

JOHN LEMMER ELEMENTARY

“Learning together at Lemmer!”



ANNUAL EDUCATIONAL REPORT 2007 - 2008

MISSION STATEMENT: Lemmer Elementary School will provide a flexible, coordinated curriculum delivered by a caring staff in a supportive environment that will enhance the student's quality of life. Students will be motivated to excel to their maximum potential. They will develop a healthy, happy, courteous attitude toward each other and will become visionary, productive, innovative citizens.

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SCHOOL OVERVIEW:

During the 2007-2008 school year, Lemmer Elementary School had a student population of approximately 435. The grade configuration is kindergarten through fifth grade.

The staff is comprised of sixteen K-5 grade classroom teachers, 2 special education teachers, Title I teacher, speech teacher, 6 special education aides, 6 Title I/31a teacher assistants, 7 itinerant teachers, 5 noon hour supervisors, 2 bus line supervisors, 2 custodians, 2 crossing guards, 1 cook, 5 foster grandparents, 1 secretary and a principal. Our itinerant teachers are shared with other schools within our school system and teach the non-core subjects of art, music, orchestra, technology and physical education. Other itinerant staff members available to Lemmer students include a school nurse, social worker, school psychologist, and special education teacher consultant.

Children are assigned to the John Lemmer School based on their area of residence, overflow from other schools, educational need and schools of choice. If a student needs special Educational services not offered at Lemmer, or if the classroom enrollment is over the district's limit, students may be transferred to another school within the district.

Lemmer's K-5 classrooms are self-contained, with each teacher providing comprehensive instruction in language arts, mathematics, social studies, science, and health.

STATUS OF 3 TO 5 YEAR SCHOOL IMPROVEMENT PLAN:

During the 2004-2005 school year, the school improvement team met to plan the transition from a Title I Targeted Assisted program to a Title I Schoolwide program. With the assistance of Milt Collins (MDE approved consultant), this team rewrote the 3-5 year school improvement plan. As part of this plan, four new academic goals were developed which include scientific researched based strategies and professional development. The goals are as follows:

1. All students will demonstrate proficiency in grade level number sense expectations as defined by the EAPS math curriculum.
2. All Students will be proficient at using details to construct and support meaning of information.
3. All students will be proficient in interpreting and reflecting upon scientific knowledge.
4. All students will demonstrate an understanding of the principles of American Constitutional Democracy, and will relate those principles to the roles of citizens through the development of a civic portfolio.

REPORT ON STUDENT ACHIEVEMENT:

Student achievement at Lemmer Elementary is evident in student performance on textbook tests, teacher prepared tests, standardized tests, math competition, spelling bees, etc. Other areas that are important in showing student achievement include the many activities our students are involved in such as: school music programs, school plays, band, orchestra, technology club, and various sports.

Students are tested in the fall with the Michigan Educational Assessment Program [MEAP]. The MEAP is given in 3rd thru 5th grades for various subjects. The ultimate goal is to have every

student perform at level 1 or 2. Students who score at level 1 or 2 are considered proficient. Currently, Lemmer has met Annual Yearly Progress (AYP) as determined by the Michigan Department of Education under NCLB. The numbers contained in the charts below are percentages of that given demographic. For example in the area of math, 8% of the females Lemmer 4th grade students scored at Level 1.

3rd Grade MEAP Results 07-08					
	Exceeded	Met	At Basic	Apprentice	Proficient
Math	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	51	42	7	0	93
Male	58	36	6	0	94
Female	45	47	8	0	92
Non ED	69	31	0	0	100
ED	36	51	13	0	87
	Exceeded	Met	At Basic	Apprentice	Proficient
Reading	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	43	43	9	4	86
Male	50	42	8	0	92
Female	37	45	11	8	82
Non ED	57	40	3	0	97
ED	31	46	15	8	77
	Exceeded	Met	At Basic	Apprentice	Proficient
Writing	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	0	57	28	15	57
Male	0	61	28	11	61
Female	0	53	29	18	53
Non ED	0	71	23	6	71
ED	0	44	33	22	44
	Exceeded	Met	At Basic	Apprentice	Proficient
Total ELA	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	23	59	11	7	82
Male	19	72	6	3	92
Female	26	47	16	11	74
Non ED	31	66	0	3	97
ED	15	54	21	10	69

4th Grade MEAP Results 07-08					
	Exceeded	Met	At Basic	Apprentice	Proficient
Math	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	42	49	8	0	92
Male	31	59	9	0	91
Female	56	37	7	0	93
Non ED	52	41	7	0	93
ED	33	57	10	0	90
	Exceeded	Met	At Basic	Apprentice	Proficient
Reading	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	44	47	3	5	92

Male	34	53	6	6	88
Female	56	41	0	4	96
Non ED	41	52	3	3	93
ED	47	43	3	7	90
	Exceeded	Met	At Basic	Apprentice	Proficient
Writing	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	2	58	39	2	59
Male	0	47	50	3	47
Female	4	74	26	0	74
Non ED	3	55	38	3	59
ED	0	60	40	0	60
	Exceeded	Met	At Basic	Apprentice	Proficient
Total ELA	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	25	64	5	5	90
Male	13	72	9	6	84
Female	41	56	0	4	96
Non ED	28	66	3	3	93
ED	23	63	7	7	87

5th Grade MEAP Results 05-06					
	Exceeded	Met	At Basic	Apprentice	Proficient
Math	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	38	53	9	0	91
Male	38	54	8	0	92
Female	38	52	10	0	90
Non ED	63	38	0	0	100
ED	24	62	14	0	86
	Exceeded	Met	At Basic	Apprentice	Proficient
Reading	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	51	49	0	0	100
Male	54	46	0	0	100
Female	48	52	0	0	100
Non ED	56	44	0	0	100
ED	48	52	0	0	100
	Exceeded	Met	At Basic	Apprentice	Proficient
Writing	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	0	73	27	0	73
Male	0	67	33	0	67
Female	0	81	19	0	81
Non ED	0	88	13	0	88
ED	0	66	34	0	66
	Exceeded	Met	At Basic	Apprentice	Proficient
Total ELA	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	27	69	4	0	96
Male	25	67	8	0	92
Female	29	71	0	0	100
Non ED	50	50	0	0	100
ED	14	79	7	0	93
	Exceeded	Met	At Basic	Apprentice	Proficient
Science	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
All Students	49	47	4	0	96

Male	46	50	4	0	96
Female	52	43	5	0	95
Non ED	63	38	0	0	100
ED	41	52	7	0	93

PARENT PARTICIPATION:

A strong relationship between home and school is an important factor in student success at school. Parents are active in a variety of volunteer activities. These include reading buddies, computer moms/dads, library volunteers, bake sale, room parents, field trip chaperones, writing for the newsletter and other activities as needed. PTO meetings are held on the 2nd Wednesday of every month at 6:30 in the school gym.

Parent-teacher conferences were held in November to give teachers and parent the opportunity to meet to discuss each student's progress and strengthen cooperation between home and school. At these conferences, 93% of the students had a parent or guardian present. In addition to the November conferences for K-5, kindergarten parents had two additional conferences and 1st & 2nd grade parents had one additional conference.

CORE CURRICULUM:

Curriculum has been developed in the areas of language arts, math, science, social studies, physical education, technology, and fine arts. The core curriculum is on file in the school office, as well as the superintendent's office and intermediate school district.

TITLE I/SECTION 31A:

Lemmer Elementary School is currently a Schoolwide Title I School. As a Title I school, we receive federal funds to help struggling students meet the challenging academic curriculum set by the Board of Education. Title I students are identified by using a variety of assessments that indicate a deficiency in a student's knowledge of the curriculum. These identified students are then provided support through one on one tutoring, small group instruction, computer guided instruction, EIR (Early Intervention in Reading), Lexia software, after school tutoring, and summer school. The staff members who assist students in these areas are funded by either Title I or 31a (state at-risk funding) and are highly qualified per NCLB.

The Title I program identifies struggling students and provides them with a prescriptive intervention program. When the classroom teacher determines a student is struggling academically, they will complete an "Academic Intervention Form". This form is then given to the Title I teacher who schedules a meeting which includes the regular classroom teacher, principal, special education teacher, classroom assistant, Title I teacher and other staff members as appropriate. Prior to the meeting, the Title I teacher will complete several assessments to determine what areas the student is having difficulty. The Academic Intervention Team will decide what types of interventions will be prescribed and a timeframe for the initial interventions. At the end of the pre-determined time, the AIT will reconvene to determine if the interventions are working. The AIT may dismiss the student from support services, continue with interventions, modify the interventions or refer the student for special education testing.

Since the implementation of the Academic Intervention Team, several students who would have been tested for special education and possibly found eligible, have made significant progress and are performing at grade level.