



McGregor Elementary 2010-2011 Annual Educational Report and PA 25 Report

October 2011

Sharen Howard, Principal

Rochester Community Schools

Dear McGregor Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2010-2011 educational progress for McGregor. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact Sharen Howard for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.rochester.k12.mi.us/pages/45977/elementary-annual-reports> or you may review a copy from the principal's office at your child's school.

Mission Statement

The purpose of McGregor Elementary is to ensure student learning.

Vision Statement

McGregor Elementary School is a safe and secure place to learn. We nurture a positive, productive and inspiring learning environment; dedicated to meeting the needs of every student. All students, staff and parents are respectful and responsible members of our school community.

Our curriculum is aligned to state and district standards and benchmarks that guide student learning. Staff clearly communicates student academic and behavioral expectations to both students and parents.

Instruction is geared toward educating the academic, social, emotional and physical needs of the child in order to provide achievement for all. Ongoing assessment and analysis of data creates instruction that is differentiated, engaging, and meets the needs of all learners.

Collaboration between and across the grade levels provides alignment of behavioral and academic expectations and delivery of instruction and assessment in a consistent and meaningful way.

McGregor is a community of successful learners.

ANNUAL EDUCATION REPORT (AER)

AYP

For 2010-2011, McGregor Elementary 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. Please use the following link to access the data:

<https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/Dashboard/Dashboard.aspx> .

PA 25 REPORT INFORMATION

Process for Assigning Pupils to the School

Students are assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Status of the 3-5 Year School Improvement Plan

The Rochester Community School District has developed a long-range strategic plan that calls for school improvement and professional development. The needs of our students, as measured by student outcomes, drive the school improvement process (SIP).

The school improvement process entails decision-making at each school, which represents and upholds the vision and mission of the entire school system. It also provides a vehicle for working toward school accreditation. The plan calls for all involved in the local school to work together to improve the school.

McGregor's school improvement plan focused on the following goals for the 2010-2011 school year:

- All students will increase proficiency in reading as determined by district and/or state reading assessments.
- All students will increase proficiency in writing as determined by district and/or state writing assessments.
- All students will increase proficiency in math as determined by district and/or state math assessments.
- Increase the percentage of students who demonstrate proficiency in behaving respectfully and with safety towards themselves, others and the school community.

During the 2010-2011 school year, the staff continued to focus on reviewing and refining goals and action plans. Literacy Team meetings were held twice during the year, where student progress was monitored, assessment data was analyzed and the most powerful instructional focus for our students was determined.

A major focus has been on developing grade level goals for Student Learning that are specific, measurable, attainable, results oriented and time-bound. Assessments have been identified to

measure each goal, data has been collected and analyzed and the information was used to determine action plans for each grade level in reading, writing and mathematics. Collaborative grade level teams have met for this purpose.

To address the needs of students who have not yet met grade level expectations in reading and writing, a seamless intervention plan for Kindergarten through fifth grade was continued. Highly trained teachers took the highest need K-2 students determined to be at risk through the Reading Recovery program and literacy groups. Students met 4-5 days per week for 20-45 minutes. The intensive, individualized Reading Recovery intervention, along with quality classroom instruction, resulted in a high level of success for students who had a complete program. This means that many of our highest needs first grade students who were able to complete the 12-20 week program, met grade level expectations by the end of the year.

Sixty-one K-2 students were seen for literacy intervention. They met 4-5 days per week for twenty minutes. Twenty seven third, fourth and fifth grade students were also involved in intervention. They met four times per week for a forty five minute period. Many had increased their reading level and fluency rate by a significant amount indicating improved skills in sight vocabulary, comprehension, problem solving and speed of reading.

Super Summer Reading Success - To ward off the effects of summer reading loss due to lack of reading, all students in Kindergarten received 12 books on loan in beautiful book bags donated by the Rochester Kiwanis Club. In addition, first through fourth grade students, involved in intervention also were loaned books at their just right reading level.

Reading Incentive Results – Quarterly reading incentives resulted in almost 6,000 additional hours of reading. Students read at home as well as at school throughout the year.

Scholastic Reading Counts Program is bigger than ever. The school district purchased the remainder of the books which allowed students a wide choice of books to be read for additional time spent reading. After reading a book, students are able to take a test and record their progress. Teachers incorporate this into their literacy program and students are able to access this from home.

Teacher Labs – Four of our teachers participated in the Rochester School District Teacher Labs. These are a series of educational opportunities where teachers teach each other in order to improve their teaching skills. They are a very effective way to increase teacher expertise in a variety of areas.

To address the social/emotional needs of our students, we continued with our Success Room. The focus of this room was to help students to be successful by developing life skills such as friendship, problem solving, cooperation, empathy as well as study skills. When an issue or pattern of behavior was identified that got in the way of learning, students were put on a plan or given specific lessons meant to develop that particular life skill. In addition, the room was used to develop areas of interest for students. On their lunch hours, students were often seen taking art or music lessons given by local artists who donated their time for that purpose. As students became more involved with outlets that supported their various learning styles, motivation and cooperation increased in all areas.

Parents were involved in the plan and it is through the partnership developed between them, the student, the classroom teacher and the support staff, that issues became avenues for teaching students tools they need to be successful. Parents as well were supported by providing resources, and conferences designed to meet the needs of their child.

The Success Room quickly became a popular room in the school with almost 8,000 visits by students recorded for the year. Sporting a fish tank with baby salmon, drums, guitars, a quiet area, computers, desks for work completion, and problem solving mats, the room was bustling with energy of students pursuing their learning through their various learning styles. As a result we saw a dramatic decrease in aggressive behavior and a dramatic change in instructional time and willingness to use words to solve problems.

This year a fifth grade announcement team was formed to act out weekly themes that focus on strategies and skills that need to be reinforced throughout the building. Through classroom meetings, discussion on topic, teachable moments and activities teachers reinforced these themes. Each classroom had an opportunity to design posters related to the theme which were hung around the school.

Students were also able to participate in Reading with Lucy, a trained therapy dog, who helped students engage with reading by simply listening! Each classroom had opportunities to meet with Lucy and share in the fun. The Success Room each month, with the help of parent volunteers, also baked dog biscuits for Leader Dogs for the Blind and baked cookies for the Sunrise Center for the elderly.

Get to Know You times were set aside each week for our Kindergarten and first grade students. These bi-weekly sessions built relationships, and support children in having positive experiences at school.

Success Center Celebration times were done biweekly. Classrooms are nominated by staff to celebrate the accomplishment of a classroom goal, or when students have demonstrated a positive change.

Mr. and Mrs. Krupp received the **Excellence in Education Award in 2010** from the Rochester Foundation this year for their work in the Success Center.

As a school, McGregor won the **Educational Excellence Award** from the Michigan Association of School Boards in 2010. In 2011 we received state recognition as a **“School that Beat the Odds.”** This is a recognition based on a comparison of other schools in the state with the same demographics. McGregor received it because we are outperforming other schools in the state with similar risk factors.

Student Achievement Results from Local and/or Nationally Normed Tests

McGregor Elementary uses a wide variety of tools to measure and report student progress and achievement. Report cards, daily assignments, teacher observations, teacher-made tests, and District assessments are examples of assessment measures. The MLPP is also utilized to monitor continuous student progress. In addition, standardized tests in reading, mathematics and science permit us to compare our students' progress with state standards and with groups of children from across the nation.

Core Curriculum, Implementation and Variance from State Model

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the Michigan Department of Education's *Michigan Curriculum Framework* and the Grade Level Content Expectations (GLCE's) in grades K-8 and Course Content Expectations (CCE's) in grades 9 – 12. Teachers have met throughout the year to begin aligning the curriculum to the Common Core State Standards.

During the 2010-11 school year the curriculum department continued to focus on developing a Pyramid of Intervention to meet the needs of all students, providing alternative educational experiences for students, and providing more flexible time for student learning beyond the traditional school day.

Elementary teachers continued to implement strategies for effective literacy instruction, and several district professional development in-services focused on differentiation within the reading/writing workshop format. In Math, professional learning experiences also centered on differentiation and implementing a workshop approach. Kindergarten – 2nd grades received materials for inquiry-based Science units of study along with workshops presented by their grade-level peers to support the implementation. In Social Studies, 3rd grades implemented the units of study from the Michigan Citizenship Collaborative Curriculum. Professional learning for Kindergarten teachers focused on Developmentally Appropriate Practice, differentiation, and play-based instruction. Implementation of a two-year plan continued to support teachers' use of Smart Board software and Moodle technology.

At the secondary level middle school math and language arts teachers began aligning their curriculum and pacing guides to the Common Core State Standards (CCSS). Sixth Grade Accelerated Math and Sixth Grade Advanced Language Arts courses were developed, along with the selection process to identify the appropriate students. Middle school science and social studies identified revisions that will need to be made to their curriculum and pacing guides to include the Literacy Standards for Science, Social Studies and Technology. This work will be ongoing. In addition, the high school math and language arts courses are in the process of aligning their curriculum to included the CCSS. Science and social studies reviewed the literacy standards to determine what needs to be added to their curriculum. All high school teachers in the core academic areas reviewed the ACT Readiness Skills to determine alignment with our current course offerings. Like the middle schools, this work will be ongoing. Advanced Placement (AP) World History was revised and AP Computer Science was developed. Two new semester math courses were developed, Applications of Statistics and Trigonometry.

Additional Information about the District's Core Curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education> .

Student Achievement Results from Local and/or Nationally Normed Tests

10-11 Q4 Kindergarten

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - K	8	10.39	1	69	89.61	2.97	77	100	2.75
2	[Q4 10-11] Spelling - K	16	20.78	6.5	61	79.22	17.96	77	100	15.58
3	[Q4 10-11] Sound ID - K	1	1.27	8	78	98.73	24.37	79	100	24.15
4	[Q4 10-11] PA 3: Segmenting - K	8	10.26	0.75	70	89.74	7.61	78	100	6.89
5	[Q4 10-11] PA 2: Blending - K	0	0	0	40	100	31	40	100	31
6	[Q4 10-11] PA 1: Rhyme - K	1	1.28	5	77	98.72	15.18	78	100	15.03
7	[Q4 10-11] Oral Reading - K	4	10.53	0.75	34	89.47	3.81	38	100	3.47
8	[Q4 10-11] Letter ID - K	0	0	0	79	100	52.91	79	100	52.91

10-11 Q4 1st Grade

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 1	4	5.26	1	72	94.74	3.05	76	100	2.94
2	[Q4 10-11] Spelling - 1	13	22.81	21.54	44	77.19	39.38	57	100	35.31
3	[Q4 10-11] Sound ID - 1	4	6.56	17.25	57	93.44	25.9	61	100	25.32
4	[Q4 10-11] Sight Word - 1	23	30.26	34.13	53	69.74	88.73	76	100	72.19
5	[Q4 10-11] PA 5: Substitution - 1	9	12.86	2.1	61	87.14	7.69	70	100	6.95
6	[Q4 10-11] PA 4: Deletion - 1	4	5.97	1.25	63	94.03	7.69	67	100	7.31
7	[Q4 10-11] PA 3: Segmenting - 1	4	6.67	1.25	56	93.33	7.98	60	100	7.51
8	[Q4 10-11] PA 2: Blending - 1	0	0	0	59	100	15.68	59	100	15.67
9	[Q4 10-11] PA 1: Rhyme - 1	0	0	0	57	100	15.56	57	100	15.54
10	[Q4 10-11] Oral Reading - 1	6	7.89	2	70	92.11	10.34	76	100	9.67
11	[Q4 10-11] Math - 1	10	13.16	56.79	66	86.84	90.79	76	100	86.3
12	[Q4 10-11] Letter ID - 1	0	0	0	59	100	104.47	59	100	104.45
13	[Q4 10-11] Concepts of Print - 1	1	2.13	13	46	97.87	21.67	47	100	21.46

10-11 Q4 2nd Grade

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 2	8	9.88	2	73	90.12	4.51	81	100	4.25
2	[Q4 10-11] Spelling - 2	5	18.52	44.4	22	81.48	59.5	27	100	56.7
3	[Q4 10-11] Sight Word - 2	5	6.17	62.79	76	93.83	95.43	81	100	93.39
4	[Q4 10-11] PA 5: Substitution - 2	3	3.7	4.32	78	96.3	7.96	81	100	7.81
5	[Q4 10-11] PA 4: Deletion - 2	0	0	0	54	100	7.94	54	100	7.92
6	[Q4 10-11] PA 3: Segmenting - 2	0	0	0	81	100	8	81	100	8
7	[Q4 10-11] PA 2: Blending - 2	0	0	0	54	100	16	54	100	16
8	[Q4 10-11] Oral Reading - 2	6	7.41	8.67	75	92.59	13.59	81	100	13.22
9	[Q4 10-11] Math - 2	6	22.22	53.66	21	77.78	89.33	27	100	81.37
10	[Q4 10-11] 2nd Grade Math Q4 RCS	20	25	53.9	60	75	86.09	80	100	78.03

10-11 Q4 3rd Grade

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 3	0	0	0	64	100	6.86	64	100	6.85
2	[Q4 10-11] Spelling - 3	0	0	0	1	100	63	1	100	63
3	[Q4 10-11] Oral Reading - 3	12	18.75	10.57	52	81.25	16.64	64	100	15.48
4	[Q4 10-11] 3rd Grade Math Q4 RCS	2	2.56	56	76	97.44	88.31	78	100	87.48

10-11 Q4 4th Grade

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 4	9	12.33	2	64	87.67	3.82	73	100	3.6
2	[Q4 10-11] Oral Reading - 4	11	14.86	13.55	63	85.14	18.89	74	100	18.09
3	[Q4 10-11] 4th Grade Math Q4 RCS	14	20.29	59	55	79.71	87.55	69	100	81.75

10-11 Q4 5th Grade

Rochester Community School District - McGregor Elementary School

	Assessment	'Below Standard'			'At or Above Standard'			Total		
		#	%	Avg	#	%	Avg	#	%	Avg
1	[Q4 10-11] Writing - 5	5	7.14	2	65	92.86	4.01	70	100	3.87
2	[Q4 10-11] Oral Reading - 5	6	8.57	14.82	64	91.43	21.04	70	100	20.5
3	[Q4 10-11] 5th Grade Math Q4 RCS	8	12.12	61	58	87.88	87.08	66	100	83.92

Parent Involvement

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools' commitment to the educational success of their student. Rochester Community Schools administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	434	92%
Spring Conferences (requested)	241	87%

Points of Pride

- McGregor received state recognition as a "**School That Beat the Odds**"
McGregor received recognition as a **Green School** at the **Evergreen level** which is the highest level possible!
- Four of our fifth grade students participated in the Northwestern University's **Midwest Academic Talent Search**.
- Four of our teachers participated in the Rochester School District **Teacher Labs**. These are a series of educational opportunities where teachers teach each other in order to improve their teaching skills. They are a very effective way to increase teacher expertise in a variety of areas
- A school wide paper recycling program is run by the CSI students and plastic recycling is done by our **Earth Watch Team**.
- Our **Outdoor Classroom** continues to be used with a variety of activities that include all grade levels.

1. Kindergarten planted 110 daffodil bulbs in honor of the 100th Day of School
 2. First grade **planted pumpkins**, watered them and will harvest them as second graders for use in the math curriculum
 3. Second Graders harvested their pumpkins and participated in **the pumpkin exploration project**.
 4. Third graders maintain the **school compost pile** all year long. In the spring the students dissect the compost pile for learning purposes and then spread the compost on the McGregor gardens.
 5. Fourth grades with the help of a member of the Audubon Society **build five bird houses** and installed them on school grounds. They recorded data about nests, eggs, hatching and fledging birds. This data is reported to the Audubon Society and the Michigan Bluebird Association.
 6. Fifth graders **planted the native woodland plants and grasses** around the outdoor classroom and added woodchips to keep the area weed free.
- **Disability Awareness:** A hands-on workshop for fourth graders emphasized awareness of a disabled person's needs. The students learned that although impairments may be evident, abilities too are equally important.
 - Third grade students participated in the **Stoney Creek One Room School House** experience as part of their study of Rochester's history.
 - Third graders presented a **musical program** of nineteenth century songs to integrate with their Stoney Creek experience. In addition, all third and fourth grade classrooms implemented the "Mini-Society" program to teach Social Studies skills and concepts.
 - Kindergarten students learned **economic concepts** by establishing a lemonade stand. Kindergarten students voted to donate the proceeds from their lemonade stand to charity.
 - A **Variety Show** was held in March. Students were able to share their talents in a variety of areas to promote a sense of school community and enhance self esteem.
 - Many upper elementary classes became **buddies** for younger students and engaged in a variety of reading activities on a weekly basis.
 - Thirty two students from grades 3, 4 and 5 participated in a volunteer technology club known as "**Lights, Camera, Action**" (LCA). Projects included scanning pictures, editing digital video clips, creating digital camera shots, and adding music to video, thereby providing integration of technology within the curriculum and first-hand knowledge of adult roles in technology. The LCA students produced six videos for parents and fellow students.
 - McGregor staff members continue to hold a weekly study hall at a neighborhood clubhouse. Members of the Key Club from Rochester High School participate in providing support to the students with their homework and school projects. **Homework Help** was visited by nearly five hundred students during the school year.
 - Rochester Rocket Readers kickoff was held in May. This program is a collaboration between students at Stoney Creek High School, volunteers, the Rochester Estates and McGregor. Over one thousand books were collected for the purpose of getting books in the hands of preschoolers. There were 10 students who registered to continue to program in the fall.
 - **Poetry Café** -Second graders shared their poetry in their classroom turned coffeehouse at the end of the year. Parents were invited to listen as students shared in the reading of their poems and enjoyed coffee and refreshments as well.
 - **Science Fair** – Budding McGregor scientists sharpened their skills with the help of Oakland University professors at the annual science fair. Over 100 projects were prepared by 136 students and reviewed by the OU professors.
 - A community service club for forty three, fourth and fifth grade students called CSI- McGregor (**Community Service Involvement**) met before school. Many of the activities listed below were sponsored by this hard working group of students.
 1. Valentine Blanket Raffle – proceeds to purchase a bench at the front of the school
 2. Collected \$143.20 in change to support the beehive restoration project at Dinosaur Hill
 3. Donated \$131.57 to the Animal Rescue Shelter in Pontiac as well as pet food and supplies
 4. Recycled paper with proceeds going to our school fund
 5. Approximately 20 large containers of tabs were donated to the Ronald McDonald House to raise money for supplies for families staying at the house while their children are in the hospital

6. Crafts for Meals on Wheels program were made during meetings to be included in trays for our homebound seniors

**Rochester Community Schools
Executive Staff**

Superintendent - Dave Pruneau
Assistant Superintendent for Instruction -Geraldine K. Roberts Moore
Assistant Superintendent for Business - Bill Mull

**Rochester Community Schools
Board of Education
2010-11**

President – Barb Cenko
Vice President – Jennifer Berwick
Secretary – Gerald Moore
Treasurer – Lisa Nowak
Trustee – Chuck Coutteau
Trustee – Beth Talbert
Trustee – Marty Sibert