



**PlainwellCommunitySchools**  
Today's Learners Tomorrow's Leaders

# Annual Report 2008–2009



# No Child Left Behind

## Assessment Data and Adequate Yearly Progress

The Federal *No Child Left Behind Act* requires all schools to make adequate yearly progress in English language arts and mathematics on state tests. This requirement applies to students as a whole and for a variety of subgroups, provided these groups total 30 or more students. To demonstrate adequate yearly progress, schools must have state test scores higher than the “Annual State Objective”, assess at least 95% of its students, and have an adequate attendance and graduation rate.

## Highly Qualified Teacher Status

Schools are required to assure that all teachers are “highly qualified” in the subjects they teach as defined by the federal *No Child Left Behind Act*. Secondary special education teachers must demonstrate “highly qualified” status by June, 2009. As of June 2009, all Plainwell teachers are “highly qualified.”

School	MI School Report Card Grade	MET Achievement Target	Attendance/ Graduation Rate	Economically Disadvantaged Subgroup	Special Education Subgroup	Made Adequate Yearly Progress	95% Tested
Cooper Elementary	A	YES	YES	YES	YES	YES	YES
Gilkey Elementary	A	YES	YES	YES	YES	YES	YES
Starr Elementary	A	YES	YES	YES	YES	YES	YES
Middle School	A	YES	YES	YES	YES	YES	YES
High School	B	YES	YES	YES	YES	YES	YES

# District Academic Focus



*All Children at grade level in reading, writing and mathematics.*

## Accomplished through:

<ul style="list-style-type: none"> <li>◆ <b>A common, guaranteed, and viable curriculum</b> Teachers work in grade level and department teams to analyze Michigan curriculum documents and develop a curriculum containing the knowledge and skills students need to learn in each grade and subject</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Data management and reporting system</b> Teachers and administrators use databases that handle the assessment data needed to make instructional decisions—from the Pinnacle on-line grade book, to the DIBELS and NWEA databases at elementary, to the District Data Analyzer program to handle all district data.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Common district assessments</b> In grade level and department teams, teachers use and develop assessments of the important learnings in each subject—from MEAP to teacher-created assessments.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Teacher collaboration and results-based school improvement</b> Teachers of common courses and grade levels meet regularly to analyze their students' achievements, plan improvement initiatives, and share techniques and strategies that work to improve student success.</li> </ul>

# District Overview

Plainwell Community Schools is a suburban/rural district located in southwest Michigan just north of Kalamazoo. Its main school complex, which includes the district's Class B high school, middle school, one of three elementary schools and a new Board of Education/Administration Building, is located in the City of Plainwell, twelve miles north of Kalamazoo and thirty-five miles south of Grand Rapids.

Also located within Plainwell's city limits is another elementary school on 90 acres bordering the Kalamazoo River. A large portion of this acreage has been developed as an outdoor environmental laboratory for student learning. The third elementary school has a Kalamazoo address and is located in Cooper Township in the southern tip of the district.

In addition to its five school buildings, the district provides an Early Education Center and maintains Hicks Gymnasium for community use. Community Education offices and the Renaissance Adult and Alternative High School are located in Plainwell's Industrial Park which is rented by the school district. Plainwell's transportation garage houses a fleet of 21 school buses.

All of Plainwell's schools have been remodeled and expanded over recent years. These major capital improvements have been funded by two school bond issues approved by voters and totaling over \$45 million dollars. Student enrollment is approximately 2,900 and employees total about 362.

Plainwell is a typical small town of 2.1 square miles and 4,500 population. The Plainwell Community School District however, encompasses 75 square miles that includes portions of Allegan, Kalamazoo and Barry Counties.

The district's population includes long-time residents employed in local business, industry, recreation and farming. Some residents are employed in nearby urban areas. Professionals who value quality education, yet seek a small town or country atmosphere in which to raise their children, are vocal about moving to the area for these reasons. According to recent data, the largest employers within the district are Smithfield Meat-Packing with approximately 1,000 employees and Borgess-Pipp Health Center with 200 employees. Plainwell's Industrial Park houses about 38 smaller businesses.

The district's proximity to Kalamazoo and Grand Rapids provides many of the educational, cultural, and recreational advantages of metropolitan centers. Western Michigan University, Kalamazoo College, Kalamazoo Valley Community College, and Davenport University are all within easy driving access.

# Core Curriculum

Plainwell Community Schools provides all students with a core curriculum developed from the *Michigan Grade Level Content Expectations* and the *Michigan High School Course Expectations*. This curriculum defines what students should know and be able to do in the disciplines of mathematics, science, social studies, and English language arts. Also, a solid curriculum is provided for all students in other critical areas such as music, the arts, physical education, health, technology, character education, and career and employability skills.

At Plainwell High School, students in the Class of 2009 and 2010 must earn 26.5 units of credit for graduation including 11 credits of English, math, science, and social studies with a minimum of 3 credits of social studies, 3 credits of English and 2 credits in each of the other academic areas: 1 credit of physical education, health or consumer home economics: 1 credit in fine arts, practical arts or vocational education: and ½ credit of computer education. Classes are 70 minutes long in a trimester schedule. Students in the Class of 2011 and beyond must meet the Michigan Merit Curriculum of 4 credits of English, 4 credits of math, 3 credits of science, 3 credits of social studies, 1 credit of health/physical education, and 1 credit of visual and performing arts.

<b>2008-2009</b>
<b>Board of Education</b>
Phil Robertson, President Jennifer Loftus, Vice President John Nyberg, Secretary Karen Gustafson, Treasurer Dave Meert, Trustee Kim Shafer, Trustee Jim Sterner, Trustee
<b>Board Mission Statement</b>
The mission of the Plainwell Board of Education, acting in the public trust, is to cultivate a responsive educational system which will develop citizens who are capable of contributing to society and realizing lifelong personal growth.
<b>Budget</b>
Operating Budget \$22,907,928
Operating Expenditure Per Pupil \$7,316
School Millage Rates: Operating: 6 mills homestead 17.8885 mills non-homestead
Debt: 7 mills homestead 7 mills non-homestead

At Plainwell Middle School students receive a core curriculum of English language arts, mathematics, science, and social studies. They also are offered experiences in physical education, health, art, industrial arts, life skills, foreign language, computers, vocal music, instrumental music, and career exploration.

Plainwell's elementary students receive a core curriculum of reading, writing, mathematics, social studies, science, spelling, handwriting, and health. They also enjoy instruction in art, music, physical education, growth and development, career exploration and computer technology.

## District Staff Development

Intensive training and coaching is provided for all new teachers in their first three years in the Plainwell School District. Topics include classroom management, effective instructional practices, differentiating instruction for gifted and special education students, and content-based workshops.

Teachers worked, learned, and collaborated by subject area and grade level to determine a common guaranteed and viable curriculum for all students; how to assess students' progress; and how to use assessment information to plan improvements to our curriculum and instruction. Major initiatives in 2008-2009 involved implementing a new math program for elementary children and enhancing writing instruction at the high school.

## Gifted/Talented Program

The District's *Visions Program for Academic Enrichment* provides a variety of opportunities to meet the needs of high-ability students in grades K-12. Enrichment classes for 3rd-5th grade students are held for 20 weeks at each grade level. Leaders for these groups include staff members, as well as community volunteers. Classes include science curriculum extensions, a simulation involving research and problem-solving skills, creative problem-solving skills, and creative writing with dramatic presentations.

Academic/enrichment activities at the middle school cover a wide variety of curriculum topics including academic/enrichment presentations, guest speakers, curriculum-related competitions, field trips, and participation in *Midwest Academic Talent Search*. High school activities include support for National Honor Society, AP scholarships, and student participation in accelerated classes through *ATYP (Academically Talented Youth Program)*.

Plainwell Schools continues to provide training for all teachers in differentiating curriculum to meet the needs of high-ability students in the classroom. The district administration and Board of Education has committed district resources to continue support for enrichment opportunities for the *Visions Program* in the 2008-09 school year.

## S.A.F.E. - School Age Fun and Enrichment

The *School Age Fun and Enrichment (SAFE) Program* is a self-funded, licensed, school-age childcare program for children K-5 that began in 1986. *SAFE* is provided before and after school at all three elementary buildings. *Kinder-SAFE*, located in the Early Childhood Education Center next to Hicks gym, is designed for kindergartners during the half of the school day that they don't have class. *SAFE Summer Fun Camp* offers approximately 12 weeks of planned recreational and enrichment activities for children in 1st through 5th grade.

## Early Education Services

Plainwell Community Schools works in partnership with the *Early Education Services Department* of the Allegan Area Educational Service Agency to provide high quality services to all families with preschoolers. All EES programs, including playgroups, are available to Plainwell families and are offered to all families in Allegan County. Last year, 49 playgroups were offered county-wide including several held at Starr Elementary School in Plainwell.

**Parents as Teachers (PAT)**--Highly trained parent educators conduct regularly scheduled home visits with parents whose children are under the age of three. Using the Parents as Teachers curriculum, parent educators support and guide parents so that they are more likely to provide their child with a safe, nurturing, enriching environment that will lead to school readiness. Frequency of visits is based upon the needs of the family. Currently 613 children and their parents are receiving PAT services county-wide, of which 85 are in the Plainwell School District.

**Allegan County Even Start (ACES)** – *Even Start* is a family literacy program. *ACES* serves low literacy families which have at least one child under the age of eight. Most client families attend one of three *ACES* centers, although occasionally a family is served in the home. Daycare, preschool, and adult education are all provided at the center. Currently 67 families are enrolled in the *ACES* program, with five of them being residents of the Plainwell School District.

**Michigan School Readiness Program (MSRP)**--This is a state funded preschool program for four-year olds. Children attend classes, each staffed with a certified teacher and assistant, four half-days a week from October through May. *MSRP* provides an enriched, developmentally appropriate environment focused on preparing the students for success in kindergarten. Currently, 177 students from five school districts attend the five *MSRP* centers including 33 from Plainwell.

## Technical & Education Center

The Allegan County Area Technical and Education Center (ACATEC) offers one-year and two-year programs in a variety of vocational/technical areas. All programs require students to master several skills or competencies before earning their certificate. Programs are designed to prepare students for immediate employment and/or further education. Enrollment at the Tech/Ed Center is arranged through the Plainwell High School counseling department in cooperation with the students' teachers and parents.

Last year over 40% of the ACATEC graduates went on to post-secondary education. The Technical and Education Center has articulation agreements with Baker College, Davenport College, Ferris State University, Grand Rapids Community College, Kalamazoo Valley Community College, and Kellogg Community College. Eligible students can earn college credit while at the center. While attending the center, students are encouraged to participate in student organizations. Students also participate in competition at local, regional, state and/or national levels. This past year 77 students from Plainwell participated in programs at the Tech/Ed Center during the first trimester, 76 students during the second trimester, and 66 students during the third trimester. In addition, special education students and those with special needs also participated.

## School Improvement Plan And Accreditation

Each Plainwell school is accredited by the State of Michigan through the Education YES! Accreditation program. The schools' accreditation status and plans are included in the individual building reports on pages 6-14.

Each school has a school improvement structure, either made up of a school improvement team, a results team, or subject area department teams. These teams set their individual improvement goals based on analyzing student assessment data and student work, develop strategies for accomplishing their improvement goals, and meet regularly all year to assess progress.

Students, parents,  
community members,  
and guests are always  
welcome at Plainwell  
Community Schools.

## ACCREDITATION STATUS

Cooper Elementary School has made the required *Adequate Yearly Progress* on the MEAP tests in reading (91.6%) and math (100%) for the 2008-2009 school year. This equates to a grade equivalent of an "A", as we work to meet all state accreditation standards.

## SCHOOL IMPROVEMENT STATUS & ACCOMPLISHMENTS IN 2008-2009 & 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Cooper Elementary is fully accredited by the State of Michigan under Education Yes! and continues to meet all requirements for a public school. The goals for every student at Cooper Elementary are that they read at grade level, demonstrate grade level skills in writing, and be proficient in grade level mathematic measurement standards.

The school improvement plan for meeting these goals includes: 1) district-wide grade level meetings that review district goals in curriculum, pacing, and assessment, 2) analyze student work in writing and corresponding rubrics used for evaluation, 3) analyze student performance on curriculum based common assessment, 4) discuss ideas and lessons that work based on classrooms instructional strategies proven to be effective in improving student performance, and 5) follow up lesson discussions with decisions to incorporate these effective lesson plans in all classrooms at a given grade level. In addition to the school improvement plan, monthly building grade level meetings were used to: 1) review and support the implementation of the 90 minute guaranteed reading curriculum; 6) review and support the implementation of the 75 minute guaranteed math curriculum; and 7) monitor and discuss the implementation of the tier model of reading intervention.

## AGGREGATE STUDENT ACHIEVEMENT SCORES

Michigan Educational Assessment Program (MEAP) Tests—Percent of students meeting or exceeding state standards.	2006-07	2007-08	2008-09
3 <sup>rd</sup> Grade Reading	98	100	91
3 <sup>rd</sup> Grade Writing	64	79	74
3 <sup>rd</sup> Grade Total English Language Arts	96	94	87
3 <sup>rd</sup> Grade Math	98	96	98
4 <sup>th</sup> Grade Reading	91	98	93
4 <sup>th</sup> Grade Writing	55	60	64
4 <sup>th</sup> Grade Total English Language Arts	91	95	89
4 <sup>th</sup> Grade Math	95	98	98
5 <sup>th</sup> Grade Reading	89	89	91
5 <sup>th</sup> Grade Writing	78	72	75
5 <sup>th</sup> Grade English Language Arts	87	85	89
5 <sup>th</sup> Grade Math	94	96	93
5 <sup>th</sup> Grade Science	98	91	93
5th/6 <sup>th</sup> Grade Social Studies	86	88	83

*Mission Statement: In partnership with the community,  
Cooper Cares: Celebrates success, Achieves trust, Reinforces  
strong character, Excel in education, Secures a safe and caring  
environment.*

<b>Standardized Test Results Grade Equivalent of Average Score:</b>	<b>ITBS 2006-07</b>	<b>ITBS 2007-08</b>	<b>NWEA 2008-09</b>	<b>NWEA 2008-09</b>
ITBS = Iowa Test of Basic Skills - Equivalent Grade Level NWEA = North West Evaluation Assessment	Actual	Actual	% At or Above Grade Level RIT Score	% Expected To Pass State Test
Reading-Grade 1	2.7	2.7	N/A	N/A
Reading-Grade 2	3.7	4.3	76.6	95.7
Reading-Grade 3	3.7	3.8	83	100
Reading-Grade 4	N/A	N/A	65.2	87
Reading-Grade 5	N/A	N/A	76.1	95.7
Math-Grade 2	N/A	N/A	69.6	91.3
Math-Grade 3	N/A	N/A	69.6	87
Math-Grade 4	6.7	6.8	67.4	93
Math-Grade 5	6.7	7.1	72.1	90.7

*The district is moving from the Iowa Test of Basic Skills to the NWEA Standardized Test which uses RIT scores instead of grade equivalents. (The RIT Scale is a curriculum scale that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and its equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT Scale, and it has the same meaning regardless of grade level.)*

**PARENT/GUARDIAN  
CONFERENCE PARTICIPATION  
2008-09**

Fall: 99% boys, 98% girls  
Spring: 98% boys, 97% girls

**2007-08**

Fall: 99% boys, 98% girls  
Spring: 99% boys, 99% girls

**COOPER STATISTICS**

Grades Served: K-5  
Certified Staff: 16  
Non-Certified Staff: 10  
Student Enrollment: 265  
Parent Group; Cooper Parents' Club

## ACCREDITATION STATUS

Gilkey Elementary School has made the required *Adequate Yearly Progress* on the MEAP tests in reading and math for the 2008-2009 school year. We are working to meet all state accreditation standards.

## SCHOOL IMPROVEMENT STATUS & ACCOMPLISHMENTS IN 2008-2009

Gilkey Elementary is fully accredited by the State of Michigan under Education Yes! and continues to meet all requirements for a public school. The goal for all students at Gilkey Elementary is that they read at grade level, that they demonstrate grade level skills in writing, and that they perform mathematics computation and problem solving at grade level. Gilkey has a building leadership team to study data and lead school improvement and goal setting as well as a Behavior Team that focuses on School-Wide Positive Behavior Supports.

## 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school improvement plan for meeting these goals includes: 1) district-wide grade level meetings that review district goals in curriculum, pacing, and assessment, 2) analysis of student work in writing and corresponding rubrics used for evaluation, 3) analysis of student performance on curriculum based common assessment, 4) discussion of ideas and lessons that work based on classrooms instructional strategies proven to be effective in improving student performance, and 5) follow up lesson discussions with decisions to incorporate these effective lesson plans in all classrooms at a given grade level.

Monthly building grade level meetings are used to 1) review district goals in curriculum, pacing, and assessment; 2) analyze student work in writing and corresponding rubrics used for evaluation; 3) analyze student performance on curriculum based common assessments; 4) discuss ideas and lessons that work based on classrooms instructional strategies proven to be effective in improving student performance; 5) review and support the implementation of the 90 minute guaranteed reading curriculum; 6) review and support the implementation of the 75 minute guaranteed math curriculum; and 7) monitor and discuss the implementation of the tier model of reading intervention. This process includes frequent classroom walk-throughs by the building principal and Reading Teacher to informative dialog and planning at each step of the educational process. All discussion, planning, and goal setting is based on data analysis. Data at the elementary level includes DIBELS, NWEA district common assessments, formative assessments, curriculum based assessments including Open Court, Imagine It! Reading, and Envision Math.

## AGGREGATE STUDENT ACHIEVEMENT SCORES

Michigan Educational Assessment Program (MEAP) Tests—Percent of students meeting or exceeding state standards.	2006-07	2007-08	2008-09
3 <sup>rd</sup> Grade Reading	99	88	96
3 <sup>rd</sup> Grade Writing	69	79	74
3 <sup>rd</sup> Grade Total English Language Arts	97	87	94
3 <sup>rd</sup> Grade Math	95	98	99
4 <sup>th</sup> Grade Reading	94	94	90
4 <sup>th</sup> Grade Writing	49	56	53
4 <sup>th</sup> Grade Total English Language Arts	87	89	83
4 <sup>th</sup> Grade Math	95	97	93
5 <sup>th</sup> Grade Reading	87	89	93
5 <sup>th</sup> Grade Writing	66	NA	78
5 <sup>th</sup> Grade English Language Arts	84	NA	90
5 <sup>th</sup> Grade Math	88	85	84
5 <sup>th</sup> Grade Science	90	93	92
5th/6 <sup>th</sup> Grade Social Studies	87	88	89

*Mission Statement: the community of Gilkey Elementary School provides a nurturing and inspiring educational environment for all students to grow in academic and personal excellence.*

<b>Standardized Test Results Grade Equivalent of Average Score:</b>	<b>ITBS 2006-07</b>	<b>ITBS 2007-08</b>	<b>NWEA 2008-09</b>	<b>NWEA 2008-09</b>
ITBS = Iowa Test of Basic Skills - Equivalent Grade Level NWEA = North West Evaluation Assessment	Actual	Actual	% At or Above Grade Level RIT Score	% Expected To Pass State Test
Reading-Grade 1	2	2.2	N/A	N/A
Reading-Grade 2	3.5	3.5	50.7	84.5
Reading-Grade 3	3.3	3.3	55.6	97.2
Reading-Grade 4	N/A	N/A	60.6	89.4
Reading-Grade 5	N/A	N/A	68.1	97.1
Math-Grade 2	N/A	N/A	49.1	82.5
Math-Grade 3	N/A	N/A	36.8	86
Math-Grade 4	7.1	6.3	56.2	86.3
Math-Grade 5	6.9	6.9	37	72.6

*The district is moving from the Iowa Test of Basic Skills to the NWEA Standardized Test which uses RIT scores instead of grade equivalents. (The RIT Scale is a curriculum scale that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and its equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT Scale, and it has the same meaning regardless of grade level.)*

**PARENT/GUARDIAN CONFERENCE  
PARTICIPATION**

**2008-09**  
Fall: 97% boys, 98% girls  
Spring: 98% boys, 98% girls

**2007-08**  
Fall: 98% boys, 96% girls  
Spring: 96% boys, 97% girls

**GILKEY STATISTICS**

Grades Served: Pre K-5  
Certified Staff: 27  
Non-Certified Staff: 18  
Student Enrollment: 425  
Parent Group: Gilkey Parents' Club

## ACCREDITATION STATUS

For statewide accreditation, Starr Elementary School has made the required *Adequate Yearly Progress* on the MEAP tests in reading and math and has met or is working toward all other state accreditation standards. Starr earned an "A" on the Michigan School Report Card.

## SCHOOL IMPROVEMENT STATUS & ACCOMPLISHMENTS IN 2008-2009 AND 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Starr Elementary staff has been actively involved in evaluation of student profiles and establishing goals that will further enhance academic achievement for our students. Our building school improvement team has led our efforts in developing and implementing strategies to improve learning in all academic subjects through the use of Professional Learning Communities. For the 2008-09 school year, grade level teams have worked together to focus on our primary goal of improving writing skills across the curriculum. Through the use of the Six Traits + 1 Model teachers have assessed student writing and made instructional adjustments to enhance our curriculum delivery.

## AGGREGATE STUDENT ACHIEVEMENT SCORES

Michigan Educational Assessment Program (MEAP) Tests—Percent of students meeting or exceeding state standards.	2006-07	2007-08	2008-09
3 <sup>rd</sup> Grade Reading	87	84	89
3 <sup>rd</sup> Grade Writing	48	55	70
3 <sup>rd</sup> Grade Total English Language Arts	78	80	88
3 <sup>rd</sup> Grade Math	90	95	96
4 <sup>th</sup> Grade Reading	81	87	86
4 <sup>th</sup> Grade Writing	48	53	49
4 <sup>th</sup> Grade Total English Language Arts	77	81	80
4 <sup>th</sup> Grade Math	81	87	90
5 <sup>th</sup> Grade Reading	91	81	84
5 <sup>th</sup> Grade Writing	45	56	62
5 <sup>th</sup> Grade English Language Arts	75	76	80
5 <sup>th</sup> Grade Math	81	79	85
5 <sup>th</sup> Grade Science	94	87	86
5th/6 <sup>th</sup> Grade Social Studies	85	87	83

*Mission Statement: Starr Elementary encourages a positive environment where staff, parents, students, and community work together to develop lifelong learners.*

<b>Standardized Test Results Grade Equivalent of Average Score:</b>	<b>ITBS 2006-07</b>	<b>ITBS 2007-08</b>	<b>NWEA 2008-09</b>	<b>NWEA 2008-09</b>
ITBS = Iowa Test of Basic Skills - Equivalent Grade Level NWEA = North West Evaluation Assessment	Actual	Actual	% At or Above Grade Level RIT Score	% Expected To Pass State Test
Reading-Grade 1	2.3	2.3	N/A	N/A
Reading-Grade 2	3.3	3.3	66	88
Reading-Grade 3	N/A	N/A	53	83
Reading-Grade 4	N/A	N/A	53	84
Reading-Grade 5	6.6	6.4	53	76
Math-Grade 2	3.3	3.2	72	97
Math-Grade 3	N/A	N/A	55	92
Math-Grade 4	N/A	N/A	61	85
Math-Grade 5	6.7	6.4	48	70

*The district is moving from the Iowa Test of Basic Skills to the NWEA Standardized Test which uses RIT scores instead of grade equivalents. (The RIT Scale is a curriculum scale that uses the individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and its equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT Scale, and it has the same meaning regardless of grade level.)*

**PARENT/GUARDIAN CONFERENCE  
PARTICIPATION**

**2008-09**

Fall: 94% boys, 96% girls  
Spring: 91% boys, 94% girls

**2007-08**

Fall: 96% boys, 95% girls  
Spring: 92% boys, 94% girls

**STARR STATISTICS**

Grades Served: K-5  
Certified Staff: 39  
Non-Certified Staff: 24  
Student Enrollment: 571  
Parent Group: Starr Parents'  
Club

# Middle School

Principal: Tammi Lawrence  
 Assistant Principal: Christopher Ebsch  
 720 Brigham St., Plainwell, MI 49080 (269) 685-5813

## ACCREDITATION STATUS

For statewide accreditation, Plainwell Middle School has made the required *Adequate Yearly Progress* on the MEAP tests in reading and math and has met or is working toward all other state accreditation requirements. PMS earned an "A" on the Michigan School Report Card.

## SCHOOL IMPROVEMENT STATUS & ACCOMPLISHMENTS IN 2008-2009 AND 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our school improvement efforts continue this year in our departmental groups. Math, English, science, and social studies have met at least monthly as they continue work in aligning lessons to the Grade Level Content Expectations and develop common assessments. The focus is on assuring that all students are instructed and then measured effectively to report what they know and are able to do in all subject areas. Our unified arts department has modified their courses for the upcoming year to offer more in-depth (12-week) classes for 7th and 8th grade students while continuing the six-week course offerings to 6th graders to provide for exposure to a variety of offerings. Additionally, our foreign language now offers a full year of course work so that 8th grade students can earn a full high school credit in foreign language.

## AGGREGATE STUDENT ACHIEVEMENT SCORES

Michigan Educational Assessment Program (MEAP) Tests—Percent of students meeting or exceeding state standards.	2006-07	2007-08	2008-09
6 <sup>th</sup> Grade Reading	93	90	83
6 <sup>th</sup> Grade Writing	76	80	71
6 <sup>th</sup> Grade Math	82	88	89
6 <sup>th</sup> Grade Social Studies	86	87	83
7 <sup>th</sup> Grade Reading	89	81	89
7 <sup>th</sup> Grade Writing	81	82	86
7 <sup>th</sup> Grade Math	81	83	91
8 <sup>th</sup> Grade Reading	83	83	80
8 <sup>th</sup> Grade Writing	70	77	78
8 <sup>th</sup> Grade Math	80	82	81
8 <sup>th</sup> Grade Science	83	89	84
9 <sup>th</sup> Grade Social Studies	85	83	86

### PARENT/GUARDIAN CONFERENCE PARTICIPATION

#### 2008-09

Fall: 57% boys, 68% girls  
 Spring: 57% boys, 64% girls

#### 2007-08

Fall: 67% boys, 63% girls  
 Spring: 61% boys, 52% girls

### MIDDLE SCHOOL STATISTICS

Grades Served: 6-8  
 Certified Staff: 40  
 Non-Certified Staff: 8  
 Student Enrollment: 647  
 Parent Group: Plainwell Middle School Parent Group

*Mission Statement: Plainwell Middle School Preparing for Today and tomorrow: Plainwell Middle School is a safe environment where everyone cooperates to become life-long learners and responsible community members.*

# High School

Principal: Ron Faurot  
 Assistant Principal: Debra Burley  
 684 Starr Road, Plainwell, MI 49080 (269) 685-9554

## COMMITMENT TO ACADEMIC EXCELLENCE

The staff at Plainwell High School is actively involved in continuous improvement of our academic programs. All areas of curriculum are standardized based upon benchmarks and curriculum maps. Goals and objectives were prioritized and instructional calendars are followed in each department. Additionally, each department administers common final exams for all students in each course.

Three-fourths of our students will be under the new Michigan Merit Curriculum(MMC). We will continue to refine what that means to our students and how to best offer courses that meets their needs.

Our goals for 2009-2010 are to continue to measure test data and improve in the following areas: literacy, standardized test scores, more closely match curriculum to power standards, reflect and improve on teaching strategies, provide support to students under MMC, and increasing students involvement in extra curriculum activities.

## POST-SECONDARY AND COLLEGE EQUIVALENT ENROLLMENT

During the 2008-2009 school year, ten Plainwell High School students received credit for 29 college courses at Kalamazoo Valley Community College or Western Michigan University through Dual Enrollment. Plainwell High School offered seven advanced placement courses and 92 of our students took a total of 153 Advance Placement Exams during national testing dates in May. The graduation rate for 2008 was 95.56%; the previous year's rate was 93.64%.

## COLLEGE BOUND

Senior Survey Results: Of the 219 seniors, 77% completed the senior survey. 140 students plan to attend a two of four year college, of which 55% are female and 45% are male, and nine will attend school out of state. Nine students are seeking technical schools, seven students are headed into the work force and eight students joined the military. 41 students received \$1,000 or more in scholarships.

AGGREGATE STUDENT ACHIEVEMENT SCORES

<b>MME Results: Percent of students meeting or exceeding state standards on the Michigan Merit Exam:</b>	<b>2008</b>	<b>2009</b>
Reading	65	65
Writing	40	51
Mathematics	47	55
Science	64	69
Social Studies	86	93

Scores are reported for the junior class. The number of 2009 graduates who earned a Michigan Merit Scholarship Award: 216 seniors out of a class of 216.

<b>ACT Results Average scores on the American College Testing Program (ACT) for Plainwell H.S.</b>	<b>2008</b>	<b>2009</b>
Number of students	237	204
English	17.7	19.3
Math	19	19.5
Reading	19.3	20.1
Science	19.6	20.8
Composite	19	20

**PARENT/GUARDIAN  
CONFERENCE PARTICIPATION**

**2008-2009**  
 Fall: 44% (202 girls, 191 boys)  
 Winter: 35% (161 girls, 144 boys)  
 Spring: 32% (138 girls, 141 boys)

**2007-2008**  
 Fall 33% (133 girls, 171 boys)  
 Winter: 39% (196 girls, 164 boys)  
 Spring: 23% (105 girls, 105 boys)

**HIGH SCHOOL STATISTICS**

Grades Served: 9-12  
 Certified Staff: 50  
 Non-Certified Staff: 87  
 Student Enrollment: 887  
 Parent Groups: Athletic Boosters, Band Boosters, Parents Connection

*The mission of Plainwell High School is to provide students with opportunities to become responsible, productive, critically thinking citizens with the capacity to learn in a changing society.*

# Renaissance High School

## An alternative education program

Tammy Glupker  
Director of Adult, Alternative and Community Education  
422 Acorn Street, Plainwell, MI 49080 (269) 685-15763

### ACCREDITATION STATUS

Renaissance High School is an ancillary program to Plainwell High School. All students follow the state curriculum standards to meet their graduation requirements. We are a public school operating under the registration of the State of Michigan and Plainwell Community Schools' Board of Education.

#### SCHOOL IMPROVEMENT STATUS AND ACCOMPLISHMENTS IN 2008-2009

- 41 students graduated from Renaissance
- A second teacher served as a long-term substitute during high enrollment
- Two remedial courses in Mathematic and English/ Language Arts were implemented
- A work experience component was added to the electives curriculum
- Students had the opportunity to earn elective credit by participating in volunteer activities
- Teachers collaborated to create unique opportunities for students to earn elective credit while learning essential life lessons, like following recipes and the basics of sewing

#### RENAISSANCE ADULT & ALTERNATIVE HIGH SCHOOL STATISTICS

##### Enrollment

- Enrollment increased 10-15%
- The average daily attendance increased to 76%
- Students earned an average of 2.13 credits every six weeks
- Programs available include: Two shifts of Alternative High School, Adult Education, GED preparation, Credit Recovery, And EvenStart for mothers and fathers

##### Staffing

- One Director
- One Full-Time Teacher
- Three Part-Time Teachers
- One Instructional Aide
- One Secretary
- One Joint Recreation Director
- One Senior Citizens Coordinator

#### Renaissance High School Activities 2008-2009

- Students worked with the Grand Rapids based company "No. 1 in Team," to build non-violent conflict resolution skills.
- Students participated in the community-wide projects such as Red Cross Blood Drives, Food Drives for Christian Neighbors Association, and the Plainwell Volunteer Christmas Project.
- Co-ed basketball and softball teams enjoyed competing against other alternative programs.
- A small group of students participated in a teen focus group created by Allegan County Health Department.
- Speaker, Tom Melin, presented on the subject of drinking and driving using his self-designed platform: *Forever Changed*
- Volunteer, Pat Davis conducted small group art lessons.
- Volunteer, Anne McKinney created the Lunch & Learn crochet group
- Several speakers visited to share information about their careers and/or career training.

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## Community Education

The Community Education office coordinates youth recreation, enrichment classes, and community events. All programs are advertised in *School Matters* three times annually. 2008-2009 at a glance:

- Line Dancing
- Computer Basics
- French & Spanish Classes
- Babysitter Certification
- Junior Hoopsters
- My Way Wrestling
- Young Champion Cheer Clinics
- Indoor Soccer
- Youth Tennis
- Art Around the World
- Summer Youth Ball
- Indoor Walking
- Seniors in Action Group
- Father-Daughter Dance
- Mother-Son Griffins Game

The mission of Renaissance High School is to provide a learning environment in which the individual potential of each student is nurtured. The program is uniquely designed to recognize and capitalize on the student's desire to make choices that suit their strengths and interests. The school focus on choice is balanced with maintaining the need for acceptance, belonging, and consistency. Ultimately, students who graduate from Renaissance High School will be competent in pursuing their life-long goals as an employee, learner, parent, and citizen.

# Parent and Community

One of the most important factors in a child's educational success is the commitment of parents or guardians, which comes in many forms, and actively involves many Plainwell parents. Parent participation in kindergarten and pre-school parenting activities increased this year. Participation in elementary parent-teacher conferences approached 100%. It is important for parents, teachers, and students to discuss each student's progress on a regular basis. To encourage and measure parental participation, records are maintained and reported on the number and percentage of students whose parents or guardians participate in the scheduled fall and spring parent-teacher conferences. Each school's individual Annual Report (printed on earlier pages) includes these numbers and percentages.

Hundreds of parents serve as volunteers in Plainwell classrooms, media centers and gyms. Parents also provide excellent leadership and support in individual building parent clubs, booster clubs in support of band and athletics, and as active members of district-wide school committees and the Plainwell Education Foundation, a non-profit organization working to enhance education in Plainwell schools.

## ***Plainwell District Vision***

*Plainwell Community Schools exist to prepare our students for a changing society by developing their intellectual abilities and skills while promoting good character, health, and civic responsibility. While recognizing a shared responsibility with the home and community, we will be guided in our pursuit of excellence by the following values:*

### ***Knowledge***

*We will teach our students what they need to know based on a foundation of sound educational research*

### ***Challenge***

*We will set high curriculum and assessment standards for all students*

### ***Respect***

*We will recognize and honor the dignity, diversity, and worth of all individuals*

### ***Integrity***

*We will be honest and follow through on our commitments to each other, our students, and the community*

### ***Nurturing Environment***

*We will foster the development of each individual's self-worth*

This report has been compiled and printed by the Plainwell Board of Education as required by law in the State of Michigan's Public Act 25 of 1990.



## **ADMINISTRATIVE STAFF**

2008-2009

### **Central Office**

Superintendent  
Susan Wakefield

Director of Finance  
Patricia Carr

Director of Curriculum & Instruction  
Bob Van Dis

Director of Technology  
Jeff McNutt

Communication & Information  
Holly Harrington

### **Principals**

High School Principal  
Ron Faurot

High School Assistant Principal  
Debra Burley

Middle School Principal  
Tammi Lawrence

Middle School Assistant Principal  
Chris Ebsch

Cooper Elementary Principal  
Brad Wyant

Gilkey Elementary Principal  
Beth Green

Starr Elementary Principal  
Laurie Lanpher

##

Adult, Alternative & Community  
Education

Tammy Glupker

Athletic Director  
Bill Andrew

Food Services  
Dan Carlson

Gifted & Talented Program  
Beth Green

SAFE Child Care  
Nancy Gregory

Transportation Services  
Myra Atkinson