

August 18, 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 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 Dr. Daniel Jonker, Superintendent, for help if you need assistance with the District Report.

The AER is available for you to review electronically by visiting our web site, www.allendale.k12.mi.us, or you may review a copy in the District Office located in the Oakwood Intermediate School Building (Door A).

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

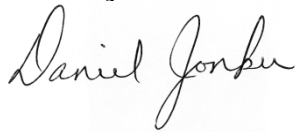
NAEP Data (National Assessment of Educational Progress)

- 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 2010-2011, Allendale Public School District made Adequate Yearly Progress (AYP) in English language arts and mathematics. All schools in the district also made AYP as well as met attendance and graduation rates. None of our schools were identified for school improvement, corrective action or restructuring.

I want to congratulate our students and staff for their excellent work in meeting state and national benchmarks. We continuously strive to improve our academic performance.

Sincerely,



Dr. Daniel Jonker, Superintendent
Allendale Public Schools

I. Overview of District

Assigning Pupils to the School

Students are assigned to a particular school within the Allendale Public School system based on their educational record, space available, and specific learning needs. Students are placed at New Options Alternative High School either through parent/student choice or when the student falls behind in credits to graduate. For other specialized school options, our Child Study Process is followed.

Specialized Services and Schools

Child Study Process

The Child Study Process begins 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 are notified. Parents and teachers then meet, if necessary, in a Level 1 meeting with their principal to discuss strategies that have been implemented, and brainstorm new strategies or accommodations that might assist with the difficulties. During the following three weeks, the strategies are reviewed. If further interventions are necessary, a Level 2 meeting is convened with parents, teachers, and the Special Needs Director to determine the next step, which might include a variety of evaluations. This process allows us to immediately know our students and closely monitor their patterns of strength and weakness.

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. Each year Allendale Public Schools' Special Needs Department is 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 248 students in 2010-11.

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 through 5th grades 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-five 3rd– 5th grade students were serviced in Level Two. Twenty-nine 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

Seventy-five 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, Coopersville, Hudsonville, and Jenison 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 112.

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. Ninety-nine 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, was 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. Thirty 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, Spanish, 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 2010-11 school year, five district-wide school improvement meetings were held. 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.

GOAL #1: All students will score at the proficient level and district-wide and standardized math assessments.

K-8 teachers used Delta Math screeners to determine student learning needs. They also utilized Delta Math strategies to support learners in specific skill development. A 4-week, at-risk summer school was provided to give K-5 at-risk students assistance in improving their math skills.

At the secondary level, guided academics classes were offered to students who were struggling to meet math benchmarks. Homework centers were also offered at the middle school and high school levels to address students' specific learning needs.

A variety of online resources were provided at all levels to help students improve their math proficiency.

Evidence that the established criteria for success were achieved or progress occurred:

- Seventy-five percent of 11th Graders achieved proficiency on the Michigan Merit Exam Math assessment—a five-year high for AHS.
- Middle School students improved their average math scores on the Measurement of Academic Progress at each grade level by 6-8 points from Fall to Spring.
- Fifty-seven percent of Oakwood Intermediate students reached their growth target on the Measurement of Academic Progress assessment from Fall to Spring.
- Ninety-five percent of Evergreen/Springview 3rd grade students met or exceeded standards on the Measurement of Academic Progress Reading assessment.

GOAL #2: All students will improve their reading comprehension skills.

K-5 teachers implemented a Response to Intervention system for reading improvement. This involved using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a universal screening tool to identify student needs. Teachers developed flexible intervention groups for targeted assistance in reading skills based on ongoing reviews of student progress data.

At the middle school level, teachers implemented the Strategic Instruction Model (SIM) from the University of Kansas to improve student reading comprehension across content areas. At-risk readers received additional assistance from an interventionist. Secondary teachers received additional professional development in reading instruction.

Evidence that the established criteria for success were achieved or progress occurred:

- Eighty-five percent of 11th grade General Education students achieved proficiency on the Michigan Merit Exam Reading assessment – a five-year high for AHS.
- Middle School students improved their average reading scores on the Measurement of Academic Progress at each grade level by 3-5 points from Fall to Spring.
- Oakwood Intermediate 4th and 5th grade at-risk students improved their Lexile Score on the Scholastic Reading Inventory by 21 points (4th) and 55 points (5th) over typical annual growth rates.
- Ninety-five percent of Evergreen/Springview 3rd grade students met or exceeded standards on the Measurement of Academic Progress Reading assessment.

GOAL #3: All students will write proficiently.

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 and its iteration to the secondary level.

Evidence that the established criteria for success were achieved or progress occurred:

- Michigan Merit Exam results for 11th graders showed a five-year high in proficiency
- 7th Grade students ranked second highest in Ottawa Area ISD in writing proficiency on the MEAP assessment

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.

Parent-Teacher Conference Attendance

School	2009-2010 Attendance		2010-2011 Attendance	
	# of Students Represented	% of Students Represented	# of Students Represented	% of Students Represented
Evergreen Elementary	375	95%	370	96%
Springview Elementary	393	99%	396	99%
Oakwood Intermediate	321	96%	312	96%
Allendale Middle School	472	98%	294	61%
Allendale High School	258	42%	270	44%
New Options Alternative High School	23	39%	14	24%

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 #7175 is available in the District Office and on our website at www.allendale.k12.mi.us.

IV. Safe Schools

In the 2010-11 school year, the District Crisis Committee, promoting safe school building environments, met four 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).

All offices have 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 available during the school year. He visited and serviced all buildings.

V. Dual Enrollment and Advanced Placement

High school juniors and seniors, who qualify, are able to take courses at a local college or university and earn credit for both college and high school. Dual enrollment provides the opportunity for students to supplement their high school curriculum with more challenging and rigorous collegiate level coursework. Dual enrollment data for 2010-2011 follows:

Twenty-one students participated in Dual Enrollment courses in the 2010-2011 school year. That is approximately 7% of the junior and senior class population and a 3 percent increase from the previous year. Twenty out of twenty-one students earned college credit in dual enrollment.

AHS offered 3 Advanced Placement classes (AP English, AP Biology, and AP Calculus) in 2010-2011. Sixty-two students (an increase of 36 from the previous year) took AP courses in 2010-2011, approximately 14% of the 10th -12th grades. AHS offered AP Biology for the first time in 2010-2011. Forty students took AP tests in the 2010-2011 school year (approx 9% of 10th – 12th grade). The number of students who earned college credit (or scores equivalent of college credit) through AP testing was 36/40 (up by 21 students from last year) or 8% of the 10th -12th student body.

VI. Locally Administered Assessment Data

State law requires that district's report on locally administered assessments in English Language Arts and Math for grades 1-5 as well as any nationally-normed standardized tests in K-12. Please see the chart below.

Assessment	Testing Season	Percentage of Students Proficient								
		1 ST Grade		2 nd Grade		3 rd Grade				
EVERGREEN ELEMENTARY		1 ST Grade		2 nd Grade		3 rd Grade				
Rigby Reading Assessment	Spring	95%		92%		91%				
Math District Assessments	Spring	88%		86%		74%				
SPRINGVIEW ELEMENTARY		1 ST Grade		2 nd Grade		3 rd Grade				
Rigby Reading Assessment	Spring	92%		94%		92%				
Delta Math Screener	Spring	98%		98%		91%				
OAKWOOD INTERMEDIATE		4 th Grade		5 th Grade						
Measurement of Academic Progress Reading	Spring	60%		59%						
Scholastic Reading Inventory	Spring	71%		82%						
Delta Math	Spring	81%		78%						
Measurement of Academic Progress Math	Spring	71%		82%						
MIDDLE SCHOOL		6 th Grade		7 th Grade		8 th Grade				
Measurement of Academic Progress Reading	Spring	78%		84%		93%				
Measurement of Academic Progress Math	Spring	63%		73%		87%				
HIGH SCHOOL	English	Math		Reading		Science		Composite		
	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	AHS Nat'l	
EXPLORE Test– 9th Gr.	16.2	15.5	16.9	16.3	16.5	15.3	18.3	16.9	17.1	16.1
PLAN Test – 10th Gr.	16.8	16.9	19.0	17.4	18.4	16.9	19.3	18.2	18.5	17.5

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 2010-2011 school year:

The K-12 English Language Arts curriculum review began and new science resources were distributed to middle school and high school classrooms. Teachers began training in the Curriculum4Schools software to upload all curriculum maps, unit and lesson plans to a

common site. Measurement of Academic Progress assessments were administered to 3rd through 8th grade students. The Response to Intervention process was implemented in the elementary grades.

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.