

Yale Public Schools

HOME OF THE



BULLDOGS

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Yale Public Schools Annual Education Report (AER) Cover Letter

March 6, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Yale Public School District and our schools. The AER addresses the complex reporting information required by Federal and some requirements of State laws. Our staff is available to help you understand this information. Please contact Kenneth Nicholl (Superintendent) or Joseph Haynes (Assistant Superintendent) for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.ypsd.us/documents/AER/YPS-AER20162017.pdf> or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

The report contains the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no status label is given.

School Name	Status Label	Key initiative to accelerate achievement
Yale Senior High	No Label	<ul style="list-style-type: none"> -Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. -Differentiation of instruction and student engagement strategies to better meet students’ individual academic needs -Develop and utilize common Formative and Summative Assessments -Credit Recovery/After school Remediation -Weebly web presence to improve parent communication -Teachers will provide all students with access to technology in order to enhance learning.
Yale Junior High	No Label	<ul style="list-style-type: none"> -Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Title I Intervention -Progress Monitor with nationally normed assessment -Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. -Differentiation of instruction and student engagement strategies to better meet students’ individual academic needs -Develop and utilize common Formative and Summative Assessments -Title I Intervention and Support -After school remediation -Weebly presence to improve parent communication -Teachers will provide all students with access to technology in order to enhance learning.

Yale Elementary	REWARD SCHOOL	<ul style="list-style-type: none"> -Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Title I Intervention -Progress Monitor with nationally normed assessment -Teachers will use the MAISA curriculum with fidelity for teaching Common Core State Standards. -Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing. -Teachers will explicitly teach strategies for planning, revising and editing narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study. -Teachers will meet students' need by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title 1 as needed. -Teachers will plan for a minimum of 45-60 minute writing block per day. 15-30 minutes will be allotted for students' purposeful, intentional writing. -Teachers will use QAR, vocabulary strategies, graphic organizers, metacognition and teach structure of informational text. -Teachers will provide all students with access to technology in order to enhance learning. -Teachers will utilize student engagement strategies to better meet the individual student needs.
John Farrell Emmett	No Label	<ul style="list-style-type: none"> -Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Progress Monitor with nationally normed assessment -Teachers will use the Writewell curriculum with fidelity for teaching Common Core State Standards. -Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing. -Teachers will explicitly teach strategies for planning, revising and editing narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study. -Teachers will meet students' need by providing remediation, extra practice, enrichment activities, and extra time. -Teachers will plan for a minimum of 45-60 minute writing block per day. 15-30 minutes will be allotted for students' purposeful, intentional writing. -Teachers will use QAR, vocabulary strategies, graphic organizers, metacognition and teach structure of informational text. -Teachers will provide all students with access to technology in order to enhance learning. -Teachers will utilize student engagement strategies to better meet the individual student needs.
Avoca Elementary	REWARD SCHOOL	<ul style="list-style-type: none"> -Continued alignment of our curriculum, instructional pedagogy, and assessments to Common Core -Title I Intervention -Progress Monitor with nationally normed assessment -Teachers will use the MAISA curriculum with fidelity for teaching Common Core State Standards. -Lessons will be structured in the Writer's Workshop model with mini-lessons in order to improve student writing.

		<p>-Teachers will explicitly teach strategies for planning, revising and editing narrative and expository writing. Strategies could include: graphic organizers, teacher modeling, collaborative writing, peer editing, genre element instruction, and author study.</p> <p>-Teachers will meet students' need by providing remediation, extra practice, enrichment activities, and extra time. Small group instruction can be provided by Title 1 as needed.</p> <p>-Teachers will plan for a minimum of 45-60 minute writing block per day. 15-30 minutes will be allotted for students' purposeful, intentional writing.</p> <p>-Teachers will use QAR, vocabulary strategies, graphic organizers, metacognition and teach structure of informational text.</p> <p>-Teachers will provide all students with access to technology in order to enhance learning.</p> <p>-Teachers will utilize student engagement strategies to better meet the individual student needs.</p>
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The 2015-16 school year continued to bring challenges to Michigan's Public Schools. Economic concerns, small state increases to funding, in combination with a declining enrollment placed financial stress and challenge to our district. However, our staff, students and community were able to rise above these challenges as proven by having two REWARD Schools. We are very proud of these accomplishments, as well as the many other
#greatthingshappeningatYPSD.

With the passage of a Sinking Fund, Technology/Bus Bond, in addition to an Energy Performance Bond, our District continues to improve the facilities, environment and opportunities that it provides for our students. In the current economy, the passing of these initiatives has demonstrated a vote of confidence from our communities.

We are appreciative of our district parents for their integral involvement in the educational process:

- Participation in monthly parent meetings
- Attending parent-teacher conferences
- Belonging to Parent Teacher Organizations
- Volunteering for Assisting in the classroom, as well as chaperones and other opportunities
- Staying connected and updated to school-wide activities with online applications

We are very proud of our long history of commitment to academic excellence. We are truly blessed with an outstanding staff who have passion for our mission, as well as a very supportive community that places value on education. Our community, businesses, parents and staff should be proud of being an integral part of the Bulldog Nation.

Sincerely,

Kenneth J. Nicholl
Superintendent
Yale Public Schools