

Centreville Elementary School

190 Hogan Street * Centreville, MI * 269-467-5200

August 14, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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 Mrs. Becky Stauffer, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.cpschools.org or you may review a copy in our main office at your child's school.

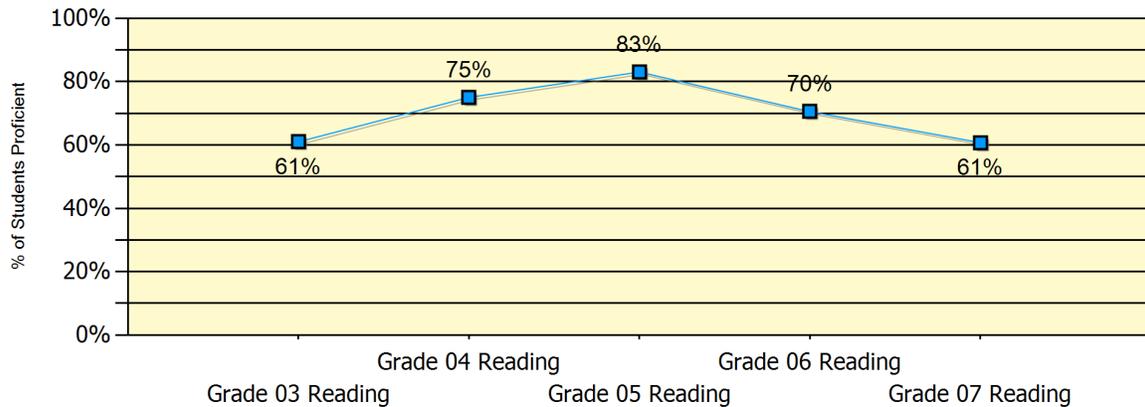
The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 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. Our school has not been given one of these labels. Our school was given a "Yellow" status. We met all state proficiency targets in all subjects when calculating state assessments scores for all students giving us an initial "Green" status. However our students who fell in the bottom 30% of passing the state assessments did not meet the state target. Therefore, our status was lowered from a green to a yellow due to the performance of the bottom 30% of the students.

Parents and Community Members can access state assessment data regarding student achievement on the School Improvement page of our website www.cpschools.org. Michigan Department of Education and the national government have given us a target goal that 85% of our students reach proficiency level in the 5 core areas of instruction (reading, math, writing, science, and social studies) by 2022. Starting in 2012, they calculated an aggregate percentage (average of 3rd-7th grade MEAP proficiency scores) for each of the core areas and calculated a yearly target for us to meet. Reading and Math data is utilized for Adequately Yearly Progress and all core areas are used in determining our school report card.

Our reading data has traditionally been higher than the other core areas. Therefore, our expected growth each year is higher in the other core areas in order to meet the 85%. MDE has set our target growth on the state assessment in reading to be 2% each year and 5.3% in math. According to the official MDE public data site, www.mischooldata.org, our 2013-14 reading data reported 69.8% of 3-7th grade students proficient on the state assessment (+2.6% growth) and math assessment data was 45.9% (+8.1% growth). Therefore, we can state that we met the growth goals for reading and math as determined by the Michigan Department of Education.

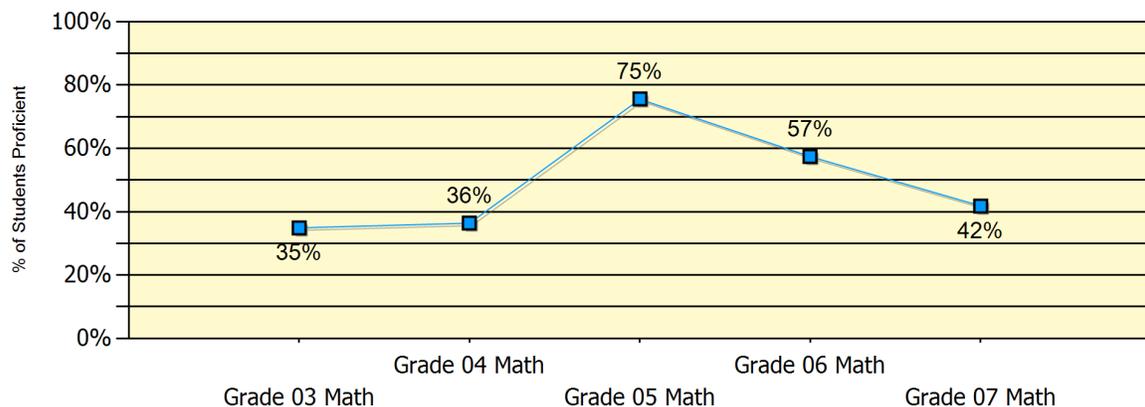
We also look more carefully at our statement assessment data with the use of the Golden Package by Successline.Inc. The reports that are generated allow us to look at cohort classes (same students from year to year) and also individual grades. The following is a summary of state assessment data from 2013-14:

READING

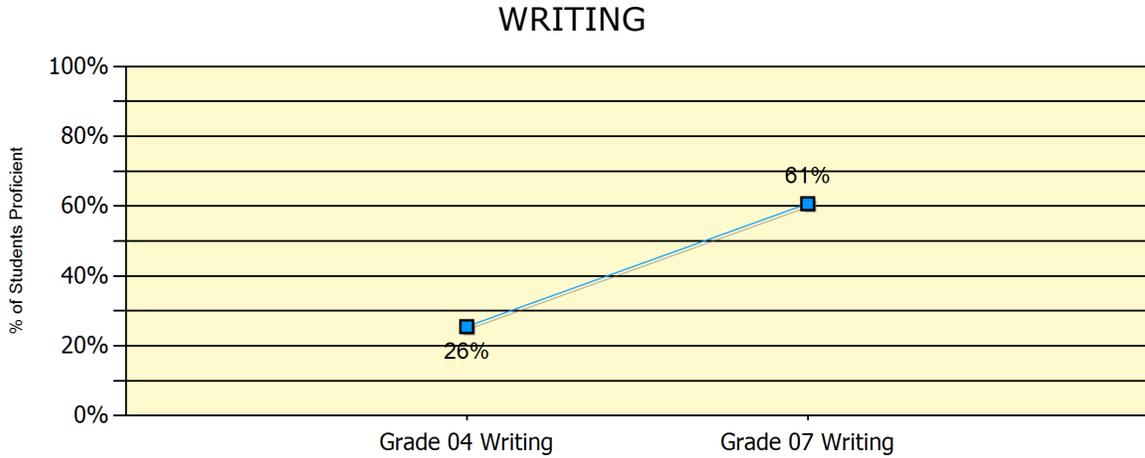


Cohort Data: 3rd grade (no data); 4th grade (cohort +1%); 5th grade (+19%); 6th grade (+5%); 7th grade (-5%)

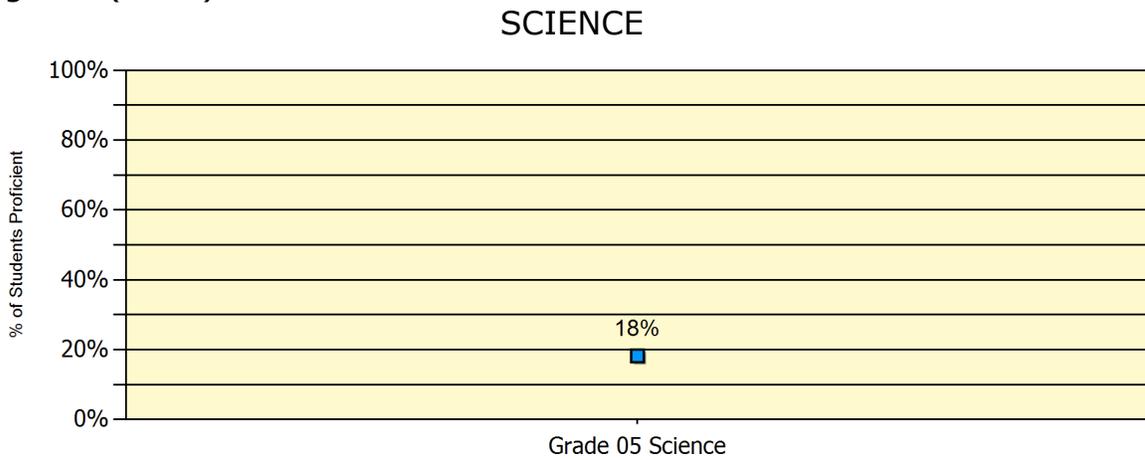
MATH



Cohort Data: 3rd grade (no data); 4th grade (+3%); 5th grade (+40%); 6th grade (-10%); 7th grade (-4%)

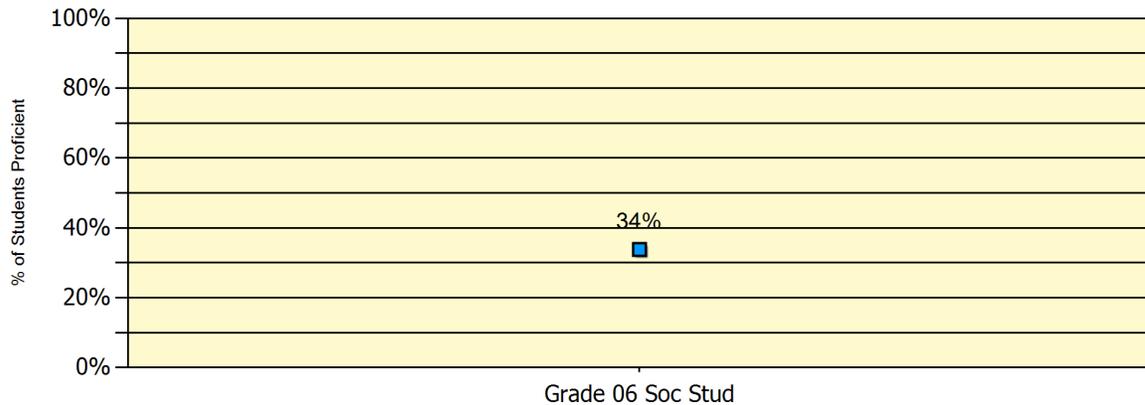


No Cohort Data, but as compared to 2012-13 Data: 4th grade (-11%) and 7th grade (+2%)



No Cohort Data, but as compared to 2012-13 Data: 5TH grade (+0%) and though very low percent proficient, we were above the state average.

SOCIAL STUDIES



No Cohort Data, but as compared to 2012-13 Data: 6TH grade (-8%) and though low percent proficient, we were well above the state average.

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 also continue to strengthen our system of support by remediating and intervening with those children not meeting standards. We are seeing positive growth in our students that were considered proficient based upon our Dibels data which has showed a steady increase and we have reduced the percent of students in the Level 4 on the state assessment. We continue to work on strengthening our systems, our instruction, and our assessments to meet the rigorous standards and expectations. We will continue to offer opportunities to parents throughout the 2014-15 school year to explain our processes, our strategies and achievement data of their children.

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 and updating School Improvement Plan in the MDE's system, ASSIST. This school year was our second year as a Schoolwide Title 1 school allowing us to serve all students in a multi-tiered system of support which our data shows has been successful at

meeting the needs of more of our students. Our SIP plan is focused on providing training and support to staff, as well as, communication to parents. The professional development planned for the 2014-15 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 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 2013-14 school year, we continued to align our curriculum maps and increase the rigor of our assessments in ELA and Math to meet the demands of the Common Core State Standards. During the 2014-15 school year, we will continue our curricular work to revise maps, improve instruction, and evaluate assessments that are written to the expected rigor of the Common Core State Standards. The use of technology and integrating into our instructional practices will also be a focus as we participate in the TRIG grant. Our goal continues to be to provide transparency to our parents and community by linking our curriculum 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 and Mathematics Local Data
2013-14 School Year

Dibels Next Data for 13-14 School Year

	<u>Fall Benchmark</u>	<u>January Benchmark</u>	<u>Spring Benchmark</u>
Kindergarten	72%	93%	100%
1st Grade	84%	82%	78%
2nd Grade	74%	77%	73%
3rd Grade	70%	71%	75%
4th Grade	52%	62%	69%
5th Grade	57%	63%	68%
6th Grade	84%	89%	91%

**Goal is for 80% of all students to be considered benchmark.

Kindergarten assesses a student's readiness skills to read (letter naming, first sound, and nonsense word fluency). In September, first grade is also assessing readiness skills. A student is assessed in oral reading fluency starting in January of their 1st grade year through sixth grade.

3 year trend in Cohort Dibels Next Data

	May 2012	May 2013	May 2014
Kindergarten Class of 2026			100%
1st Grade Class of 2025		98%	78%
2nd Grade Class of 2024	87%	68%	73%
3rd Grade Class of 2023	63%	58%	75%
4th Grade Class of 2022	67%	65%	69%
5th Grade Class of 2021	62%	60%	68%
6th Grade Class of 2020	66%	61%	91%

Percent of students considered proficient can fluctuate based upon students moving in or out of the district; the skills assessed; and the cut scores to be considered proficient. Through years of instruction and support, as well as, increases in rigor in what is considered fluent, we are proud to show our

students exit with the reading fluency skills to be successful by over 80% of the students meeting the benchmark goal of 80%.

Mathematics:

We utilized Delta Math or the third year as an online assessment tool. Delta Math is a tool that assesses Number Sense Proficiency in our students by assessing those standards in the year prior. Rationale for the program is to be used as an intervention tool as proficiency in number sense is critical to success in all math standards.

However this year, the program was upgraded and we faced many difficulties assessing students and retrieving data. Due to the difficulties we are seeking a new assessment tool for mathematics for the 2014-15 school year. We assessed students three times this year, but I am reporting only the final data as it was the most consistently administered.

	<u>May Benchmark Data</u>
Kindergarten	**tool does not assess Kindergarten
1st Grade	93.4%
2nd Grade	96%
3rd Grade	80.5%
4th Grade	70.2%
5th Grade	78.9%
6th Grade	70.3%

**Score reflect overall average of percent of students at benchmark on all standards assessed.

6. 83% (#363) of our students were represented by parents at Parent-Teacher conferences in 2012-13 school year. 85.8% (#357) of our students were represented by parents at Parent-Teacher conferences in 2013-14 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 part 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, Movie Night and support many of our family curriculum nights. 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. This year, all students had visual art and participated in a yearly art show. All students in grades K-3 participated in a musical displaying their vocal talents. Our 6th graders have the opportunity to begin their music career by joining band.

Our Physical Education teacher, Craig Brueck, hosted monthly All Pro Dads breakfasts for the 3rd year. This is a Christian based program that promotes the healthy relationship between dads and their children. He also initiated "Jump Start" for students who need movement to their start their day getting them ready to learn. This has been successful and our data showed a reduction of discipline during the morning hours for those students participating.

We have a strong Accelerated Reader program that encourages our students to read by gaining points for successfully answering comprehension questions about books read. Points lead to the earning of prizes. This year our school accumulated most points ever and most students participating in the program.

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 2014-15 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: 6th grade band, Clue-Me-In, 6th 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: 4th 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
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