

Quincy

JENNINGS ELEMENTARY

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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 2016 – 2017 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 for assistance.

The AER is available for you to review electronically by visiting the following website or you may <https://goo.gl/AN7UwW> 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. 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 past MEAP tests (MEAP ended in 2013 – 2014 School year) and three years of MSTEP assessment Data. In trends of MEAP data, a decrease in proficiencies in reading, math and science have been noticed. Although our first year of the new state assessment (MSTEP) provided better results our second year of MSTEP data indicated a decrease in proficiencies. Year three data analysis of MSTEP indicated that scores improved in both 3rd and 4th grade students, in both reading and math, along with improved science proficiency in 4th grade science. 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 as well as special education students and their lack of proficiency.

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

3rd Grade Math

In 2014-15, 47 % of all students were proficient on the M-STEP. In 2015 – 16, 32% of all students were proficient. In 2016 – 2017, 53% of all students were proficient. In 2014-15, 45% of ED (economically disadvantaged) students and 49% of NED (non- economically disadvantaged) 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 2014-15, 47% of males and 47% of females were proficient on the MSTEP. 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.

3rd Grade ELA

In 2014-15: 41% of all students, 38% females, 45% of males, 35% ED, and 49% of NED were proficient on the M-STEP. 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

4th Grade Math

In 2014-15, 40% of all students, 33% of females, 46% of males, 42% of ED, and 38% NED were proficient in math on the M-STEP. 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.

4th Grade ELA

In 2014-15, 45% of all students were proficient on the MSTEP, 38.1% female, 46.4% male, 36.5% ED, 52.5% were proficient on the M-STEP. 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

4th 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.

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). We are at the end of a five year school improvement plan cycle, with broad based goals in reading, writing and math. As part of the goals, yearly state testing data growth is determined in order that our students reach 85% proficiency by the year 2022 – 2023. Based on the comprehensive review of our data, instructional goals, objectives, strategies and professional development funding and resources are adjusted and aligned.

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.

Results on Nationally Normed Achievement Tests

NWEA Measures of Academic Progress (MAP) scores for two years are as follows:

(2015 – 2016 Spring)

Kindergarten Math Mean RIT 160, Reading Mean RIT 158
1st Grade Math Mean RIT 183, Reading Mean RIT 178
2nd Grade Math Mean RIT 206, Reading Mean RIT 192
3rd Grade Math Mean RIT 200, Reading Mean RIT 196
4th Grade Math Mean RIT 209, Reading Mean RIT 204

(2016 – 2017 Spring)

Kindergarten Math Mean RIT 159, Reading Mean RIT 158
1st Grade Math Mean RIT 181, Reading Mean RIT 178
2nd Grade Math Mean RIT 192, Reading Mean RIT 189

3rd Grade Math Mean RIT 203, Reading Mean RIT 199
4th Grade Math Mean RIT 214, Reading Mean RIT 206

Parent/Teacher Conferences

Jennings Elementary parents have the opportunity to attend conferences in the fall and spring of each school year. During fall and spring of the 2014 – 2015 school year the attendance rate was 92% for the fall and 93% for spring. 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%

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, 21st century learning, and passionate, confident teachers as role models. In working together as a community of learners, our students will succeed.

Sincerely,
Ronald E. Olmsted
Elementary Principal

