Allendale District
Annual Education Report (AER)
2009-10
Cover Letter

August 5, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Allendale Public School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Superintendent Daniel Jonker for help if you need assistance.

The AER is available for you to review electronically by visiting our web site at www.allendale.k12.mi.us or you may review a copy in the District Administration Office.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup

- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality 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
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2009-2010, the Allendale Public School District made Adequate Yearly Progress (AYP) in English language arts and mathematics. All schools in the district also made AYP. None of our schools were identified for school improvement, corrective action or restructuring.

We are extremely proud of the efforts of our teaching staff and administrators to help our students achieve state standards. We will continue to work hard to insure that our students receive the best education possible to help them reach their highest potential.

Sincerely,
Dr. Daniel Jonker, Superintendent

I. Overview of District

Accreditation Status

Springview Elementary, Evergreen Elementary, Allendale Middle School and Allendale High School received an "A" in Michigan's accreditation program, Education YES! Oakwood Intermediate and New Options Alternative High School received "no grade" because Oakwood has only been in existence for one year and New Options does not have a large enough student enrollment to receive a grade in Michigan's accreditation program. All three levels (elementary, middle, and high school) have attained Adequate Yearly Progress in the 2009-2010 school year. Allendale Public Schools received the rating of "Fully Meets Criteria" for all indicators of Education YES!

Specialized Services and Schools

Child Study Process

This year, we continued the use of our Child Study Process. We began with the careful examination of each child's records and the identification of programs, both current and past, in which a student has participated. Parents of students with special learning or behavior needs were notified. Parents and teachers then met, if necessary, in a Level 1 meeting with their principal to discuss strategies that had been implemented, and brainstormed new strategies or accommodations that might assist with the difficulties. During the following three weeks, the strategies were reviewed. If further interventions were necessary, a Level 2 meeting was convened with parents, teachers, and the Special Needs Director to determine the next step, which might have included a variety of evaluations. This process allowed us to immediately know our students and closely monitor their successes and difficulties.

Special Education

The special needs department implemented the Continuous Improvement Monitoring System (CIMS) in 2006-07; this system is cited in federal and state law as a system to better monitor the progression of special education student achievement over a three year period. In the 2009-2010 school year, Allendale Public Schools special needs department was audited (determination report) by the Michigan Department of Education. In all six rating areas the department received the highest rating of (1) on a scale of 1-5.

All special education Individual Educational Plans were written to support the Grade Level Content Expectations of the Michigan Curriculum Framework for all grade levels. The special needs department serviced 250 students in 2009-10.

Special Education Center-based Programs/Schools

Allendale Public Schools collaborates with the Ottawa Area Intermediate School District in providing services to its students. The Ottawa Area ISD provides several center-based programs and schools for low-incidence populations within the Ottawa area. These schools include (a) the Ottawa Area Center for students with severe mental and physical impairments, (b) Sheldon Pines School for students with emotional impairments, and (c) Juvenile Services Center and Juvenile Justice Center for incarcerated and adjudicated youth.

Gifted Education

Allendale Public School's ASCENT Program takes a multi-level educational approach to meet the unique needs of our high-achieving learners. Through the ASCENT Program, our high-achieving learners have

the opportunity to receive modifications to their educational plan. The ASCENT Program consists of four levels of service that Allendale Public Schools provides for its high-achieving learners.

Level 1: Flexible Within-Class Grouping
Level 2: Explorer Classes (3rd and 4th grade only)
Level 3: Subject Acceleration
Level 4: Grade Acceleration

Each level is designed to impact a specific group of students. Level One involves students in the regular classroom. Thirty 3rd– 5th grade students were serviced in Level Two. Sixteen students took advantage of Level Three in mathematics. No students were involved in Level Four. Other activities supported by ASCENT included Young Authors' Festival, Math Pentathlon, and Lego Robotics.

The Pursuing Academic Challenges and Enrichment (PACE) group is a parent-led group that advocates for our gifted and talented population. Cynthia Austin served as the chair of this group. The PACE group met bimonthly to discuss and develop opportunities for our advanced learners.

Careerline Tech Center

Fifty-seven students attended the Ottawa Area Careerline Tech Center. The Careerline Tech Center offers 27 career and technical education programs providing students with training for future employment and post-secondary options.

New Options Alternative High School

New Options is a specialty high school servicing 65-75 at-risk students. This school accepts referrals from both Allendale and Coopersville school districts. Parents interested in this program for their students are asked to contact their high school principal or guidance counselor.

Average Class Size

The average class size in our elementary schools is 21 students, in our middle school the average class size is 26 students. At the high school level, class size is 24 students at Allendale High School and 22 students at New Options Alternative High School.

Community & Parent Partnerships

Wee Ones & Wee Care:

Allendale Public Schools offers three pre-school programs for Allendale residents – Wee Ones four-year olds (Fee-based), Wee Ones three-year olds (Fee-based) and Wee Care (At-risk four-year olds – state funded through the Great Start Readiness Program). The total student enrollment for these programs was 137.

Children and Parents (CAP):

This program provides all participating families with a one-hour training session highlighting positive strategies to use when reading at home with children. Soon after the training session, students in first and second grade are allowed the opportunity to visit the CAP Room to choose leveled books for their reading after school. Ninety-nine percent of our 1st graders participated in the program that allowed them to bring home two books at their independent reading level every day of the week from October to May. One hundred percent of our 2nd grade students participated this year and were able to select

new books twice each week from September to March. Our kindergarten students have *mini CAP* in their classrooms.

Homeless Children and Youth:

Educational services, transportation services, and meals through our School Meals program are provided to homeless youth. Address requirements are waived for the enrollment of homeless students. Chuck Bailey, New Options Principal, is our district homeless liaison.

English as a Second Language (ESL):

Allendale Public Schools offers *English as a Second Language (ESL)* support to students developing proficiency in English. This program offers a variety of instructional options designed to meet the individual needs of students requiring assistance with the development of the English language. In addition, the district offers a summer school program on Saturdays to help ESL students maintain and improve their language skills over the summer months.

KIDS Hope:

Second Christian Reformed Church and Bauer Christian Reformed Church sponsor the *Kids Hope* mentoring program for our elementary students. This program matches one church member with one student. Twenty-seven elementary students were serviced by mentors.

Shared Time Programming:

We were pleased to continue our terrific partnership with Allendale Christian School again this year as we provided Physical Education, Technology, Music and Art classes through our shared time program. APS also services Christian school students in the area of Speech Therapy.

Vista Volunteer:

Grant funds allow Allendale Public Schools to hire a Vista Volunteer. The Vista Volunteer was able to make many valuable contributions to the learning environment.

- GVSU Tutors (English 308)
- Emergency Clothing Closet
- Neighborhood Center
- New Heights Mentors
- Homework Center
- Served as a district representative on ABC Coalition (Allendale Bridging the Community).
- Published bi-weekly and monthly school newsletters.

Parents As Teachers (PAT):

Ms. Kathy Peppin is our Allendale Parent Educator; she has established a strong parenting program serving families with children ages 0 to 30 months. The program connects a parent educator with families to teach parenting skills, provide health screenings, parenting workshops, group play, reading and play ideas, and more.

Additional Community Participation

Parent/Teacher Organizations and Booster Clubs:

Elementary buildings and APS middle school have very active Parent/Teacher Organizations that meet on a monthly basis. The high school has both an Athletic Booster Organization and a Music Booster

Organization. These organizations arrange fund-raisers for teachers, students, and athletic and music programs.

Parent Portal:

This school year the technology department has also maintained an extremely active parent portal site. Both students and parents use this site to check assignments and grades to evaluate student progress. To access the parent portal, go to the Allendale Public Schools website at www.allendale.k12.mi.us, click on "Parents" in the horizontal menu and then "Parent Portal."

Communication

There are several ways Allendale Public School district informs the community regarding events. They are: computerized outdoor signs at each school building, a district website at www.allendale.k12.mi.us, a bimonthly district newsletter-*Falcon Flier*, teacher newsletters, principal newsletters, teacher websites and blogs, as well as articles in *The Announcer,* and *The Advance*.

II. District School Improvement

In the 2009-10 school year, five district-wide school improvement meetings were held. A Comprehensive Needs Assessment was conducted with district-wide data and a new District Improvement Plan was approved for implementation beginning in the 2010-11 school year. Three professional development days were held at the beginning of the school year to analyze assessment scores building-wide; and K-12 teachers received training in technology integration. APS's Director of Teaching and Learning coordinated and implemented a professional development plan that gave teachers the opportunity for intensive technology integration training that occurred during the school day and throughout the school year. The district has partnered with Grand Valley State University to provide professional learning support and an evaluation of its technology integration plan.

K-12 teachers continued to work on school improvement strategies and goals. Teachers were given release time to attend workshops that supported school improvement goals. High school and middle school teachers participated in Content-Focused Teacher Inquiry Groups designed to increase knowledge and skill in technology integration. In all discipline areas teachers attended informational workshops that helped them make curriculum alignments with the MI Core Curriculum. A K-12 Writing Committee continued to address the district's writing goal. K-5 teachers participated in Lucy Calkins Units of Study training. A Professional Learning Steering Committee, representing the K-12 staff has an active voice in planning, implementing and evaluating quality professional learning for staff in order to improve student learning. Science teachers spent many hours in review of science resources and development of revised curriculum maps. A K-8 Design Committee developed a plan for implementation of Response to Intervention systems in reading and math.

GOAL #1

All students will achieve a proficient level on state-assessment tests in both reading and writing achievement.

Building writing committee members had release time to look at student writing samples, revise across-the-curriculum content area rubrics, and use district purchased materials to support identified student needs. A K-12 Committee met to discuss alignment of district writing strategies from elementary to high school. More staff members were trained in the Lucy Calkins Units of Study.

Elementary teachers piloted Dibels assessments and various instructional strategies to improve reading performance. A Literacy Coach was hired at the intermediate level to assist teachers in addressing reading needs. The middle school teachers identified at risk readers and an Intervention Specialist worked to improve their reading skills. The Intervention Specialist also worked with at risk high school students in a Guided Academics class to reduce failure rates.

Evidence that the established criteria for success were achieved:

English Language Arts/ Reading	3rd Grade MEAP	4th Grade MEAP	5th Grade MEAP	6th Grade MEAP	7th Grade MEAP	8th Grade MEAP	11th Grade MME
2008-09	96.2%	93.6%	90.1%	90.1%	92.5%	88.5%	67.3%
2009-10	92.4%	**94.5%**	89.9%	**93.5%**	88.7%	**94.1%**	**76.2%**

Goal # 2
All students will become competent problem-solvers at the proficient level on the state assessment tests.

K-8 Math teachers participated in piloting the Delta Math intervention program for at-risk math students. This program provides screening assessments to determine areas of weakness and then offers instructional strategies to improve math skills. High School math teachers reviewed student data and provided Success Center support and Guided Academics classes to reduce failure rates.

Evidence that the established criteria for success were achieved:

Mathematics	3rd Grade MEAP	4th Grade MEAP	5th Grade MEAP	6th Grade MEAP	7th Grade MEAP	8th Grade MEAP	11th Grade MME
2008-09	97.5%	93%	85.4%	88.7%	97.5%	88%	61.1%
2009-10	**98.2%**	**97.6%**	82.8%	**90.2%**	92.1%	82.4%	**66%**

As always, we welcome participation from our parents and community in our school improvement process. Please call our District Office or visit our website at www.allendale.k12.mi.us for information on our next district improvement meeting.

III. Allendale Public Schools' Parent Involvement Policy

One of the major parent and school connection is a parent/teacher conference. The Allendale Public School District hosts two conferences at every grade level – one in the fall and one in the spring. The spring conference is usually by teacher request and thus, attendance is much less than in the fall.

Elementary Parent-Teacher Conference Attendance

Year	Evergreen	Springview	Oakwood
2008-09	98%	99%	NA
2009-10	95%	99%	96%

Middle School Fall Parent/Teacher Conference Attendance

Year	**Attendance**
2009-10	99%
2008-09	73%

High School Parent-Teacher Conference Percentages of Attendance:

Conference	**2008-09**	**2009-10**
Fall	35%	42%
Winter	25%	21%

New Options High School Parent-Teacher Conference Percentages of Attendance:

Conference	**2008-09**	**2009-10**
Fall	50%	39%
Winter	15%	10%

Parent Involvement Policy

Parents are members of the School Improvement Teams for the district and buildings. They participate in the planning and implementation of school improvement efforts.

- Parents serve as volunteers in a variety of capacities:
  - as general classroom assistants,
  - as trained tutors for special needs children,
  - as trained listeners in our CAP Program,
  - as chaperones on field trips,
  - as chaperones for dances and evening activities.
- Two parent/teacher conferences are conducted each year as part of the district's pupil progress reporting system. In addition, phone calls, notes, letters, and newsletters are exchanged to provide parents with specific and general information about their child's school progress.
- Parent Portal is an online tool for parents to check grades, work assignments, and students' assessment scores.
- The annual open houses are also part of our process for providing for the open exchange between parents and school.
- On-site in-service of parent volunteers allows them greater access to experiences that will help them as they help their child.
- We have a program that involves students from Grand Valley State University as mentor/tutors during and after school. Students participate with parent approval.
- Parents are involved in all decisions regarding special services for their children including: special education, reading services, gifted and talented services, Section 504 accommodations, Title I services, and Bilingual services.
- Parent education workshops are offered on a variety of topics throughout the year to assist parents in educating their children.
- Parents are provided with information regarding their student's academic progress. They also receive district and building information related to school improvement goals and strategies.
- APS Website contains board policies, board meeting minutes, curriculum, athletic, and fine arts information for parents and community members.

- There are parent/teacher organizations at the elementary, middle school, and high school levels.
- Parents participate on the School Growth Project Committee and Community/School Council.
- Parents also participate in the strategic planning process through focus groups and online surveys.

Allendale Public Schools welcome parent and community involvement in all of our programs, activities, and committees. Each month, the Falcon Flier and/or APS Website list opportunities for participation in a variety of school activities. Your involvement is important. We need your help to improve our school with regular, two-way, and meaningful communication involving student academic learning and other school activities. A copy of Allendale Public Schools' complete parent involvement policy is available in the District Office and on our website at www.allendale.k12.mi.us.

IV. Safe Schools

In the 2009-10 school year, the District Crisis Committee, promoting safe school building environments, met three times. The committee distributed Crisis Response Kits to all classrooms. All staff members were retrained in lock down drills. Practice drills for fire, tornado, and lock down were held in each school building. According to state guidelines, two live lock down drills in every building were held. One was during student movement times (change of classes or lunch time).

New entrance procedures were established in each building. All offices incorporated the Lobby Guard system requiring visitors to get a photo id visitor badge before entering the rest of the building. Security cameras were installed in all buildings.

The School Infrastructure Data (school safety) report was completed and submitted to the state. A School/Community Policing Officer was on staff full time during the school year. He visited and serviced all buildings.

V. Dual Enrollment/Early College Participation

High school student juniors and seniors can take courses at a local college or university and count the credit for both college and high school under a provision of the school aid act called dual enrollment. To be eligible for dual enrollment, a junior had to take the PLAN tests as a sophomore and earn scores of 18 in math, 19 in science, 17 in reading, and 21 in English. A senior had to take the MME tests as a junior and could qualify by getting 1100 in English, math, reading, and science. Getting an 18 in math, 17 in reading, 19 in science, and 21 in English on the ACT also qualifies a student for dual enrollment. The school district pays part of its foundation grant to cover the cost of the tuition and fees for the college course. Juniors typically do not take early college classes.

Dual enrollment numbers are shown in the table below:

Year	2008-09	2009-10
# Students	10	11
#Classes(passed)	23(23)	22(22)

A second way for students to earn college credit while still in high school is by taking Advanced Placement exams. Typically, a student enrolls in an advanced placement (AP) class and then has the option of taking the AP exam. If the score on the exam is high enough, college credit is awarded. This

past year we offered AP English and AP Calculus at AHS. Students also took AP Biology, AP Chemistry, AP Physics, AP Government, and AP Psychology online.

Participation in AP programs is shown in the table below:

Year	2008-09	2009-10
# Students	38	36
# Exams	25	29
% Passing Exam	NA	62.5%

VI. Locally Administered Assessment Data (Grades 1-5)

State law requires that district's report on locally administered assessments in English Language Arts and Math for grades 1-5. Please see the chart below.

School	Grade Level	Reading	% Meeting Benchmark	Math	% Meeting Benchmark
Evergreen Elementary	1st Grade	Rigby Benchmark Assessment	95	Quarterly Assessments	94
	2nd Grade	Rigby Benchmark Assessment	89	Quarterly Assessments	87
	3rd Grade	Rigby Benchmark Assessment	89	Quarterly Assessments	77
Springview Elementary	1st Grade	Rigby Benchmark Assessment	93	Quarterly Assessments	89
	2nd Grade	Rigby Benchmark Assessment	90	Quarterly Assessments	74
	3rd Grade	Rigby Benchmark Assessment	96	Quarterly Assessments	84
Oakwood Intermediate	4th Grade	Scholastic Reading Inventory	76	Delta Math Assessment	68
	5th Grade	Scholastic Reading Inventory	83	Delta Math Assessment	76

VII. Core Curriculum

Process for Curriculum Development:

1. Annual meetings are held with grade level and department teams to discuss the relevance of the current curriculum.
2. Student achievement results on district assessments and standardized tests are disaggregated to determine curriculum effectiveness.
3. Current best practices, research, and changes in state and national standards are monitored.
4. A cycle revision of curricular areas is followed unless events merit a quicker revision.
5. A K-12 Subject-Area Task Force committee is formed to address the revision of a curricular area.
6. K-12 committee conducts a gap analysis between the current curriculum and best practices/research and makes any necessary revisions.
7. The revisions are shared with affected teachers at grade or department level meetings and then are approved by the K-12 Subject-Area Task Force for recommendation to the Curriculum Council.

8. The Curriculum Council reviews the revisions and makes a recommendation for approval to the Board of Education.
9. The Board of Education reviews the recommendation of the Curriculum Council and gives final approval.
10. Materials are approved separately for more immediate use of the revised curriculum. APS may utilize a pilot process for adoption of materials or approve a full-scale adoption.

Process for Curriculum Alignment:

1. Building School Improvement Teams review curriculum and determine the need for revision whenever an issue is raised by staff members based on student performance data or other factors.
2. If the building school improvement team finds a need for revision, the team can ask the Director of Teaching and Learning to establish a subject-area task force.
3. The K-12 Subject-Area Task Force reviews the scope and sequence of the curriculum and makes a recommendation regarding minor revisions or a full-scale curriculum review.
4. If the K-12 Subject Area Task Force determines that a full review is necessary, individual building level curriculum committees are established to work on grade level specific curriculum.
5. If there is no request for a review of a curriculum in a five-year period, the curriculum director will automatically establish a K-12 task force to review that curriculum.

Copies of the curriculum of Allendale Public Schools are kept on file in the District Office. Content areas are reviewed at least every five years to ensure that the K-12 program remains up-to-date and appropriate for our students' needs. Local goals, the Michigan Curriculum Framework, Michigan Grade Level Content Expectations, national standards, technology integration, and career applications are all considerations curriculum committees use in designing the curriculum. Curriculum committees complete a "gap analysis" in which the existing curriculum is compared with the state curriculum framework and best practices in each subject area. After revisions are made, the district Curriculum Council must approve the recommendations before they are brought to the Board of Education for final approval and implementation.

The following activities occurred in the 2009 - 2010 school year:

The K-12 science curriculum review was completed and new resources were ordered for the middle school and high school for the 2009-10 school year. Teachers in grades 6-12 will receive materials training in the fall of the 2010-11 school year. Teachers in the elementary grades were trained (where revisions occurred) in the Battle Creek Science kits. Implementation of AP Biology will occur in the fall of 2010.

Copies of Allendale Public Schools' complete district and building annual reports are kept on file in the District Office and are available on our website at www.allendale.k12.mi.us. Individual school building reports offer a wide range of information on the numerous activities and programs offered by Allendale Public Schools.