

# Yale Public Schools

HOME OF THE



BULLDOGS

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## REVISED 2014-15 TEMPLATE District Annual Education Report (AER) Cover Letter

May 11, 2015

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-14 educational progress for the Yale Public School District and our schools. The AER addresses the complex reporting information required by Federal and some requirements of State laws. Our staff is available to help you understand this information. Please contact Kenneth Nicholl (Superintendent) or Joseph Haynes (Director of Instruction) for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.yale.k12.mi.us/YPS-AR-20142015.pdf> or you may review a copy in the principal's office at your child's school.

The report contains the following information:

**Student Assessment Data** – Elementary or middle school assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or MEAP-Access)

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.
- Helps parents understand achievement progress within schools and compare these to district and State achievement.

## Accountability Scorecard – Detail Data and Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the district (and schools) meet achievement targets for all students and subgroups of students?
- Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

## Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

## NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. 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. Some schools are not identified with any of these labels. In these cases no status label is given.

School Name	Status Label	Key initiative to accelerate achievement
Yale Senior High	No Label	-Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. -Differentiation of instruction to better meet students' individual academic needs -Develop and utilize common Formative and Summative Assessments -Credit Recovery/After school Remediation -Weebly web presence to improve parent communication -Teachers will provide all students with access to technology in order to enhance learning.
Yale Junior High	No Label	-Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Title I Intervention -Progress Monitor with nationally normed assessment -Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. -Differentiation of instruction to better meet students' individual academic needs -Develop and utilize common Formative and Summative Assessments -Title I Intervention and Support -After school remediation -Weebly web presence to improve parent communication

		-Teachers will provide all students with access to technology in order to enhance learning.
Yale Elementary	No Label	<p>-Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core</p> <p>-Title I Intervention</p> <p>-Progress Monitor with nationally normed assessment</p> <p>-Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards.</p> <p>-Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing.</p> <p>-Teachers will explicitly teach strategies for planning, revising and editing narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study.</p> <p>-Teachers will meet students' need by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title 1 as needed.</p> <p>-Teachers will plan for a minimum of 45-60 minute writing block per day. 15-30 minutes will be allotted for students' purposeful, intentional writing.</p> <p>-Teachers will use QAR, vocabulary strategies, graphic organizers, metacognition and teach structure of informational text.</p> <p>-Teachers will provide all students with access to technology in order to enhance learning.</p>
John Farrell Emmett	No Label	<p>-Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core</p> <p>-Progress Monitor with nationally normed assessment</p> <p>-Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards.</p> <p>-Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing.</p> <p>-Teachers will explicitly teach strategies for planning, revising and editing narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study.</p> <p>-Teachers will meet students' need by providing remediation, extra practice, enrichment activities, and extra time.</p> <p>-Teachers will plan for a minimum of 45-60 minute writing block per day. 15-30 minutes will be allotted for students' purposeful, intentional writing.</p> <p>-Teachers will use QAR, vocabulary strategies, graphic organizers, metacognition and teach structure of informational text.</p> <p>-Teachers will provide all students with access to technology in order to enhance learning.</p>
Avoca Elementary	Focus School	<p>-Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core</p> <p>-Title I Intervention</p> <p>-Progress Monitor with nationally normed assessment</p> <p>-Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards.</p> <p>-Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing.</p>

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The 2013-2014 school year continued to bring challenges to Michigan's Public Schools. Economic concerns, small state increases to funding, in combination with a declining enrollment placed financial stress and challenge to our district.

With the passage of a Sinking Fund, Technology/Bus Bond, in addition to an Energy Performance Bond, our District continues to improve the facilities, environment and opportunities that it provides for our students. In the current economy, the passing of these initiatives has demonstrated a vote of confidence from our communities.

We are appreciative of our district parents for their integral involvement in the educational process:

- Participation in monthly parent meetings
- Attending parent-teacher conferences
- Belonging to Parent Teacher Organizations
- Volunteering for Assisting in the classroom, as well as chaperones and other opportunities
- Staying connected and updated to school-wide activities with online applications

We are very proud of our long history of commitment to academic excellence. We are truly blessed with an outstanding staff who have passion for our mission, as well as a very supportive community that places value on education. Our community, businesses, parents and staff should be proud of being an integral part of the Bulldog Nation.

Sincerely,

Kenneth J. Nicholl  
 Superintendent  
 Yale Public Schools