

Lake Center Elementary School

Annual Report Narrative | Fall 2008

I. Overview of School

A. Basics

- Mission Statement: *Our mission is to create a safe and orderly school where all children will acquire the skills necessary for achievement of their maximum educational potential. Through the cooperative efforts of the school community, students will develop the knowledge, responsibility, and positive self-concept needed to become effective citizens in our ever-changing, multicultural world.*

- Principal Mark Root
- 548 students for 2008-09 Kindergarten through 5th Grade
- 54 full-time and part-time faculty and staff (which includes 40 teachers)
- Main office: 323-6300 | 10011 Portage Road, Portage, MI 49002

B. Accreditation status: no (accreditation not available outside of NCA)

II. School Improvement Plan

A. How data lead to School Improvement Team selecting improvement objectives:

While the data from the MEAP continues to show strong overall scores in reading, the writing data shows some fluctuation in our scores over several years. Our 3rd grade results exhibit a general improvement for three years in a row: 51% for 05', 55% for 06', and 67% for 07'. In the same time period, the state went from 51% to 57%. The percentage of proficient and advanced 4th graders for this year was 64%, while the state average was 44%. The percentage of proficient and advanced 5th graders for this year was 73%, while the state average was 59%. We have focused a great deal of our resources and effort on reading improvement and plan to continue with that. Writing has become a major focal point of our school improvement plan and we are sending a majority of our teachers to the week long John Collins writing class being presented by the district in August. We will have the majority of our teachers trained in this extensive writing model, with every grade level being represented. We do see the need to address the differences, in MEAP writing, between those students that are considered economically disadvantaged and those that are not. In both 3rd and 4th grade the difference was decreased from last year, but at 5th grade the difference was very large. When looking at this issue, we find that language seems to play a major role and we have been researching language materials that we can put in place as interventions for our Title students.

B. Implementation plan for core academic improvement objectives:

It appears that if we did nothing more than concentrate on our economically disadvantaged students we would see writing scores increase. Our STAR data highlighted a couple areas of concern. First, our 3rd grade started the year with only 50% of the students at or above grade level, but we were able to increase that number to 60% by the end of the year. Second, our 5th grade dropped from 79% to 66% students at or above grade level. We have been using DIBELS now for five full years and the data looks positive. This year we were able to move 32 students out of strategic to benchmark, but had a drop of 9 students from benchmark to strategic. The district benchmark data will be used as a baseline for future review.

III. Student Assessment Data

See attachment

IV. Adequate Yearly Progress Data

- Current: Met all elementary Annual Yearly Progress (AYP) requirements and earned an "A" on the state's school report card.
- Previous year: Met AYP and "A" on school report card.

V. Parent Involvement

A. Parent/Teacher Conference Attendance

- a. 95.5% (February 2008)
- b. 96.6% (March 2007)

B. Parent involvement policy: Parents are invited to participate in strategic management, curriculum review and revision, school improvement teams, site-based teams, parent-teacher organizations, and as active volunteers in the daily education of students.

C. PTO President Jennifer Welch

VI. Core Curriculum

A. Status of core curriculum:

- English language arts, math, social studies, science, health, arts, physical, and technology education.
- Curriculum and instruction are implemented and sequenced within the building to ensure both the horizontal and vertical cross-district alignment.
- Legacy of Literacy basal series integrates reading, grammar, spelling, phonics, and writing.
- Hands-on science.
- University of Chicago Everyday Math.
- Variety of instructional techniques, including: team teaching, thematic-integrated instruction, cooperative learning and process writing.

B. Variance from Michigan Curriculum Framework: none

VII. Teacher Qualification

A. Faculty education level: 67.5 with masters degree and 5% with an additional 30 hours plus of graduate work.

B. Faculty with elementary Provisional Certification: 22.5%.

B. Percentage of classes taught by teachers not "highly qualified" and status of meeting state objectives for district / buildings for "highly qualified:"

C. Parents have the right to know the particular teacher qualifications of their student's teachers. District point of contact for this information is Human Resources at 323-5174.

Attachments

Lake Center Elementary Disaggregated MEAP Totals 2007-08

Grade	School Name	Demographic	Subject Name	Proficiency Level	Number of Students	%
3	Lake Center El	Female	ELA	1	14	38%
3	Lake Center El	Female	ELA	2	21	57%
3	Lake Center El	Female	ELA	3	2	5%
3	Lake Center El	Female	Math	1	21	57%
3	Lake Center El	Female	Math	2	14	38%
3	Lake Center El	Female	Math	3	2	5%
3	Lake Center El	Female	Reading	1	21	57%
3	Lake Center El	Female	Reading	2	13	35%
3	Lake Center El	Female	Reading	3	3	8%
3	Lake Center El	Female	Writing	2	28	74%
3	Lake Center El	Female	Writing	3	10	26%
3	Lake Center El	Students with Disabilities	ELA	1	1	7%
3	Lake Center El	Students with Disabilities	ELA	2	7	50%
3	Lake Center El	Students with Disabilities	ELA	3	5	36%
3	Lake Center El	Students with Disabilities	ELA	4	1	7%
3	Lake Center El	Students with Disabilities	Math	1	2	13%
3	Lake Center El	Students with Disabilities	Math	2	7	47%
3	Lake Center El	Students with Disabilities	Math	3	6	40%
3	Lake Center El	Students with Disabilities	Reading	1	2	14%
3	Lake Center El	Students with Disabilities	Reading	2	7	50%
3	Lake Center El	Students with Disabilities	Reading	3	5	36%
3	Lake Center El	Students with Disabilities	Writing	2	5	36%
3	Lake Center El	Students with Disabilities	Writing	3	5	36%
3	Lake Center El	Students with Disabilities	Writing	4	4	29%
3	Lake Center El	White	ELA	1	24	33%
3	Lake Center El	White	ELA	2	41	56%
3	Lake Center El	White	ELA	3	7	10%
3	Lake Center El	White	ELA	4	1	1%
3	Lake Center El	White	Math	1	46	61%
3	Lake Center El	White	Math	2	24	32%
3	Lake Center El	White	Math	3	6	8%
3	Lake Center El	White	Reading	1	36	49%
3	Lake Center El	White	Reading	2	31	42%
3	Lake Center El	White	Reading	3	7	9%
3	Lake Center El	White	Writing	1	1	1%
3	Lake Center El	White	Writing	2	50	68%
3	Lake Center El	White	Writing	3	18	24%
3	Lake Center El	White	Writing	4	5	7%
3	Lake Center El	Economically Disadvantaged	ELA	1	3	13%
3	Lake Center El	Economically Disadvantaged	ELA	2	17	74%
3	Lake Center El	Economically Disadvantaged	ELA	3	2	9%
3	Lake Center El	Economically Disadvantaged	ELA	4	1	4%
3	Lake Center El	Economically Disadvantaged	Math	1	7	28%
3	Lake Center El	Economically Disadvantaged	Math	2	13	52%

3	Lake Center EI	Economically Disadvantaged	Math	3	5	20%
3	Lake Center EI	Economically Disadvantaged	Reading	1	7	30%
3	Lake Center EI	Economically Disadvantaged	Reading	2	12	52%
3	Lake Center EI	Economically Disadvantaged	Reading	3	4	17%
3	Lake Center EI	Economically Disadvantaged	Writing	2	10	42%
3	Lake Center EI	Economically Disadvantaged	Writing	3	11	46%
3	Lake Center EI	Economically Disadvantaged	Writing	4	3	13%
3	Lake Center EI	Male	ELA	1	11	26%
3	Lake Center EI	Male	ELA	2	26	60%
3	Lake Center EI	Male	ELA	3	5	12%
3	Lake Center EI	Male	ELA	4	1	2%
3	Lake Center EI	Male	Math	1	27	59%
3	Lake Center EI	Male	Math	2	15	33%
3	Lake Center EI	Male	Math	3	4	9%
3	Lake Center EI	Male	Reading	1	20	45%
3	Lake Center EI	Male	Reading	2	20	45%
3	Lake Center EI	Male	Reading	3	4	9%
3	Lake Center EI	Male	Writing	1	1	2%
3	Lake Center EI	Male	Writing	2	26	59%
3	Lake Center EI	Male	Writing	3	12	27%
3	Lake Center EI	Male	Writing	4	5	11%

4	Lake Center EI	Female	ELA	1	18	34%
4	Lake Center EI	Female	ELA	2	29	55%
4	Lake Center EI	Female	ELA	3	6	11%
4	Lake Center EI	Female	Math	1	27	51%
4	Lake Center EI	Female	Math	2	20	38%
4	Lake Center EI	Female	Math	3	5	9%
4	Lake Center EI	Female	Math	4	1	2%
4	Lake Center EI	Female	Reading	1	29	55%
4	Lake Center EI	Female	Reading	2	19	36%
4	Lake Center EI	Female	Reading	3	5	9%
4	Lake Center EI	Female	Writing	1	4	8%
4	Lake Center EI	Female	Writing	2	31	58%
4	Lake Center EI	Female	Writing	3	18	34%
4	Lake Center EI	Students with Disabilities	ELA	2	6	55%
4	Lake Center EI	Students with Disabilities	ELA	3	4	36%
4	Lake Center EI	Students with Disabilities	ELA	4	1	9%
4	Lake Center EI	Students with Disabilities	Math	1	1	9%
4	Lake Center EI	Students with Disabilities	Math	2	5	45%
4	Lake Center EI	Students with Disabilities	Math	3	4	36%
4	Lake Center EI	Students with Disabilities	Math	4	1	9%
4	Lake Center EI	Students with Disabilities	Reading	2	6	55%
4	Lake Center EI	Students with Disabilities	Reading	3	4	36%
4	Lake Center EI	Students with Disabilities	Reading	4	1	9%
4	Lake Center EI	Students with Disabilities	Writing	2	3	27%
4	Lake Center EI	Students with Disabilities	Writing	3	8	73%

4	Lake Center EI	White	ELA	1	17	20%
4	Lake Center EI	White	ELA	2	63	72%
4	Lake Center EI	White	ELA	3	7	8%
4	Lake Center EI	White	Math	1	47	54%
4	Lake Center EI	White	Math	2	34	39%
4	Lake Center EI	White	Math	3	5	6%
4	Lake Center EI	White	Math	4	1	1%
4	Lake Center EI	White	Reading	1	36	41%
4	Lake Center EI	White	Reading	2	45	52%
4	Lake Center EI	White	Reading	3	6	7%
4	Lake Center EI	White	Writing	1	3	3%
4	Lake Center EI	White	Writing	2	51	59%
4	Lake Center EI	White	Writing	3	33	38%
4	Lake Center EI	Economically Disadvantaged	ELA	1	5	19%
4	Lake Center EI	Economically Disadvantaged	ELA	2	16	62%
4	Lake Center EI	Economically Disadvantaged	ELA	3	4	15%
4	Lake Center EI	Economically Disadvantaged	ELA	4	1	4%
4	Lake Center EI	Economically Disadvantaged	Math	1	8	31%
4	Lake Center EI	Economically Disadvantaged	Math	2	15	58%
4	Lake Center EI	Economically Disadvantaged	Math	3	3	12%
4	Lake Center EI	Economically Disadvantaged	Reading	1	9	35%
4	Lake Center EI	Economically Disadvantaged	Reading	2	13	50%
4	Lake Center EI	Economically Disadvantaged	Reading	3	3	12%
4	Lake Center EI	Economically Disadvantaged	Reading	4	1	4%
4	Lake Center EI	Economically Disadvantaged	Writing	2	12	46%
4	Lake Center EI	Economically Disadvantaged	Writing	3	14	54%
4	Lake Center EI	Male	ELA	1	3	7%
4	Lake Center EI	Male	ELA	2	40	87%
4	Lake Center EI	Male	ELA	3	2	4%
4	Lake Center EI	Male	ELA	4	1	2%
4	Lake Center EI	Male	Math	1	26	57%
4	Lake Center EI	Male	Math	2	17	37%
4	Lake Center EI	Male	Math	3	3	7%
4	Lake Center EI	Male	Reading	1	14	30%
4	Lake Center EI	Male	Reading	2	29	63%
4	Lake Center EI	Male	Reading	3	2	4%
4	Lake Center EI	Male	Reading	4	1	2%
4	Lake Center EI	Male	Writing	2	28	61%
4	Lake Center EI	Male	Writing	3	18	39%

5	Lake Center EI	Female	ELA	1	12	26%
5	Lake Center EI	Female	ELA	2	33	70%
5	Lake Center EI	Female	ELA	3	1	2%
5	Lake Center EI	Female	ELA	4	1	2%
5	Lake Center EI	Female	Math	1	24	51%
5	Lake Center EI	Female	Math	2	20	43%
5	Lake Center EI	Female	Math	3	3	6%

5	Lake Center EI	Female	Reading	1	24	51%
5	Lake Center EI	Female	Reading	2	21	45%
5	Lake Center EI	Female	Reading	4	2	4%
5	Lake Center EI	Female	Science	1	22	47%
5	Lake Center EI	Female	Science	2	23	49%
5	Lake Center EI	Female	Science	3	1	2%
5	Lake Center EI	Female	Science	4	1	2%
5	Lake Center EI	Female	Writing	2	37	79%
5	Lake Center EI	Female	Writing	3	10	21%
5	Lake Center EI	White	ELA	1	22	29%
5	Lake Center EI	White	ELA	2	49	65%
5	Lake Center EI	White	ELA	3	2	3%
5	Lake Center EI	White	ELA	4	2	3%
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5	Lake Center EI	White	Science	3	4	5%
5	Lake Center EI	White	Science	4	1	1%
5	Lake Center EI	White	Writing	2	53	71%
5	Lake Center EI	White	Writing	3	22	29%
5	Lake Center EI	Economically Disadvantaged	ELA	1	2	11%
5	Lake Center EI	Economically Disadvantaged	ELA	2	15	79%
5	Lake Center EI	Economically Disadvantaged	ELA	4	2	11%
5	Lake Center EI	Economically Disadvantaged	Math	1	6	32%
5	Lake Center EI	Economically Disadvantaged	Math	2	10	53%
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5	Lake Center EI	Male	ELA	4	1	3%

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