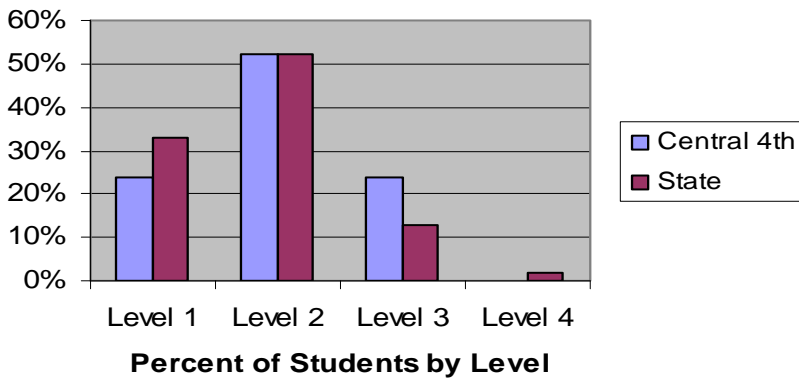
**3. Did your School Improvement plan do what it set out to do? Describe the evaluation process that led you to this conclusion.**

The 2006-2007 school year was our year for data analysis and the formation of goals and strategies. . When the Central Staff worked on the Education YES! document, many teachers found that our school improvement had purpose and direction. Staff members were able to gather data and worked with a school improvement template that organized our goals, resources, professional development focus, timelines, and responsible persons. Our technology support was strong and well coordinated. The Central staff (now Dunlap Elementary) knows that our working document will assist us in reaching our designated goals for the implementation. An evaluation process of goals and strategies takes place throughout the 2006-2007 school year as well as for the school year 2007-2008. The Education YES! Process highlighted weak areas in personnel learning and data decision making. As a staff, there will be a concentrated effort to strengthen these two areas.

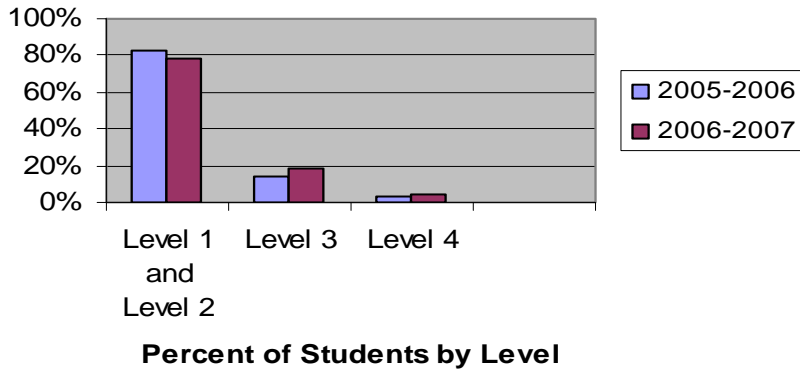
**Central Language Arts 4th grade ELA MEAP scores**



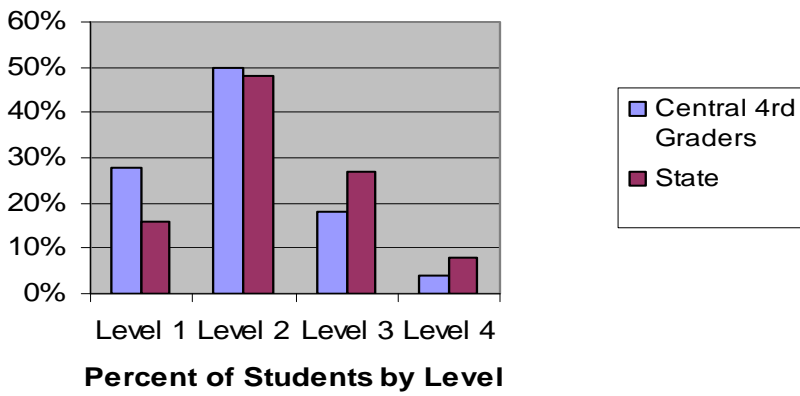
**English Language Arts  
Central Grade 4 MEAP Comparison to State of Michigan 2006-2007**



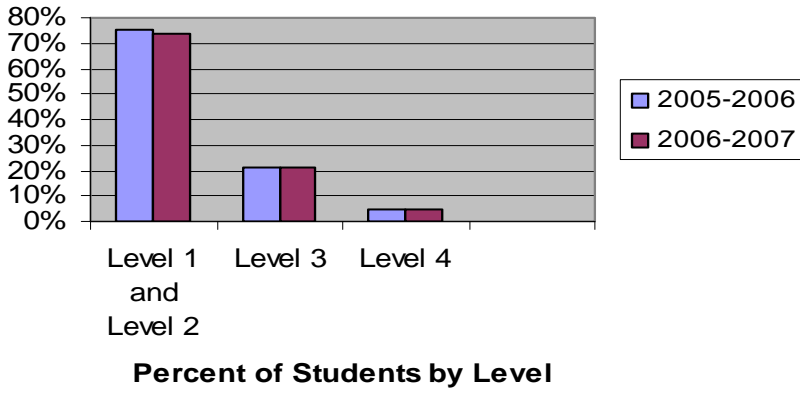
### Central 4th grade Mathematics MEAP Scores



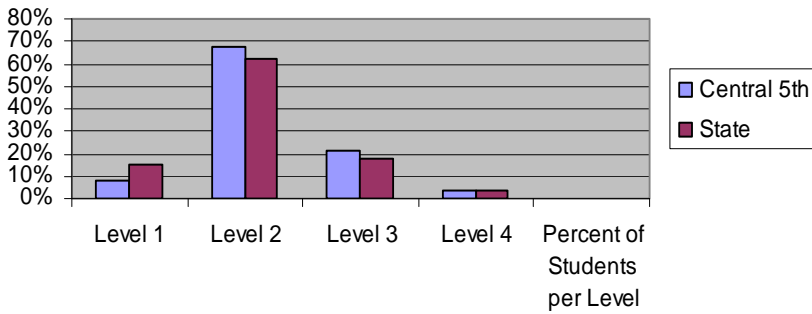
### Mathematics Central Grade 4 MEAP Scores Comparison to State of Michigan 2006-2007



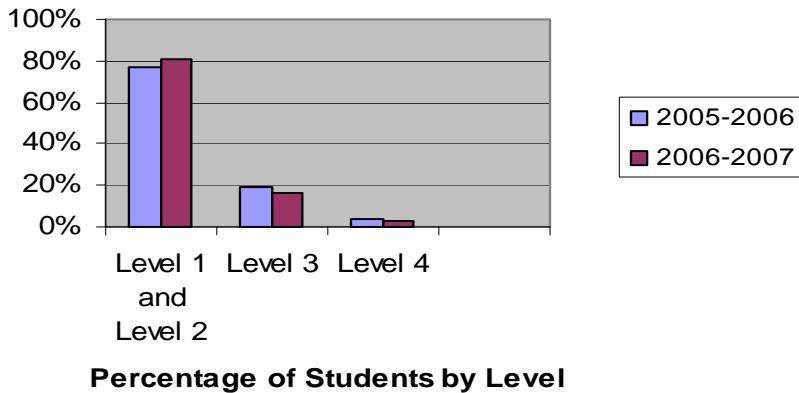
**English Language Arts Central Grade 5  
MEAP Scores 2006-2007**



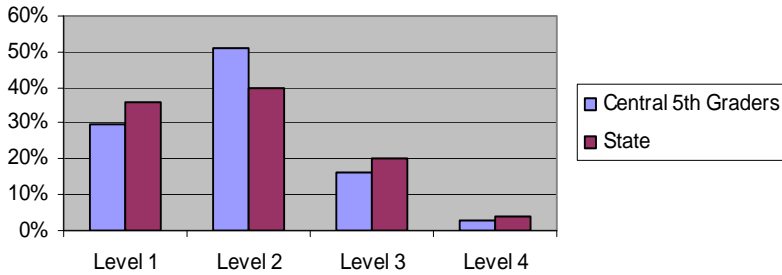
**English Language Arts MEAP scores compared to  
MEAP ELA 5th grade scores**



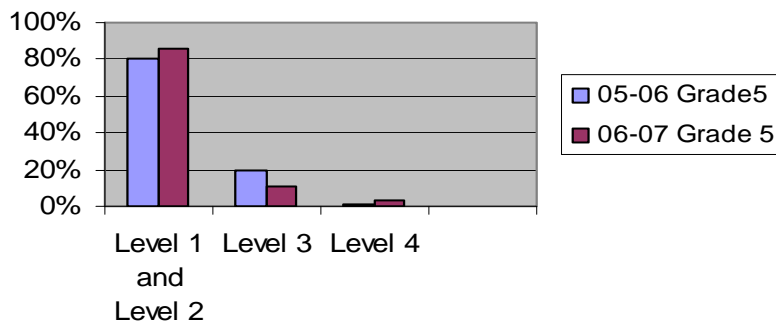
**Mathematics Central 5th grade MEAP Scores  
2006-2007**



**Central 5th graders Math MEAP scores compared to the State of Michigan Math 5th grade MEAP scores**

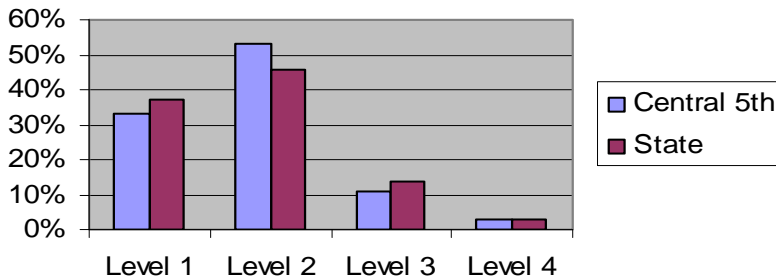


**Pennfield Science MEAP Scores**

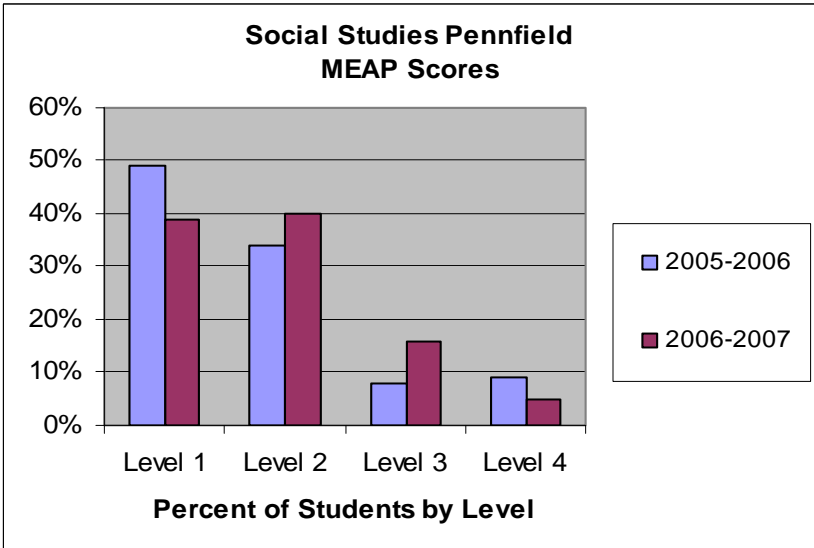
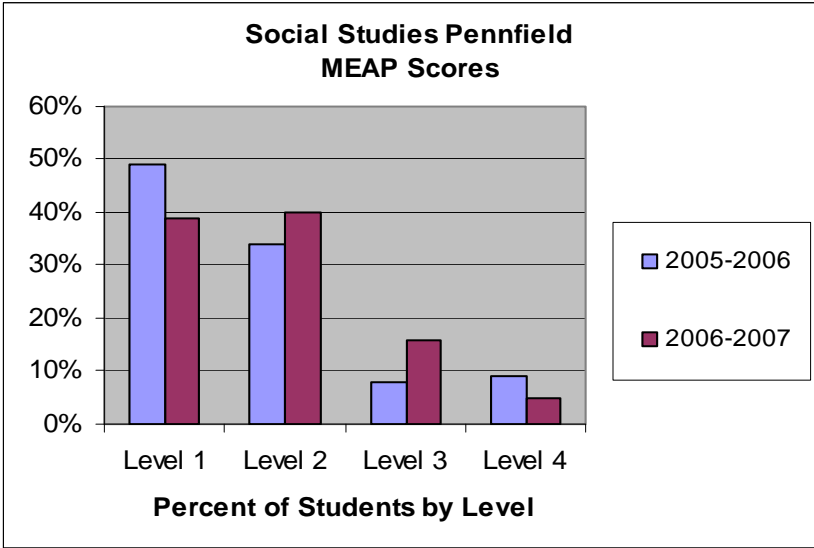


**Percentage of Students by Level**

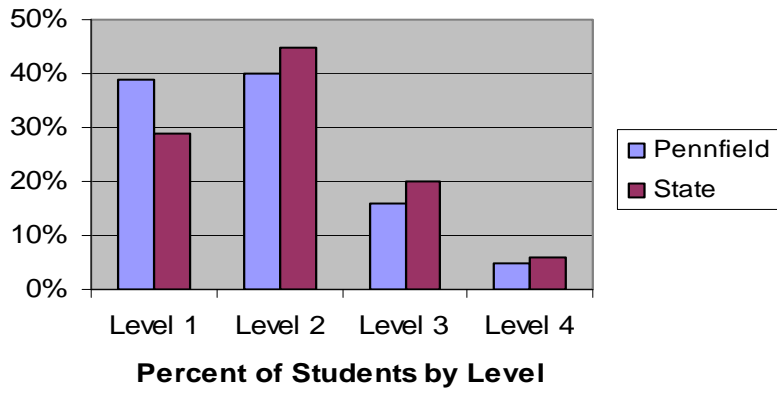
**Science Pennfield MEAP Compared to State of Michigan 2006-2007**



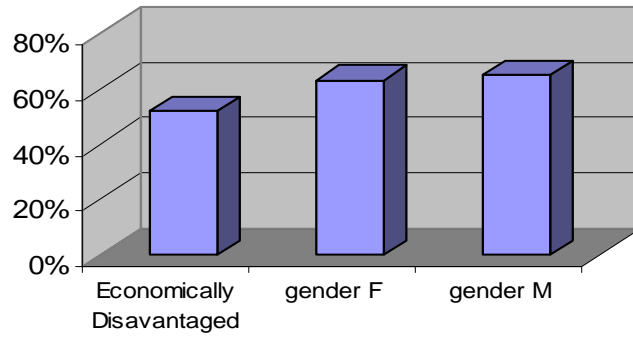
**Percentage of Students by Level**



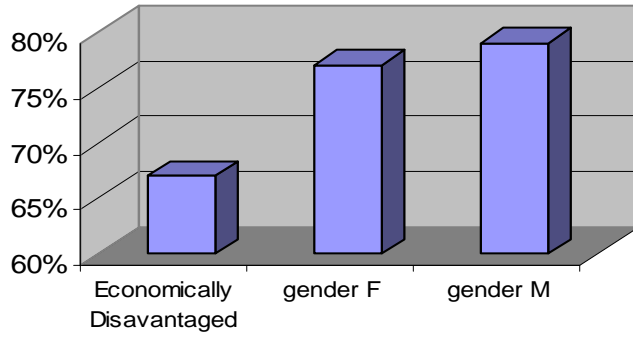
**Social Studies Pennfield MEAP Scores  
Comparison to  
State of Michigan 2006-2007**



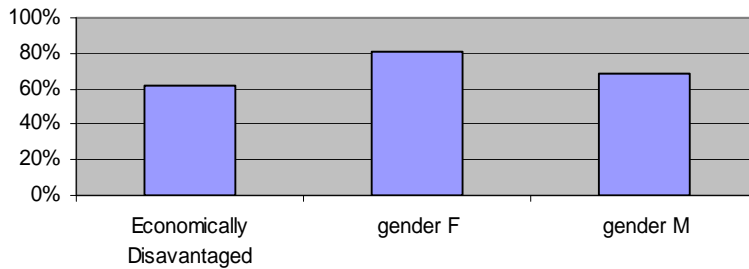
**ELA Percent Proficient by Applicable  
Subgroups Pennfield Grade 4  
2006-2007**



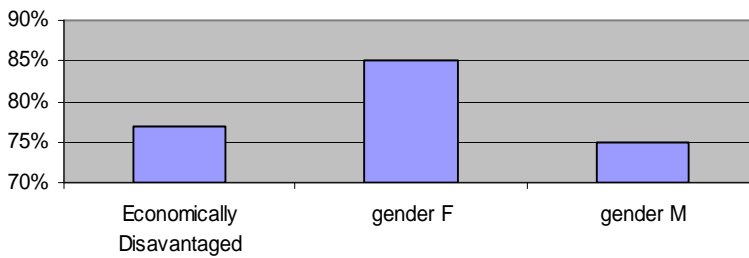
**Math Percent Proficient by Applicable Subgroups Pennfield 4th Grade 2006-2007**



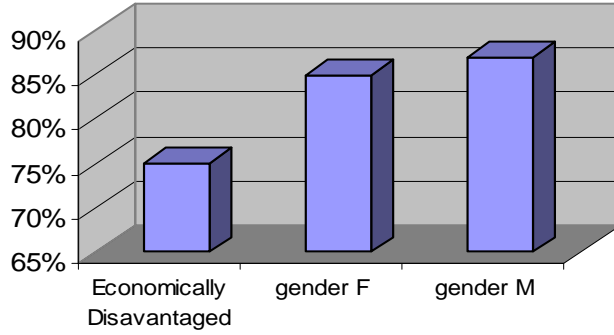
**English Arts Percent Proficient by Applicable subgroups Pennfield 2006-2007 5th grade**



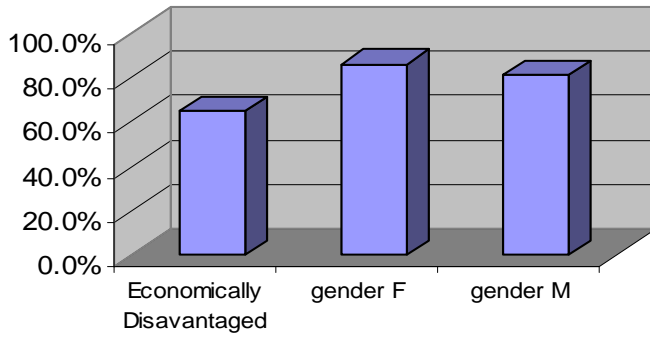
**Math Percent Proficient by Applicable subgroups Pennfield 2006-2007 5th grade**



**Science Percent Proficient by  
Applicable Subgroups Pennfield  
2006-2007**



**Social Studies Percent Proficient by  
Applicable Subgroups Pennfield  
2006-2007**



## IV. Adequate Yearly Progress Data

### A.

#### 1. English/Language Arts

All Central (now Dunlap Elementary) students have met AYP (Adequate Yearly Progress) in English Language Arts. AYP status is a measure used to hold schools and districts accountable for student achievement in ELA (English Language Arts) based on MEAP test results. For the subgroups of black and white students, AYP was achieved. The subgroup of economically disadvantaged students, adequate yearly progress (AYP) was achieved. Our special education subgroup did not have the required thirty (30) students.

#### 2. Math

All Central (nor Dunlap Elementary) students have met AYP (Adequate Yearly Progress) in Mathematics. AYP status is a measure used to hold schools and districts accountable for student achievement in Mathematics based on MEAP test results. For the subgroups of black and white students, AYP was achieved. The subgroup of economically disadvantaged students' adequate yearly progress (AYP) was achieved. Our special education subgroup did not have the required thirty (30) students.

#### 3. Science

N/A

#### 4. Social Studies

N/A

**Our average daily attendance rate is 97 percent rate at Pennfield Central.**

## V. Parent Involvement

### A. Percent of parents/guardians attending parent/teacher conferences for this year and the previous year.

In the year 2006-2007, we had 94 % of our parents/guardians attend fall and spring teacher / parent conferences. In the year 2005- 2006, we had 94 % of our parents/guardians attend fall and spring teacher and parent conferences. In 2003-04, 91% of our parents/guardians attended the annual fall and spring conferences.

## **VI. Core Curriculum**

### **A.1 Describe the process for development.**

The Pennfield School District offers a comprehensive core curriculum, which is based on the Michigan standards and benchmarks. The district has a systematic procedure for reviewing, revising, and improving curriculum, staff development, and assessment. Additionally, Pennfield has participated in CISD sponsored curriculum projects, which included staff from area schools in Branch, Barry, and Calhoun Counties.

### **A.2 Describe the process for curriculum alignment.**

Development and alignment of the curriculum with Michigan Curriculum Frameworks are addressed through the K-12 Core Curriculum teams. Primary responsibility for the effective implementation of the curriculum lies with the building principals and teachers. All four of the Michigan Curriculum Framework core areas, social studies, science, mathematics, and language arts, have undergone revisions in the past six years. Most recently curriculum teams reviewed expectations in language arts and mathematics because the Michigan Department of Education established new benchmarks for each grade level. In October, 2004, a curriculum audit was conducted in grades Kdg.- 12<sup>th</sup> grades. Core curriculum teams have begun to look at the data for gaps and strengths in our curriculum alignment.

### **A.3 Describe 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.**

K-12 students have access to courses of study that provide adequate instruction to address the required standards and benchmarks. Primary instruction is focused on state expectations in terms of core curriculum content. Periodic assessment, evaluation, and feedback allows for purposeful planning to maintain and/or improve equal access for all. Intervention programs address difficulties faced by at-risk learners. Early literacy development is emphasized in all core areas. The district's policy is to provide equal access for all in the educational process.

## **B. Each building must describe the variances, if any, from the Michigan Curriculum Framework.**

Pennfield's curriculum was collaboratively designed in all core areas to meet the requirements of the Michigan Curriculum Framework. Any deviation or failure to cover essential skills outlined in the curriculum is counter to district expectations.

## VII. Teacher Qualification

**Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.**

**A. Enter the percentages of teachers in your building who hold the different types of teaching certificates and advanced degrees.**

100 % of the Central teaching staff hold different types of teaching certificates and advanced degrees. There are 17 degreed teachers with a counselor who has a degree as well as a master's degree.

**B. Enter the percentage of teachers teaching with emergency or provisional credentials.**

There is only 1% that holds a provisional credential. That would be two teachers.

**C. Enter the percentage of classes NOT taught by highly qualified teachers. The district must disaggregate this data by high-poverty compared to low-poverty schools.**

N/A

**D. Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district must notify parents of this right to know provision. It is recommended that there be a single point of contact in the district for the dissemination of this information.**

Pennfield School District  
Annual Parent Notice  
Right to Request Teacher Qualifications

School: Pennfield Central Elementary

Date: December 8, 2006

Dear Parent or Guardian:

Our school receives federal funds for Title I programs that are part of the *No Child Left Behind Act of 2001*. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

1. if the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
2. if the teacher is teaching under an emergency status for which state licensing requirements have been waived;
3. the type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
4. if your child is receiving Title I services from paraprofessionals and if so, his/her qualifications.

If you would like to request this information, please contact your child's school.

Thank you for your interest and involvement in your child's education.

Sincerely,  
Catherine LaValley  
Pennfield Central Elementary principal  
269-961-9791  
[lavallec@pennfield.k12.mi.us](mailto:lavallec@pennfield.k12.mi.us)