



August 15, 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 the North Holland 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) and teacher quality. If you have any questions about the AER, please contact Karen Abraham for assistance.

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

For 2010-2011, North Holland 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.

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

Process for Assigning Students

North Holland Elementary has been a rural neighborhood school since 1965. Students are assigned to North Holland based upon geographical location determined by boundaries for each of the nine elementary schools in the district.

School Improvement Plan

Our School Improvement Team developed goals for the content areas of reading, writing, and math. Due to changes in MEAP cut scores for 2011-12, our goals now reflect an accuracy target, rather than proficiency.

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By 2012-13, students will achieve a minimum of 75% accuracy on the reading MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by at least 10% until this achievement target is achieved.

- **The average percentage of ED students reaching an accuracy of 75% will increase from 24 % (2010-2011) to 30% (2012-2013).**
- **The average percentage of all students who are well-below benchmark (at-risk/intensive) on the DIBELS NEXT composite indicator will decrease from 15 % to 5 % or fewer by the Spring of 2013.**

Strategies that we will use to improve our reading scores include using collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in K-5.

By 2012-13, students will achieve a minimum score of 3 out of 4 on the narrative, informational, and peer response on the writing MEAP and a score of 4 out of 6 on District Interim Assessments in writing. Mean scores will increase annually toward this achievement target by at least 0.25 until this achievement target is achieved.

- **The average percentage of white students reaching a score of 3 out of 4 on MEAP writing will increase from 42 % (2010-2011) to 52% (2012-2013).**
- **The percentage of ALL students who score a 0, 1, or 2 on the MEAP will decrease from 40% to 30% or fewer by the Spring of 2013.**
- **The percentage of all 1st -5th students who score proficient on the District Writing assessment will increase from 61% to 71% or more by the Spring of 2013.**

Strategies that we will use to continue our improvement in writing include using collaborative grade level and school teams to consistently analyze writing data to inform decisions, study and implement Writer's Workshop model in K-5, and consistently use SIOP instructional strategies to meet individual student needs.

By 2012-13, students will achieve a minimum of 75% accuracy on the Math MEAP and District Interim Assessments. Accuracy will increase annually toward this achievement target by at least 10% until this achievement target is achieved.

- **The average percentage of ED students reaching an accuracy of 75% will increase from 31 % (2010-2011) to 41% (2012-2013).**
- **The average percentage of all students who are proficient on Spring DELTA Math Screeners will increase from 43 % to 53 % or fewer by the Spring of 2013.**

Strategies that the North Holland staff will use to address the areas of need include working in collaborative teams to analyze math data, continuing implementation of Delta Math, and using SIOP instructional strategies to meet the needs of all subgroups.

School Description

North Holland Elementary services both a general education population of K-5 students and special education students through inclusion and a resource program. No specialized schools or programs are provided at North Holland.

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. Our curriculum provides extended 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:

- Clubs, organization, 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
- Student government
- 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. Copies of core curriculum are available for review through the Office of Teaching and Learning.

Aggregate Student Achievement Results on Local Assessments

Due to changes in local assessments, aggregate achievement data for DIBELS is available for only 2010-11.

DIBELS Next Distribution Summary (Mid to End of Year)

Based on Composite Scores, what percentage of students are BM / STR. / INT - Compare NH progress to District Average

Benchmark 80%

	NH	District
K:	72%	72%
1 st :	60%	60%
2 nd :	65%	64%
3 rd :	71%	75%
4 th :	75%	69%
5 th :	73%	70%

Strategic 15%

	NH	District
K	17%	19%
1st	16%	14%
2nd	13%	17%
3rd	7%	10%
4th	20%	15%
5th	20%	20%

Intensive 5%

	NH	District
K	11%	9%
1st	24%	25%
2nd	23%	20%
3rd	21%	15%
4th	5%	16%
5th	7%	10%

2010-2011

DIBELS Next Summary of Effectiveness: (Mid to End of Year)

Summary of Effectiveness – North Holland (Middle to End)					
	Benchmark Support: (Benchmark Students who remained at benchmark)	Strategic Support: (Strategic Students who moved to benchmark)	Intensive Support: (Students that moved to strategic or benchmark)		
			% of students who moved to Strategic	% students who moved to BM	Total Moved
Kind	100%	58%	30%	20%	50%
1 st	90%	67%	21%	26%	47%
2 nd	87%	0%	17%	0%	17%
3 rd	93%	67%	10%	20%	30%
4 th	93%	50%	57%	14%	71%
5 th	100%	42%	60%	0%	60%

District Interim Assessments

Reading: % of students Passing		
Grade	Spring 2010	Spring 2011
2 nd	72%	80%
3 rd	61%	50%
4 th	55%	77%
5 th	82%	73%

Writing: % of students Passing		
Grade	Spring 2010	Spring 2011
2 nd	54%	56%
3 rd	33%	57%
4 th	80%	61%
5 th	40%	57%

Math: % of students Passing		
Grade	Spring 2010	Spring 2011
2 nd	42%	70%
3 rd	55%	43%
4 th	55%	45%
5 th	62%	45%

Parent and Community Involvement

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.

- 97% of our parents/guardians attended fall conferences in 2009-10
- 94% of our parents/guardians attended spring conferences in 2009-10
- 96% of our parents/guardians attended fall conferences in 2010-11
- 95% of our parents/guardians attended spring conferences in 2010-11

Additionally, parents are actively involved in school activities through volunteering and the North Holland PTC. The PTC is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at North Holland. All North Holland parents are automatically members and encouraged to attend monthly meetings. Annual PTC fundraisers produce the means by which the PTC operates, providing activities, parties, assemblies, field trips, and special instructional materials for our students.

In addition to making AYP, North Holland staff is proud to of our continuing work in becoming an International Baccalaureate (IB) school. We will continue to work together as a school staff to provide the excellent education the community has come to expect.

Sincerely,

Karen Abraham, Principal
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