

# Avoca Elementary School 2010-11 Annual Report — Introduction

Aug. 22, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2010–11 educational progress for Avoca Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP), teacher quality and more. If you have any questions about the AER, please contact Principal Nancy LePla for assistance.

The AER is available for you to review electronically by visiting [www.yale.k12.mi.us](http://www.yale.k12.mi.us) or you may review a copy at your child's school office.

## **AYP summary:**

For 2010–11, Avoca Elementary School made Adequate Yearly Progress (AYP) in English Language Arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. See the Annual Report for further details on our AYP grade.

## **More Avoca Elementary School information**

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

### **Pupil assignment process — 2010–11\*:**

Students are located as follows: Kindergarten through Grade 5 is located at Yale, Avoca or Farrell-Emmett elementary schools. A preschool for 4-year-olds is also located at each elementary school. The District operates one junior high school building and one high school building with an alternative education program housed in a wing of the building.

The Yale Public School District and the St. Clair County Regional Educational Service Agency (RESA) have a policy and process in place for non-district residents' school of choice requests. Copies of this policy and procedures are available at the principal's office or through the central office.

\* This information was the same in the 2009–10 school year.

### **School Improvement Plan status — 2010-11**

We have completed the second year of our five-year plan. MEAP scaled scores remained high. They are as follows:

- 3<sup>rd</sup> grade ELA – 340.51
- 3<sup>rd</sup> grade Math – 332.55
- 4<sup>th</sup> grade ELA – 444.33
- 4<sup>th</sup> grade Math – 435.23

- 5<sup>th</sup> grade ELA – 540.54
- 5<sup>th</sup> grade Math – 525.11

Our goals include increasing student scaled scores as well as increasing teacher capacity to instruct and assess student abilities in the following areas:

- Reading: Ability to comprehend narrative text in pair reading selections
- Writing: Proficiency in Writing from Knowledge and Experience
- Math: Abilities in Number and Operation, Data and Probability and Measurement
- Science: Increase abilities in area of constructing and reflecting on scientific knowledge
- Social Studies: Skills in the area of history

### **2009–10:**

English Language Arts improvement: 100% of students in 3rd grade were proficient in the 2009 reading portion of the MEAP, while 4th graders passed at 93%. 94% of 5th graders scored at the proficient level.

Writing improvement: We implemented the WriteWell Program in kindergarten through 5th grade this fall. This, along with the Lucy Calkins Writing Program, has provided teachers with a firm foundation in their teaching of writing.

Mathematics improvement: 99% of 3rd graders were proficient in the mathematics portion of the MEAP. Fourth graders were 97% proficient, and 5th graders were 90% proficient.

Scientific skills improvement (maintenance goal): Avoca students enjoyed our first-ever science fair. High school students assisted in the center-based experiment experience. We plan to expand on this year's format in 2010. On the MEAP test, 5th-grade students scored 90% proficient in the area of science.

Social studies improvement (maintenance goal): We continued to look for ways to improve student knowledge in social studies. Sixth-grade MEAP scores were higher than the state average (73%), but at 82%, they can be improved upon.

### **Specialized schools and alternative education:**

Yale Public Schools offers several programs designed to meet a variety of student needs and interests, opening the educational process to all students. Through these programs, each student can learn and experience success.

- The Academic Transitional Academy (ATA) provides pre-vocational support to 9th- and 10th-grade students.
- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.
- The Phoenix Alternative Yale School is an option for students grades 7–12 who are at risk of not succeeding in the traditional school setting.

### **Core curriculum — 2010-11**

Core Curriculum and Curriculum Maps, as well as Pacing Guides, may be accessed at each of our school buildings. Additionally, all K-12 information may be found in the office of the Director of Personnel and Instruction housed at Central Office. This year is an exciting one indeed in that all of our curriculum K-12 will be aligned to the National Core State Standards and represents one of the broadest and most comprehensive changes as it relates to educational reform.

**2009–10:**

The Yale Public Schools' core curriculum is developed and monitored by the District's Curriculum Committee. A dynamic process that is multistep and ongoing guides curriculum development. Each content curriculum is reviewed every five years. The District carries out this process in a planned and systematic manner that includes the following components:

- Writing a curriculum, aligned to state standards, for all classes.
- Developing assessment strategies for each curricular objective.
- Aligning each objective to one of the Michigan Department of Career Development's six Career Pathways.
- Providing staff with professional development on best practices in all curricular areas.

The end product of this curriculum review process is a working document that will assist teachers in lesson planning and provide assurances that the District has a curriculum that is aligned, taught and tested. Questions about the Yale curriculum may be addressed to Principal Nancy LePla or to James Heimbuch, Director of Instruction and Personnel, at (810) 387-3231.

**Alternate assessment testing:** No alternate assessment testing is done in the Yale District.

**Parent-teacher conference rate:**

2010–11 — 95%

2009–10 — 100%

In the fall the Positive Behavior Support approach called CHAMPS was implemented at Avoca Elementary School. This proactive approach to classroom management has had a positive impact on student behaviors. Data to date indicates a remarkable reduction in discipline referrals. Research shows a significant link between academic achievement and student behavior. The CHAMPS model provides students with a common language of expected behaviors which is used throughout the building and on the bus as well:

C = Communication

H = Help

A = Activity

M = Movement

P = Participation

S = Success

For these reasons and many others, I commend the students, staff and parents of Avoca Elementary School and look forward to continued success in the 2011–12 school year.

Sincerely,

Nancy LePla  
Principal, Avoca Elementary School