



OLIVET COMMUNITY SCHOOLS

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August 20, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Fern Persons 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 Sarah Scott, FPE Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.olivetschools.org or you may review a copy from the principal's office at your child's school.

For 2009-2010, Fern Persons 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:

Olivet Community Schools has a district school improvement plan that was written by teachers, curriculum leaders and administration. Fern Persons Elementary School Improvement Plan was then composed by a collaborative group of staff members. We have four academic goals (ELA, MATH, SCIENCE, and SOCIAL STUDIES). Throughout the next 3-5 years staff at Fern Persons Elementary will be working collaboratively to implement common assessments, review data monthly and provide instruction and support for students based upon the data reviewed.

Fern Persons Elementary has a rigorous curriculum that is designed to meet the needs of our individual learners. The curriculum is aligned with the State of Michigan Grade Level Content Expectations. Students at FPE participate in Reading and Writing Workshops, learn with the Everyday Math Curriculum and utilize lessons from the Battle Creek Math and Science Center Kits. Parents and community members can access copies of our curriculum and the GLCEs by contacting the Fern Persons Elementary School Office.

Using data to inform our instruction is best practice. Students at Fern Persons Elementary School take the following assessments throughout the year:

- K-3 MLPP and Fountas and Pinnell Literacy
- 3rd Grade: NWEA (Fall & Spring)

Fern Persons Elementary hosts (formal) Parent Teacher Conferences twice a year. At our fall conferences teachers meet with families and students for goal setting. We are pleased that 98% of our families attend fall conferences. In the Spring, teachers are asked to meet with families and students that are at risk or exhibiting behavioral or academic concerns or parents that request a conference. However, many teachers at FPE host conferences for all students. Our average attendance at Spring conferences is 91%.

In closing, it is exciting to be a student and/or member of the school community at FPE! We have a safe and positive climate focused on the school community; We provide ongoing assessments to challenge all students to meet their potential; we can assure achievement through specific learning goals; and we support an award winning Character Education program that teaches respect for self and others. Fern Persons Elementary...FPE is the place to be!

Sincerely,

Sarah Scott
FPE Principal

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	81.3%	81.3%	47.7%	33.6%	16.8%	1.9%
White	2009-10	100%	92.7%	92.2%	92.2%	37.9%	54.4%	6.8%	1%
Students with Disabilities	2008-09	<10	63.4%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	71%	72.7%	72.7%	9.1%	63.6%	18.2%	9.1%
Economically Disadvantaged	2008-09	100%	79.1%	82.4%	82.4%	44.1%	38.2%	14.7%	2.9%
Economically Disadvantaged	2009-10	100%	84.5%	89.6%	89.6%	33.3%	56.3%	8.3%	2.1%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hispanic or Latino	2008-09	<10	86.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	96.3%	96.3%	62.6%	33.6%	3.7%	0%
White	2009-10	100%	96.9%	99%	99%	51.9%	47.1%	1%	0%
Students with Disabilities	2008-09	<10	79.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	87.8%	90.9%	90.9%	27.3%	63.6%	9.1%	0%
Economically Disadvantaged	2008-09	100%	85.7%	97.1%	97.1%	55.9%	41.2%	2.9%	0%
Economically Disadvantaged	2009-10	100%	91.9%	95.9%	95.9%	49%	46.9%	4.1%	0%

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
Grade: 03								
All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	31.2%	<10	<10	<10	<10	<10
White	2009-10	<10	31.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.2%	<10	<10	<10	<10	<10
White	2009-10	<10	63.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10

2009-10 School-Level Accountability (AYP) Detail Reporting for Calhoun ISD, Olivet Community Schools, Fern Persons Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.7%	96.3%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	99.1%	97.2%
Mathematics	100%	99.5%
Black or African American		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.7%	96.4%
Mathematics	100%	96.1%
School		
English Language Arts / Reading	99.1%	97%
Mathematics	100%	99.5%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	98.7%	78.1%
Mathematics	98.7%	75.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.5%	94.5%
Mathematics	102.8%	94.2%
School		
English Language Arts / Reading	104.2%	95.2%
Mathematics	106.3%	98.8%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	92.31%
Black or African American	
State	
	56.59%
American Indian or Alaska Native	

Graduation Rate (High Schools only)
(Goal 80%)

State

65%

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

Hispanic or Latino

State

59.94%

District

<10

White

Graduation Rate (High Schools only)
(Goal 80%)

State

81.85%

District

92%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

Graduation Rate (High Schools only)
(Goal 80%)

District

81.82%

Economically Disadvantaged

State

59.8%

District

90%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

97.9%

School

Attendance Rate (Goal 90%)	
	97.2%
Black or African American	
State	
	91%
District	
	98.9%
School	
	97.2%
American Indian or Alaska Native	
State	
	93.7%
District	
	99.1%
Asian, Native Hawaiian, or Pacific Islander	

**Attendance Rate
(Goal 90%)**

State

96.5%

District

99.5%

School

99.8%

Hispanic or Latino

State

94.1%

District

98.2%

School

98.1%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

97.9%

School

97.2%

Multiracial

State

94.8%

Limited English Proficient

State

94.6%

Students with Disabilities

Attendance Rate (Goal 90%)	
State	
	93.5%
District	
	97.1%
School	
	96.3%
Economically Disadvantaged	
State	
	94.8%
District	
	97.6%
School	
	97.3%

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Calhoun ISD, Olivet Community Schools, Fern Persons Elementary School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Calhoun ISD, Olivet Community Schools, Fern Persons Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	22	7	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 Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

† Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505