



August 15<sup>th</sup>, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Great Lakes Elementary. 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) and teacher quality. If you have any questions about the AER, please contact David Stefanich for assistance.

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

For 2010-2011, Great Lakes made AYP for 2 or more years consecutively 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.

State law requires that we also report additional information about our school. The attached report will provide you with the following additional information about our school and our achievements.

- Information about our school, including the process for assigning students to our school, and a description of the specialized programs that we have available for students at our school
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting the goals.
- A description of our core curriculum, how and how it is being implemented, as well as how you can access a copy of the core curriculum for review.
- Aggregate student achievement results for local assessments required by law and nationally normed achievement tests administered within the district
- Parent participation in parent-teacher conferences, and community involvement in our school.
- Additional points of pride about our school.
- Parents' Right to Know

- Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.

Sincerely,

David Stefanich

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### **West Ottawa Public Schools**

Great Lakes Elementary School

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***Children Are Our Future***

### **About Our School**

#### **Process For Assigning Pupils to the School:**

Students are assigned to Great Lakes based upon a geographical location. Boundaries for bussing exist in the nine-elementary school district. If parents request Great Lakes, they provide their own transportation. Great Lakes Elementary is frequently requested by parents.

#### **A Brief Description of Great Lakes Elementary School:**

Great Lakes Elementary School is a K – 5 primary years school. We annually serve over 500 students in our school. Our students represent our diverse and rich community. During the 2010-2011 school 66% of our students were economically disadvantaged and 34% of our students were English Language Learners.

#### **Specialized Programs:**

Great Lakes Elementary School is an International Baccalaureate (IB) World School. The IB Primary Years Programme (PYP) is a curriculum designed for young learners. The PYP program encourages students to understand their own identity, learning styles and interests while becoming knowledgeable, risk-takers, open-minded, well-balanced, and reflective.

#### **School Improvement:**

The Great Lakes School Improvement Team remains focused on implementing best practices in reading, writing, and math. Within the school improvement process, our staff is able to analyze data and adjust instruction with a goal of improved student learning.

Through this dedicated work of everyone in our school community we are able to accomplish these high academic student achievement goals. The Great Lakes School Improvement Plan calls for action in improving student achievement in reading, writing, and math. We have identified key strategies, as well as interventions and extensions, for these strategies. We collect and measure the results of the data collected to assess evidence of impact and address implications and/or adjust the goals. Our school improvement plan is updated and reviewed annually. We are currently in the 2<sup>nd</sup> year of our current cycle.

Our School Improvement Goals are as follows:

- Writing: By 2012-13, students will achieve proficiency score of one or two, narrative, informational, and peer response on the MEAP and an applicable score on the District Interim Assessment in Writing. However, mean scores will increase annually toward this achievement target by at least 10% until this target is achieved.
- Reading: By 2012-13, students will achieve a minimum of 75% accuracy on the MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by at least 10% until this achievement target is met.
- Math: By 2012-13, students will achieve a minimum of 75% accuracy on the MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by 10% until this achievement target is achieved.

The school improvement plan is available for review on our district website:  
[www.westottawa.net/schools/greatlakeselementary/](http://www.westottawa.net/schools/greatlakeselementary/)

### **Our Core Curriculum**

The core curriculum provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling.

We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future.

Great Lakes teachers use district approved curriculum resources to implement our core instruction. These resources include: math expressions, Battle Creek science kits, Lucy Calkins writing program, 6 + 1 writing traits, Houghton Mifflin Reading program, SIOP, Social Studies alive and History alive.

Our curriculum provides expanded opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- ☺ International Baccalaureate Primary Years Programme.
- ☺ clubs, organizations, and athletics
- ☺ community partnerships

- ☺ field trips, assemblies, and special activities/events
- ☺ integration of technology into instruction and assessment
- ☺ library-media resources
- ☺ Project CHARLIE
- ☺ special education
- ☺ technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population.

### **THE AGGREGATE STUDENT ACHEIVEMENT RESULTS FOR ANY LOCAL COMPENTENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Per Michigan law, students in grades 1 through 5 must be assessed annually in English language Arts and Mathematics. In order to meet this mandate, and also to monitor student progress in these core content areas throughout the school year, West Ottawa Public Schools administers the following assessments: Rigby Running Records (reading), DIBELS (early literacy), and District Interim reading and math assessments for grades 2-5.

District interim assessment results in Reading 2009-10:

On Interim Reading Assessments:

- 42% of 2<sup>nd</sup> grade is proficient
- 35% of 3<sup>rd</sup> grade is proficient
- 60% of 4th grade is proficient
- 42% of 5th grade is proficient

District interim assessment results in Reading 2010-11:

On Interim Reading Assessments:

- 72 % of 2<sup>nd</sup> grade is proficient
- 68% of 3<sup>rd</sup> grade is proficient
- 66 % of 4th grade is proficient

- 75 % of 5th grade is proficient

According to Rigby Running Records 100% of all 1<sup>st</sup> graders were reading at grade level in 2009-10

According to Rigby Running Records 97% of all 1<sup>st</sup> graders were reading at grade level in 2010-11.

District interim assessments in Math indicate significant gaps in instruction in many GLCEs.

On Interim Math Assessments 2009-2010:

- 19 % of 2<sup>nd</sup> graders are proficient Spring
- 20% of 3<sup>rd</sup> graders are proficient Spring
- 30% of 4<sup>th</sup> graders are proficient Spring
- 19% of 5<sup>th</sup> graders are proficient Spring

On Interim Math Assessments 2010-11

- 54 % of 2<sup>nd</sup> graders are proficient Spring
- 63% of 3<sup>rd</sup> graders are proficient Spring
- 46% of 4<sup>th</sup> graders are proficient Spring
- 34% of 5<sup>th</sup> graders are proficient Spring

1<sup>st</sup> grade district interim assessments are in process and not available at this time.

### **Parent and Community Involvement in our School**

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences. In 2009-2020, the percentage of parents that attended parent-teacher conferences was 97%. In 2010-2011, the percentage of parents that attended parent-teacher conferences was 96%.

### **Parents' Right to Know**

To comply with the Parents Right-To-Know legislation included in the No Child Left Behind Act of 2001, parents may request information regarding the professional qualifications of the student's classroom teachers and paraprofessional/education assistant, if applicable. For more information, please contact Sue Vincent in Human Resources via email at: [vincents@westottawa.net](mailto:vincents@westottawa.net) or by phone at (616) 638-5780.

### **Additional state and federally required data regarding state assessment results, AYP, teacher quality, and national assessment results.**

The No Child Left Behind Act of 2001 requires that all districts and schools in Michigan report out on several educational components regarding state assessment results, AYP, teacher quality, and the NAEP. Below is a description of each of those components. The

data for each of those components is reported out in the pages of our annual report that follow the descriptions.

- Results of State-Administered Assessments (MEAP, MME, Mi-Access)—these reports provide the results of the state assessments administered in our school the past two years, including how our students did overall and by group.
- AYP data—this report provides information about our school’s AYP and Education YES! status.
- Teacher Quality—this report provides you with information on the professional qualifications of the teachers at our school
- NAEP—The National Assessment of Educational Progress assessment is administered annually to a representative sample of 4<sup>th</sup> and 8<sup>th</sup> graders in schools across the 50 states. This report reflects how 4<sup>th</sup> and 8<sup>th</sup> grade students in the Michigan part of this national sample achieved on the NAEP, and does not reflect the achievement of West Ottawa Public School students.

We are very proud of Great Lakes Elementary and appreciate the partnership of our families as a community nurturing future thinkers, and leaders. We are proud to be an International Baccalaureate (IB) Candidate school. It is understood, only through a culture of collaboration, internationally minded, 21<sup>st</sup> century learners can grow, and practice critical thinking and inquiry based skills, and effectively communicate as global citizens.

Sincerely,

David Stefanich