

# Quincy

JENNINGS ELEMENTARY

**Ronald Olmsted**, Principal

**Darcy Roach**, Title One Director

**Brooke Heckel**, Secretary

44 East Liberty Street ♦ Quincy, MI 49082 ♦ Phone: (517) 639-9885 ♦ Fax: (517) 639-3461  
[www.quincyschools.org](http://www.quincyschools.org)

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017 – 2018 educational process for Jennings Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessments, accountability and teacher quality. If you have any question about the AER, please contact Mr. Ronald E. Olmsted, building principal at (517) 639 – 9885 ext. 1500 for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2Gi4fDw> or you may review a copy in the main office at Jennings Elementary.

Teachers, administrators, and all other staff continue to work toward a guarantee that all students achieve. Teachers are using research based strategies and teaching tools for instruction, and continue to use data to drive instruction. We are in the midst of utilizing the process of Professional Learning Communities (PLC) to help drive instruction, and account for student success. We have been committed to a Multi-Tiered System of Support (MTSS) in both math and reading. Our current school improvement team framework is dedicated to curriculum, and student achievement data. Our curriculum focus has been that of aligning core content areas to achieve a guaranteed and viable curriculum across each grade level and using a process to generate common formative assessments grounded in important grade level common core standards. Our data focus continues to be that of a data analysis process that examines building wide data trends for our general population of students and our various sub group achievement rates.

The aforementioned initiatives are a result of our data analysis of three years of MSTEP assessment data. Year three data analysis of MSTEP indicated that scores (percent proficient) for our 4<sup>th</sup> graders in both reading and math have increased each year. Our main challenges continues to be producing higher number of proficient students. We also know through the analysis of our state assessment data that an achievement gap is present between economically

disadvantaged students and non-economically disadvantaged students in both 3<sup>rd</sup> and 4<sup>th</sup> grades and within each content of reading and math.

The following is a three year look at our state testing data (MSTEP):

### **3<sup>rd</sup> Grade Math**

In 2015 – 16, 32% of all students were proficient. In 2016 – 2017, 53% of all students were proficient. In 2017-18, 40 % of all students were proficient on the M-STEP. In 2015-16, 26% of ED (economically disadvantaged) students and 49% of NED (non- economically disadvantaged) students were proficient on the M-STEP. In 2016 -17, 50%, of ED (economically disadvantaged) students and 58% of NED (non- economically disadvantaged) students were proficient on the M-STEP. In 2017-18, 34% of ED (economically disadvantaged) students and 46% of NED (non- economically disadvantaged) students were proficient on the M-STEP. In 2015 – 16. 33% of males and 31% of females were proficient on the MSTEP. In 2016 – 17, 58% of males and 49% of females were proficient on the MSTEP. In 2017-18, 43% of males and 33% of females were proficient on the MSTEP.

### **3<sup>rd</sup> Grade ELA**

In 2015 – 16: 39% of all students, 43% of females, 22.9% males, 32% ED and 48% NED were proficient on the MSTEP. In 2016 – 17: 53% of all students, 49% of females, 56% males, 46% ED and 52% NED were proficient on the MSTEP. In 2017-18: 32% of all students, 33% females, 31% of males, 30% ED, and 34% of NED were proficient on the M-STEP.

### **4<sup>th</sup> Grade Math**

In 2015-16, 31% of all students, 26% of females, 38% of males, 24% of ED, and 41% NED were proficient in math on the M-STEP. In 2016-17, 38% of all students, 35% of females, 38% of males, 34% of ED, and 42% NED were proficient in math on the M-STEP. In 2017-18, 47% of all students, 50% of females, 44% of males, 37% of ED, and 60% NED were proficient in math on the M-STEP.

### **4<sup>th</sup> Grade ELA**

In 2015-16, 28% of all students were proficient on the MSTEP, 28% female, 28% male, 24% ED and 33% NED. In 2016-17, 40% of all students were proficient on the MSTEP, 43% female, 37% male, 34% ED and 47% NED. In 2017-18, 50% of all students were proficient on the MSTEP, 60% female, 39% male, 41% ED, 60% NED were proficient on the M-STEP.

### **4<sup>th</sup> Grade Science**

In 2014-15, 13% of all students were proficient on the MSTEP. In 2015-16, 11% of all students were proficient on the MSTEP. In the our sub groups of ED and NED students, as well as female and male students, less than 10 students were proficient in each subgroup. 2016 – 2017, 16% of all students were proficient on the MSTEP. In the our sub groups 15% of ED and 18% of NED students were proficient, as well as 13% of females and 20% male students were proficient. In 2017 – 2018, the science MSTEP was not administered at the 4<sup>th</sup> grade level. The state

assessment was given in 5<sup>th</sup> grade. Results of the science MSTEP would be reported by our Quincy Middle School.

State law requires that we also report additional information. The following components meet this requirement:

### **Process for Assigning Pupils to the School**

All Quincy Community Schools students who attend the grades of Developmental Kindergarten through fourth grade attend Jennings Elementary School. Jennings Elementary is the only school within the district that services this age group. Additionally, we participate in schools of choice and we host a consortium (Branch Intermediate School District) emotionally impaired special education program.

### **School Improvement Plan**

The School Improvement Plan for Jennings Elementary is updated annually (yearly). Based on the comprehensive review of our data, instructional goals, objectives, strategies and professional development funding and resources are adjusted and aligned. The school improvement plan for the 2017 – 2018 school year was submitted as per state mandates.

### **Specialized Schools**

Jennings Elementary School does not include any specialized schools, as defined by the Michigan Department of Education.

### **Core Curriculum**

During the 2013-14 and 2014-15 school years, our staff, led by our curriculum focus committee, have continued to align our curriculum with core curriculum. Our elementary core content curriculum alignment concluded with mapped curriculum in the 2016 – 2017 school year. Our current curriculum is presented in monthly templates and are available on our district's shared drive. Curriculum information will be available on our district website at [www.quincyschools.org](http://www.quincyschools.org).

### **Results on Nationally Normed Achievement Tests**

A three year analysis of NWEA data shows that in Kindergarten, first and second grades, our students' Mean RIT in both reading and math are above the normed RIT Mean. Our third and fourth grade MEAN RIT scores fall below normed MEAN RIT in both reading and math. NWEA Measures of Academic Progress (MAP) scores for three years are as follows:

#### **(2015 – 2016 Spring)**

Kindergarten Math Mean RIT 160, Reading Mean RIT 158

1<sup>st</sup> Grade Math Mean RIT 183, Reading Mean RIT 178

2<sup>nd</sup> Grade Math Mean RIT 206, Reading Mean RIT 192

3<sup>rd</sup> Grade Math Mean RIT 200, Reading Mean RIT 196

4<sup>th</sup> Grade Math Mean RIT 209, Reading Mean RIT 204

**(2016 – 2017 Spring)**

Kindergarten Math Mean RIT 159, Reading Mean RIT 158  
1<sup>st</sup> Grade Math Mean RIT 181, Reading Mean RIT 178  
2<sup>nd</sup> Grade Math Mean RIT 192, Reading Mean RIT 189  
3<sup>rd</sup> Grade Math Mean RIT 203, Reading Mean RIT 199  
4<sup>th</sup> Grade Math Mean RIT 214, Reading Mean RIT 206

**(2017 – 2018 Spring)**

Kindergarten Math Mean RIT 164, Reading Mean RIT 160  
1<sup>st</sup> Grade Math Mean RIT 183, Reading Mean RIT 178  
2<sup>nd</sup> Grade Math Mean RIT 200, Reading Mean RIT 191  
3<sup>rd</sup> Grade Math Mean RIT 199, Reading Mean RIT 194  
4<sup>th</sup> Grade Math Mean RIT 211, Reading Mean RIT 205

**Parent/Teacher Conferences**

Jennings Elementary parents have the opportunity to attend conferences in the fall and spring of each school year. Our three year data show that During the 2015 – 2016 school year, our attendance rate for fall was 93% and spring was 89%. During the 2016 – 2017 school year, our attendance rate for fall was 93% and spring was 89%. During the 2017 – 2018 school year, our attendance rate for fall was 92% and spring was 88%

We congratulate our staff, faculty, students and parents of Jennings Elementary, who continue to work hard to improve achievement. The Jennings Elementary community lives the vision statement, **Jennings...Where Kids Count!** We strive to ground our work in the guiding principles of; child centered, safe, fun, high expectations, warm and welcoming, 21<sup>st</sup> century learning, and passionate, confident teachers as role models. Also, our Board of Education approved and support the Leader In Me initiative which will begin the next school year. In working together as a community of learners, our students will succeed.

Sincerely,  
Ronald E. Olmsted  
Elementary Principal

