

**Centreville Elementary School**  
190 Hogan Street \* Centreville, MI \* 269-467-5200

August 5, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Centreville Elementary. 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 Becky Stauffer, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.cpschools.org](http://www.cpschools.org) or you may review a copy in the principal's office at your child's school.

As of July 2013, the state now gives districts a color code ranging from red (lowest) to green (highest). In order to attain a green status, all student achievement in all subject areas and subgroups (special education, race, economically disadvantage and bottom 30%) must meet the target proficiency rate. If a school did not meet the targeted proficiency in any of the areas then the school receives a lower score or in this case color. The schools and districts are also given points for meeting other state mandated requirements. This is just a brief summary of an explanation of the new rating system. If you would like to read in more detail please visit the [mde.org](http://mde.org).

Centreville Elementary earned a "yellow" rating with an overall status of 76%. When calculating the score on the MEAP assessment for All Students, Centreville Elementary met all targeted proficiencies. We also met all targets for race and economically disadvantaged sub groups. We did not meet the targeted proficiency rate for the bottom 30% or in reading for special education. We will need to take a deeper look at the bottom 30% subgroup (including special education) and target specific strategies to help them increase their achievement. As for ALL students, we continue to strive for a higher status (green) and are working hard to give our students the skills and rigor to reach this goal through an increase in student achievement.

The state did continue to identify some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Centreville Elementary did not receive any of these identifiers.

Parents and Community Members can access state assessment data regarding student achievement on the School Improvement page of our website [www.cpschools.org](http://www.cpschools.org). This is the second year of assessment data reflective of higher cut scores. Our aggregate, or average, reading proficiency rates in grades 3 through 7 showed a slight decrease a 68% from 69% in 2011-2012. 6<sup>th</sup> grade proficiency rate in reading was our highest at 74% proficient and the lowest was 3<sup>rd</sup> grade with 64% proficient. 7<sup>th</sup> grade reading was highest in county and 6<sup>th</sup> grade was 2<sup>nd</sup> highest. Our aggregate, or average, math proficiency rates in grades 3 through 7 showed an increase to 40% from 37% in 2011-12. 5<sup>th</sup> grade proficiency rate was our highest with 65% and our lowest was 7<sup>th</sup> grade with 28%. 5<sup>th</sup> grade mathematics was highest in county and 6<sup>th</sup> grade was 3<sup>rd</sup>. 5<sup>th</sup> and 6<sup>th</sup> grade Science (18%) and Social Studies (42%) MEAP proficiency rates were above the state and 2<sup>nd</sup> in the county. In writing, 4<sup>th</sup> grade students showed an increase of 1% while 7<sup>th</sup> grade students showed an increase of 25% to a 58% proficiency rate.

We would like to highlight the growth of some cohort groups (same students from year to year). In the Fall of 2012, our 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade students showed a growth in reading with 2-7% more students being considered proficient as compared to Fall 2011 MEAP. The 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade cohorts showed a 3-24% growth in proficiency rate in mathematics. Writing, Science and Social Studies are only given in the following grades: 4<sup>th</sup> and 7<sup>th</sup> (writing), 5<sup>th</sup> (science), and 6<sup>th</sup> (social studies). Without assessing consecutive years, we cannot report student growth; we can only report overall proficiency rates which were stated in above paragraph.

As we continue to align our curriculum and assessments to the rigor of the Common Core State Standards, we anticipate our students will continue to increase in their success on the state assessments. We will offer multiple opportunities to parents throughout the 2013-14 school year to explain these results and other local data, as well as, offer training for parents to support their children at home.

State law requires that we also report additional information.

1. All Centreville students, as well as those families who wish to apply for Schools of Choice, are welcome to attend and will be assigned to classes.

2. Our Centreville Elementary School Improvement team worked hard again this year revising, updating and importing our School Improvement Plan into the state's new system, ASSIST. This school year was our first year as a Schoolwide Title 1 school allowing us to serve all students in a multi-tiered system of support. Our plan is focused on providing training and support to staff, as well as, communication to parents. The professional development planned for the 2013-14 school year and building goals are tightly aligned with the plan. You may view the School Improvement Plan for Centreville Elementary at [www.cpschools.org](http://www.cpschools.org) by clicking on the school improvement page.
3. We do not have a specialized school.
4. A copy of our core curriculum may be obtained from Mrs. Lester, District Curriculum Director. During the 2012-13 school year, we completed our curriculum maps and assessments in ELA and Math to be in alignment with the Common Core State Standards. During the 2013-14 school year, we will continue our curricular work to revise maps, improve instruction, and build assessments that are written to the expected rigor of the Common Core State Standards and incorporate the Smarter Balanced Assessments item stems to prepare for the SBAC assessment in Spring of 2015. Our goal is to have our curriculum linked to our website for all staff and parents to view. Curriculum will include scope and sequence, unit plans, scales ( as they become available), and assessments.
5. We assess the reading and math fluency skills of all students at the beginning, middle, and the end of the school year.

### **Reading:**

Below are the results from September 2012 to May 2013 in reading, and also our proficiency trend from May 2011-May 2013 in Dibels (Dynamic Indicators of Basic Early Literacy Skills) assessment. The target is for 80% of all students to be at the Benchmark level of rate of fluency.

	Sept.	Jan.	May
	Benchmark	Benchmark	Benchmark
Kindergarten	81%	92%	98%
1st Grade	81% (on basic skills)	65%	62%
2nd Grade	55%	52%	58%
3rd Grade	61%	63%	65%
4th Grade	49%	63%	60%
5th Grade	51%	58%	61%
6th Grade	71%	88%	87%

\*\*Goal is 80% of all students to be on benchmark.

\*\* The kindergarten assessment and the September assessment for 1<sup>st</sup> grade test basic readiness skills (letter identification, phonemic awareness and nonsense words). Starting in January of a student's first grade year through sixth grade, Dibels Next assesses a student's Oral Reading Fluency.

\*\* Kindergarten students generally test proficient with basic reading skills and show a high readiness to read. Through years of instruction and support as well as increases in rigor in what is considered fluent, our students exit with the reading fluency skills to be successful by meeting the benchmark goal at end of 6<sup>th</sup> grade.

### 3 year trend in Cohort Data

	May 2013	May 2012	May 2011
	Benchmark	Benchmark	Benchmark
Kindergarten Class of 2025	98%		
1st Grade Class of 2024	68%	87% (K. basic skills)	
2nd Grade Class of 2023	58%	63%	93% (K. basic skills)
3rd Grade/Class of 2022	65%	67%	73%
4th Grade/Class of 2021	60%	62%	56%
5th Grade/ Class of 2020	61%	66%	62%
6th Grade/Class of 2019	87%	59%	57%

## **Mathematics:**

Delta Math is a new tool that we are using to assess Number Sense Fluency in our students. Proficiency in number sense is a critical indicator of student success in all math standards. Because this is our first year of full implementation of Delta Math, our data is not historically reportable and it is difficult to make comparisons. Therefore, data is reported as an accumulation of the 2012-13 school year focusing on May 2013 end of year results.

All grade levels were above 80% proficient on the standards taught and remediated during the current year. Some of the grade levels assessed students on the readiness skills of their students exiting from the current grade level to determine the preparedness of the students entering in the fall.

- 87% of the 1<sup>st</sup> grade students have mastered the 1<sup>st</sup> grade standards to be proficient in 2<sup>nd</sup> grade.
- 78% of the 2<sup>nd</sup> grade students have mastered the 2<sup>nd</sup> grade standards to be proficient in 3<sup>rd</sup> grade.
- 82% of the 4<sup>th</sup> grade students have mastered the 4<sup>th</sup> grade standards to be proficient in 5<sup>th</sup> grade.
- 68% of the 6<sup>th</sup> grade students have mastered the 6<sup>th</sup> grade standards to be proficient in 7<sup>th</sup> grade. 23% of the 6<sup>th</sup> graders demonstrated skills ready for 7<sup>th</sup> grade Advanced Mathematics.

6. 84% (#388) of our students were represented by parents at Parent-Teacher conferences in 2011-12 school year. 83% (#363) of our students were represented by parents at Parent-Teacher conferences in 2012-13 school year. Third-sixth grade parents may also access student grades in Powerschool. Parents may contact teachers through email access at the school website and through Powerschool.
7. Does not apply, as we are an elementary building.

Centreville Elementary is a school with high academic expectations for students and families. Our mission at Centreville Public Schools, including Centreville Elementary, is to educate all students to succeed as productive citizens in a global community. In preparing our students for success in a global community, we provide our students with not only academic excellence but with many opportunities to enhance the growth of the whole child.

We have a full time school counselor who coordinates our anti-bullying program and character education classes. We reinforce positive behaviors through our "Gotcha" program and our school wide hallway procedures.

Our PAC (parent advisory committee) is very active in providing opportunities for our children and parents to enjoy time together with a Family Dance and annual PAC Carnival. PAC also helps with improvements on the playground, Fall Festival in conjunction with our high school AG class, track and field day, and various opportunities for the little things that mean so much to children. PAC is also supportive to our curricular needs by purchasing technology tools for the classrooms.

We are fortunate to have a comprehensive fine arts program for all K-6 students. All students have visual art and participate in a yearly art show. All students participate in a musical displaying their vocal and dance talents, and our 5<sup>th</sup> and 6<sup>th</sup> graders presented a talent show.

Our Title 1 program initiated two educational evenings for our families. One evening was in conjunction with our March is Reading month to encourage our families to read outside of school. We also hosted a math game night for families. Both events were well attended. During the 2013-14 school year, two additional nights are planned to include workshops for our parents to teach them many of our new educational techniques.

Extra curricular activities available to our students include: 6<sup>th</sup> grade band, Clue-Me-In, 6<sup>th</sup> Grade Middle School Math Meet, Art Works, Young Author Day, and athletics through the Jr. Pro sports program. We offer every grade level multiple opportunities for field trips, such as: 4<sup>th</sup> Grade Camp, Lansing State Capitol trip, Amigo Centre, Sauder Village, Binder Park Zoo, local musical productions, etc.

Our students learn the importance of community by participating in our annual Angel Tree at Christmas, Relay for Recess, supporting local Torch Run for ISD students, local food drive, and donations of shoes, school supplies and clothing for our students.

Through the efforts of our staff, families, and community we are able to develop the social, emotional, and academic skills all children need to productive global citizens beyond the doors of Centreville Elementary.

Sincerely,

Mrs. Becky Stauffer, Principal  
Centreville Elementary  
[bstaufer@cpschools.org](mailto:bstaufer@cpschools.org)