



Parchment School District
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January 24, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Parchment Central Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Julia Kaemming at (269) 488-1000 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/39ycVmw> or you may review a copy in the main office at any of Parchment's schools.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

One of the key challenges in regards to the data from the "combined report" is meeting the challenges of all the students at both ends of the academic spectrum. We continue to implement many systems to ensure that we are meeting all students' needs both academically and emotionally.

- MTSS in both reading and math
- WIN - What I Need time. This time is dedicated to differentiated instructions in the area of reading.
- SST - Student Support Team. These meetings are a multidisciplinary team, with the purpose of supporting specific students.
- SEL - Life Skills class and morning meetings
- School Wide Positive Behavior Supports
- Grade Level Meeting- to monitor students progress throughout the year

State law requires that we also report on the following additional information:

School Assignment

Students are assigned to Central Elementary based on their home address. Several of our students are 105 students, or school of choice, these students are assigned to Central Elementary depending upon availability of class size.

Continuous Improvement and Curriculum Overview

The District School Improvement Plan includes goals in Reading, Writing, Math, Science and Social Studies, and guides our curriculum review, implementation and evaluation processes. Professional Development activities were held to enhance instruction in each of these areas, with particular emphasis on training staff in the Elements of Effective Instruction as identified and researched by Dr. Robert Marzano. Through professional learning communities (PLCs), staff have identified targeted elements for focused support, and have designed supporting resources for the implementation of these elements. Staff members met often by grade level and by department (PLC) to review and update these resources, analyze the effectiveness of their implementation, and make instructional adjustments as necessary.

The Parchment School District has utilized the Understanding by Design model to realign our district curriculum with the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS) and the Michigan Science Standards (MSS). Teacher leaders and curriculum leadership teams meet throughout the year to review student achievement data, trends, and concerns. As a part of this process, the teams: determine resources needed; continue to work on common assessments that align to the CCSS for all of the content areas; align units and lessons; review current research and best practices for curriculum and instruction; evaluate the alignment between curriculum and instruction. This process is aligned with our school improvement process.

Local and Norm Referenced Achievement Data

During the 2016-17 school-year, the District contracted with Discovery Education to provide a nationally normed assessment aligned to the Common Core State Standards (CCSS). This test was administered in the fall and in the spring to grades 3 – 8. This assessment provides a means for the district to measure student growth during a school year. An additional assessment was administered mid-year so that teachers could better target instruction to students' learning needs. This test was discontinued by the company, June 2017.

Beginning with the 2017-18 School year, the district changed to NWEA's Measure of Academic Progress (MAP) Assessment. This nationally normed assessment also provides a means for the district to measure student growth during a school year. Percentiles are based on the 2015 Norm study done by NWEA.

Discovery Assessment Results for Reading – Spr 2017

Gr	Test Date	District		Central	
		Scale Score	Actual Growth	Scale Score	Actual Growth
3	Spr 2017	1487	+63	1530	+88
4	Spr 2017	1564	+67	1578	+61
5	Spr 2017	1597	+54	1589	+52

NWEA Assessment Results for Reading – Spr 2018

Grade 3 was not tested during the 2017-18 school year.

Discovery Assessment Results for Math – Spr 2017

Gr	Test Date	District		Central		North		Northwood		Middle School	
		Scale Score	Actual Growth	Scale Score	Actual Growth	Scale Score	Actual Growth	Scale Score	Actual Growth	Scale Score	Actual Growth
3	Spr 2017	1464	+90	1512	+104	1424	+77	1435	+70		
4	Spr 2017	1534	+83	1556	+97	1494	+55	1568	+112		
5	Spr 2017	1569	+77	1551	+58	1555	+64	1633	+136		
6	Spr 2017	1634	+97							1634	+97
7	Spr 2017	1633	+20							1633	+20
8	Spr 2017	1664	+61							1664	+61

NWEA Assessment Results for Math – Spr 2018

Grade 3 was not tested during the 2017-18 school year.

***19/20 Data- not available due to COVID closure**

Parent Teacher Conference Attendance (Students Represented)

Fall, 2018	Spring, 2019	Fall, 2019	Spring, 2020
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278	268	294	N/A
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We want to thank the parents, families and community for their continued support. We also want to thank the relentless efforts of our staff and applaud their dedication to the students and families of Central Elementary.

Sincerely,

Julia Kaemming

Julia Kaemming, Principal
Central Elementary