



# Washington Elementary School

# ANNUAL REPORT

"Children are the world's most valuable resource and its best hope for the future." -John F. Kennedy

# Coloma Community Schools

P.O. Box 550 Coloma, Michigan 49038

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The staff at Washington Elementary is pleased with the completion of a successful year. We appreciate the trust you place in us to teach and care for your children. We take the trust you place in us seriously. Each day our lessons are planned based on the State Standards. We treat our students with respect and take great efforts that each child feels they are an important member of our school community.

Our staff has taken advantage of many learning opportunities that will increase our teachers' ability to effectively instruct your children. Our first grade students receive instruction in Spanish. The initial year of language instruction is important. Research shows students learn languages easier when they are young. In addition to foreign language instruction, we also give our students art, physical education, music, and library. These teachers are all highly qualified and provide quality teaching. The availability of these additional learning opportunities allows all students the ability to have a well-rounded learning experience.

In addition to classroom supports, we also have a Social Worker available for students, parents and staff. She provides individual and group activities based on student need. Our Social Worker also coordinates our Academic and Behavioral Intervention Meetings. These meetings are for those students that may need additional supports to become the best students possible. These meetings also examine what the school may be able to do differently to meet all students' individual needs.

Our half-day Developmental Kindergarten classrooms provide the skills necessary for students to be promoted into one of our five full-day Kindergarten classrooms. We also have five first grade classrooms. All classrooms are supported by Title One staff. We utilize Title One instructors which includes teachers, as well as paraprofessionals, to create and deliver quality, research-based, and small group instruction. This instruction is meant to get all of our students at grade level in both reading and mathematics. Additional supports are provided by our special education teachers and paraprofessionals. This individualized instruction is based on student need as identified in Individual Education Plans.

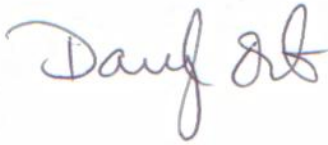
In addition to teaching core academics to your children, we have added a recycling program. The program is a practical way we can include our students in managing our resources. The recycling includes paper products as well as creating mulch from kitchen scraps. We have included a therapy dog to our staff. We are the second school in the state to have such a resource to use in our daily building activities. This is a great asset to our students and teachers as we have utilized Maverick in many classroom situations. We will continue to utilize Maverick in new ways as next year begins.

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We look forward to another year of teaching. We will continue to base our teacher training on best practices in education. At Washington Elementary we feel confident we are giving each child a quality educational experience.

I am proud to have the opportunity to work with the many incredible educators on our staff, to serve a great student body and to partner with parents and the Coloma community in providing an excellent learning experience for every student who attends our school

Sincerely,

A handwritten signature in blue ink that reads "Daryl Ost".

Daryl Ost, Principal  
Washington Elementary School



**"Children are the world's most valuable resource and its best hope for the future." -John F. Kennedy**

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Washington Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact David Ehlers, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://ccs.coloma.org/colwash/index.htm> or you may review a copy from the principal's office at your child's school.

For 2010-2011, Washington Elementary School 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.

State law requires that we also report additional information.

### **ASSIGNING PUPILS TO THE SCHOOL**

Preschool age children (3-5) with an IEP are eligible for our program and are services for 2.5 hours a day.

Washington is an early elementary building consisting of pre-K through first grade. Our school age students in Developmental Kindergarten and Kindergarten are assigned to our school through a Kindergarten round-up. Several stations are set up to screen our incoming students, which allow us to make a recommendation to parents on appropriate placement. We also have an on-site preschool program (Little Learners) that feeds into our building. Those students are screened by their preschool teachers and recommendations are made for Developmental or traditional Kindergarten. First grade students are assigned to classes to classes based on their Kindergarten teachers' recommendation.

Grade	Avg. Class Size
P.S. - Sp. Ed	4
Dev. Kind.	13
Kind.	25
1st	26

### **THE SCHOOL IMPROVEMENT PLAN**

A complete copy of the 3-5 year School Improvement Plan is located on Washington Elementary School's website at <http://ccs.coloma.org/colwash/index.htm>.

### **SPECIALIZED SCHOOLS**

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. Following is a brief description of the specialized schools that serve Coloma Community School District students.

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BLOSSOMLAND LEARNING CENTER  
BERRIEN REGIONAL EDUCATION SERVICE AGENCY  
BERRIEN SPRINGS, MICHIGAN

The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderately to severely mentally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Thirteen (13) Coloma Community School District resident(s) attended this program during the 2010-11 school year. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Berrien RESA diagnostic and educational staff.

LIGHTHOUSE EDUCATION CENTER  
BERRIEN REGIONAL EDUCATION SERVICE AGENCY  
ST. JOSEPH, MICHIGAN

The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severely emotionally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. These students exhibit a severity of emotional difficulties which prohibits them from regular attendance within the resident district. During the 2010-11 school year, seven (7) Coloma Community School District resident(s) attended this program, with the goal being eventual re-integration into the resident district's educational system.

HEARING IMPAIRED PROGRAM  
BERRIEN SPRINGS PUBLIC SCHOOLS  
BERRIEN SPRINGS, MICHIGAN

The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass, and Van Buren counties. During the 2010-11 school year, two (2) student(s) from Coloma Community School District attended the program, which includes children from pre-school age through 26 years. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educationally appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.

SOUTHSIDE PROGRAM  
NILES COMMUNITY SCHOOLS  
NILES, MI

Niles operates center based programs for low incidence special education students needing a full time placement.

The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict,  
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highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal being the students' successful readmission to their former school. Classroom programs serve students ages 10 through 25.

Students in the Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self concept and inadequate social skills. Once at Southside a few may pursue a Certificate of Completion, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25.

During the 2010-11 school year, zero (0) students from the Coloma Community School District attended this program.

## **Core Curriculum**

All students in Coloma Community Schools are unique individuals with differing needs, abilities, and aspirations. Student of all backgrounds, socioeconomic status, race, gender, and handicapping conditions are welcomed and educated in Coloma Community Schools.

All students of Coloma must develop the abilities, positive attitudes, and skills necessary to function effectively in a democratic society and in a competitive, ever-changing world. For this reason, our dedicated staff must provide a safe and orderly learning environment, which will promote mastery of essential skills (Adult Roles and core content curriculum standards) and the opportunity for extended learning in opportunities in career areas. Our district has determined the six goals for all buildings. They include the four core curriculum areas (Language Arts, Mathematics, Science, and Social Studies), Employability Skills (district Adult Roles), and Career Pathways. The building's school improvement team will determine, using data, which of the goals are to be focused on.

As each of our students is unique, so are our schools. District leadership allows and expects each building administrator to be a visionary, transformational leader who is knowledgeable about curriculum and state mandates, leads by example, uses staff evaluations and student assessments for the purpose of instructional and learning improvement, is highly visible in the school setting and community, and uses a variety of communication skills to inform and facilitate the staff, parents, community, and students. These skills are vital for the School Improvement Plan, specifically the implementing the strategies necessary to reach the goals, to be fully implemented.

The School Improvement Team is the group in which effectively changing and improving the learning of students is discussed. It is through this team that the collaborative empowered staff sustains improvement. The team includes the principal, a representative group of teaching and support staff from as many grades, subject areas, or departments as possible, and parents who represent the make-up of the school. Teams range in size depending on school size or management size.

The Coloma Community School staff members must believe and demonstrate that all students will learn and be successful in our schools. The staff members must set high standards and believe that student success with these standards is possible through their efforts. Through continuously setting, monitoring, and evaluating progress with goals, the staff will search out opportunities to improve learning and instruction.

## **Local and Norm Referenced Achievement Data**

At Washington Elementary School we administer a variety of assessments to help determine student needs and progress. Examples: Students are assessed in Grades K and 1 using the DIBELS assessment. Students in grades K and 1 are given the STAR reading test each marking period to test for knowledge of vocabulary, fluency and comprehension. All students, kindergarten and first grade, are administered required local assessments in all core area subjects.

## Dynamic Indicators of Basic Early Literacy Skills Summary Report - DIBELS Next

District: Coloma Community Schools  
 School: Washington Elementary  
 Grade: Kindergarten  
 Year: 2010-2011

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Measure	Beginning	Middle	End
<b>Composite</b>	Goal: 26	Goal: 122 <i>defined</i>	Goal: 119 <i>defined</i>
Students Tested	126	120	121
Mean (SD)	27.9 (20)	147.5 (48)	132.5 (34.5)
	48% at or above benchmark	73% at or above benchmark	67% at or above benchmark
	23% below benchmark	16% below benchmark	25% below benchmark
	29% well below benchmark	11% well below benchmark	8% well below benchmark

<b>FSF</b>	Goal: 10	Goal: 30	
Students Tested	126	120	
Mean (SD)	10.6 (10.6)	39.7 (12.3)	
	44% at or above benchmark	84% at or above benchmark	
	15% below benchmark	8% below benchmark	
	40% well below benchmark	8% well below benchmark	

<b>LNF</b>	Goal: Not defined	Goal: Not defined	Goal: Not defined
Students Tested	126	120	121
Mean (SD)	17.3 (12.2)	41.1 (13.2)	48.1 (12.5)

<b>PSF</b>		Goal: 20	Goal: 40
Students Tested		120	121
Mean (SD)		41.6 (20.3)	52.5 (15)
		79% at or above benchmark	83% at or above benchmark
		10% below benchmark	12% below benchmark
		11% well below benchmark	5% well below benchmark

<b>NWF-CLS</b>		Goal: 17	Goal: 28
Students Tested		120	121
Mean (SD)		25 (15.2)	31.9 (15.8)
		76% at or above benchmark	55% at or above benchmark
		13% below benchmark	37% below benchmark
		11% well below benchmark	7% well below benchmark

Year: 2010-2011

Measure	Beginning	Middle	End
<b>NWF-WWR</b>		Goal: Not defined	Goal: Not defined
Students Tested	215	120	121
Mean (SD)	1.1 (3.1)	1.1 (3.1)	3.7 (6.1)

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## Dynamic Indicators of Basic Early Literacy Skills Summary Report - DIBELS Next

District: Coloma Community Schools  
 School: Washington Elementary  
 Grade: First Grade  
 Year: 2010-2011

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Measure	Beginning	Middle	End
<b>Composite</b>	Goal: 113	Goal: 130	Goal: 155
Students Tested	134	124	127
Mean (SD)	122.1 (41.3)	159.8 (93.1)	171.8 (83.4)
	60% at or above benchmark	57% at or above benchmark	63% at or above benchmark
	16% below benchmark	12% below benchmark	13% below benchmark
	25% well below benchmark	31% well below benchmark	24% well below benchmark

<b>LNF</b>	Goal: Not defined	Goal: 78	Goal: 90
Students Tested	134	124	127
Mean (SD)	43.6 (14.3)	77.6 (17)	89.7 (12.3)
		57% at or above benchmark	70% at or above benchmark
		14% below benchmark	10% below benchmark
		29% well below benchmark	20% well below benchmark

<b>PSF</b>	Goal: 40	Goal: Not defined	Goal: 12
Students Tested	134	96	111
Mean (SD)	48.1 (16.4)	60.1 (11.7)	69.1 (14.3)
	78% at or above benchmark		64% at or above benchmark
	15% below benchmark		16% below benchmark
	7% well below benchmark		

<b>NWF-CLS</b>	Goal: 27	Goal: 43	Goal: 58
Students Tested	134	124	127
Mean (SD)	30.5 (21.6)	53.4 (27.9)	68 (30.6)
	46% at or above benchmark	56% at or above benchmark	53% at or above benchmark
	34% below benchmark	23% below benchmark	19% below benchmark
	20% well below benchmark	20% well below benchmark	28% well below benchmark

<b>NWF-WWR</b>	Goal: 1	Goal: 8	Goal: 13
Students Tested	134	124	127
Mean (SD)	3.9 (8)	13.4 (11.9)	18.4 (13.5)
	55% at or above benchmark	61% at or above benchmark	63% at or above benchmark
	45% below benchmark	19% below benchmark	17% below benchmark
		19% well below benchmark	20% well below benchmark

Measure	Beginning	Middle	End
<b>DORF-Words Correct</b>		Goal: 23	Goal: 47
Students Tested		124	127
Mean (SD)		36.2 (30.7)	57.8 (33.4)
		56% at or above benchmark	56% at or above benchmark
		15% below benchmark	20% below benchmark
		29% well below benchmark	24% well below benchmark
<b>DORF-Accuracy</b>		Goal: 78	Goal: 90
Students Tested		124	127
Mean (SD)		77.6 (17)	89.7 (12.3)
		57% at or above benchmark	70% at or above benchmark
		14% below benchmark	10% below benchmark
		29% well below benchmark	20% well below benchmark
<b>DORF-Retell</b>		Goal: Not defined	Goal: 15
Students Tested		96	111
Mean (SD)		10.1 (11.7)	19.3 (14.3)
			64% at or above benchmark
			36% below benchmark
<b>DORF-Retell Quality</b>		Goal: Not defined	Goal: Not defined
Students Tested		50	93
Mean (SD)		1.7 (0.8)	2 (0.9)

## **Parent Teacher Conferences**

Spring conferences are by invitation based on student needs or by parent request.

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2008-09	276	57	92.3	90.4
2009-10	263	49	90.6	91.7
2010-2011	218	64	85	76.5

## **Parent Involvement Policy**

Coloma Community School Board Policy: "The board encourages parental involvement in the schools through programs and activities designed to increase parent-school communications and to involve parents in the development and implementation of educational policies and school programs. Schools should schedule meetings, programs and events so that workign parents can attend." Approved December 13, 1993

Parents are encouraged to volunteer and become involved in all aspects of the educational program at Washington School. Some of the opportunities for volunteering include the Walking Club, classroom projects, reading with students, room parents and chaperoning field trips. We also are fortunate to have an active PTO organization that supports the efforts of teachers and staff.

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# School-Level Student Assessment Data – State Generated

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	98.3%	94%
All Students	District	Mathematics	97.9%	94.2%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	96%	84.9%
Black or African American	District	Mathematics	96%	84.9%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	98.3%	87.2%
Hispanic or Latino	District	Mathematics	91.7%	89.7%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	95.2%	86.1%
Two or More Races	District	Mathematics	97.6%	88.9%
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	98.7%	95.5%
White	District	Mathematics	98.6%	95.5%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	98.1%	92.1%
Economically Disadvantaged	District	Mathematics	97.7%	93.9%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	95.5%	71.1%
Students with Disabilities	District	Mathematics	96.4%	77.8%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/ME/M-Access.

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AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	85.03%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Black or African American	District	90.63%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	85.83%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	83.61%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	87.5%

\* All data based on students enrolled for a full academic year.

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.8%
All Students	School	96.3%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	93.2%
American Indian or Alaska Native	School	100%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	94.9%
Asian, Native Hawaiian, or Pacific Islander	School	92%
Black or African American	State	91.9%
Black or African American	District	92.9%
Black or African American	School	93.7%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.6%
Hispanic or Latino	School	99%
Two or More Races	State	94.7%
Two or More Races	District	86.9%
White	State	95.6%
White	District	95%
White	School	96.4%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.1%
Economically Disadvantaged	School	96%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.4%
Students with Disabilities	School	96.4%

\* All data based on students enrolled for a full academic year.

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	15	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelor's Degrees or Masters Degrees) or the percentage of fully certified teachers

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	<b>Certification Percent</b>
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Teacher Quality Data

	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Thank you to the board of education, the staff, students and community for the continued support as we work diligently to improve our educational practices and our student outcomes. We have experienced great success and look forward to continuing the long history of academic excellence.