

2007-2008

Jefferson-Barns Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

Welcome to Jefferson-Barns!

The 2007-2008 school year brought many new staff, families, and programs to Jefferson-Barns. We are proud of the many accomplishments of our 180 students and ten classroom teachers. New initiatives included two full-day sections of kindergarten, a school-wide positive behavior support plan, and the 21st Century Learning Communities Grant that will provide after-school enrichment for 2nd-5th grade students at Jefferson-Barns for the next five years. Class sizes remained small in kindergarten through 2nd grade, providing individualized support for our early-elementary learners. Students who needed additional help were also serviced by our federal Reading First and Title I grants. We are committed to our mission of academic excellence for every student through quality instruction, for deep student understanding, in a respectful environment. Our staff works closely together, and with families, to provide whatever programs and resources are necessary to ensure success for all.



We follow a process for continuous school improvement, through the North Central Association of Colleges and Schools, where we are accredited, and the State of Michigan. We use a wide variety of data sources to identify areas of strength as well as those that need a greater focus. Our staff looks forward to continuous self-reflection, planning, and growth towards our goal of high student achievement for all. Like all Wayne-Westland schools, Jefferson-Barns Elementary follows the core curriculum guidelines for elementary students as established by the Board of Education. This curriculum is aligned with the Michigan Core Curriculum and the Michigan Educational Assessment Program (MEAP). We provide our students with a well-rounded school experience that includes Visual Arts, Vocal Music, Physical Education, Life Skills, Media Information Technology, and Library. Jefferson-Barns also offers support services which include a Special Education Teacher, Speech and Language Specialist, Psychologist, Social Worker, Literacy Leader/Reading Recovery Teacher, English as a Second Language Teacher, Reading First Coach, two paraprofessionals, and Oakwood Healthcare Staff, who provide health education to all kindergarten through 5th grade students, through our site-based clinic.

With the help of all stakeholders in the Jefferson-Barns community, we have created a positive learning environment where every student is held to high expectations for social and academic success. Together, we can make a difference in the lives of our students.

Futures are bright at Jefferson-Barns!

Your partner in education,
Laura Beckman, Principal

Mission Statement

The mission of Jefferson-Barns Elementary School, in cooperation with the community, is to educate all children in a caring environment so that every student is a knowledgeable, resourceful, and self-reliant individual able to adapt to our changing society.

Points of Pride

- North Central Association (NCA) Accredited
- School-Wide Title I Program
- Reading First Federal Grant
- Reading Recovery 1st Grade Reading Intervention Program
- 21st Century Learning Communities After-School Program
- Positive Behavior Support (Wayne RESA)
- Achieved Annual Yearly Progress for Education YES! Report Card & Reading First
- Oakwood Healthcare System Jefferson-Barns Clinic
- Health Education, Health Fair & Holiday Party through Oakwood Clinic Staff
- Highly Qualified Teaching Staff
- Professional Development: All Staff
- Research-based Instructional Practices
- Class Size Reduction Teachers (1st & 2nd grades)
- Paraprofessionals in K-5 classrooms
- Full-Day Kindergarten
- Parent Teacher Organization (PTO)
- PTO sponsored field trips, popcorn days, Santa Shop, fundraisers
- Fall/Spring Parent Teacher Conferences
- Family Newsletters
- Mobile Dentists
- Plymouth Symphony Orchestra Program
- Winter Holiday Concert
- Holiday Celebration sponsored by Wayne-Westland Federal Credit Union
- Drug Abuse Resistance Education (D.A.R.E.) for 5th Grade
- 5th Grade Celebration & Talent Show
- Kindergarten Graduation
- Field Day
- “Big Help Club” Service Learning & Peer Assistants sponsored by Social Worker
- Student Field Trips to Greenfield Village, Greenmead Historical Park, Real Life Farm, Detroit Zoo, John Glenn Planetarium, Marquise Theater
- YMCA Camp Storer Environmental Education Program (5th Grade)
- Make & Take Summer Reading Family Night
- Kindergarten Round-Up
- Neighborhood Halloween Parade



Points of Pride (continued)

- Reading is Fundamental Program
- 5th Grade & District Spelling Bee
- Safety Patrol/Service Squad (Field trip to Detroit Tiger's Game)
- Newspaper Club
- Valentine's Day Math Night
- Everyday Math
- Technology integration in classrooms
- Hands-on science kits
- March is Reading Month
- Recognition Assemblies
- Second Step Social Skills Program
- Bilingual Services through Wayne RESA
- Family Resource Center
- Red Wagon Summer Reading Program
- Mother's Day Dinner
- Scholastic Book Fair
- Community Partnerships



Building Goals

All students will demonstrate improved achievement in language arts with emphasis on comprehension and writing across the curriculum and school-wide.

Essence of the goal:

- Improve reading fluency.
Improve understanding of the elements of informational text.
Improve knowledge of process writing.

All students will demonstrate improved achievement in mathematics skills, school-wide, across the curriculum.

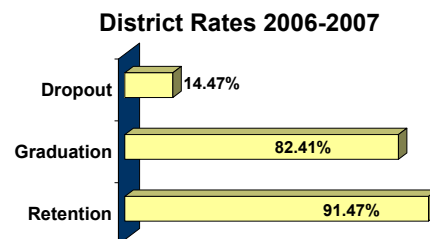
Essence of the goal:

- Improve math facts and computation fluency.
- Improve problem-solving skills.

Parent-Teacher Conference Representation

191 students, or 89% of the total school population, had parent/guardian representation. This increased by 18% from 2005-2006 where 71% of our students were represented.

*Jefferson-Barns
Attendance
2007-2008 – 92%*



The 2007-2008 Wayne-Westland District graduation and dropout rates were not available at time of printing.

District Level School Improvement

During the 2007-2008 school year the Wayne-Westland Community School District continued the school improvement process in accordance with Public Acts 25, 335 and 339. The District Mission Statement guided the work of the District School Improvement Team.

The District School Improvement Goals for 2007-2008 were as follows:

- Goal 1: All Wayne-Westland students will increase their academic achievement in reading and writing (ELA) as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 2: All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 3: All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 4: All Wayne-Westland students will increase their academic achievement in social studies as defined in the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).

District Accreditation

All seventeen elementary schools, four middle schools and four district high schools (two comprehensive high schools, a career-technical center, and an alternative high school) are fully accredited by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). All schools within the Wayne-Westland District are also accredited through the Michigan Accreditation Plan as indicated in the Education Yes! School Report Card.



Core Curriculum

The Wayne-Westland Community Schools' Board of Education has adopted a K-12 curriculum in all content areas. Each curriculum reflects the Michigan Curriculum Framework. At the elementary and middle school levels, Mathematics and English Language Arts have been adjusted to address the Grade Level Content Expectations. Science and Social Studies have been adjusted to address the Grade Level Content Expectations finalized by the Michigan Department of Education (MDE) during the 2007-2008 school year.

District Parent Involvement

Extensive parent involvement is a hallmark of all Wayne-Westland Community Schools. Board policy is in place to support volunteers, parent organizations, and other parent and school partnerships. Parent support is a key component of every student's success. Parents and community volunteers help students at home and also support school events, special projects, and assist in classrooms.

Parents and community members are encouraged to participate in school programs and activities. Parent organizations include PTA and PTO groups, parent advisory councils, and extra-curricular booster organizations. To promote communication between school and home, parents can contact all teachers through voice mail and email. Parents may also access their student's data via the internet through a web-based service known as ParentConnect.



Highly Qualified Staff

The Wayne-Westland Community School District is committed to making sure that all of its teachers are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001. Currently each of the District's teachers holds a valid State of Michigan teaching certificate, permit or vocational authorization valid for the position to which he or she is assigned. During the 2007/2008 school year, all of the District's 850+ teachers were teaching in their endorsed area. NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Educational Personnel (REP), 100% of the District's high school, middle school and elementary teachers met the highly qualified standards for the courses and classes they taught for the 2007/2008 school year.

Student Achievement Information

Adequate Yearly Progress (AYP)

The No Child Left Behind Act of 2001 (NCLB) requires that Title I schools make Adequate Yearly Progress (AYP) in reading and mathematics. AYP is measured by State achievement targets. Schools must disaggregate test results by sub-groups of thirty (30) or more students. Examples of sub-group populations may include ethnicity, economically disadvantaged, limited English proficient, and special education.

Every Wayne-Westland elementary and middle school obtained Adequate Yearly Progress (AYP) in the 2007–2008 school year. At the time of printing this annual report, the Michigan Department of Education has not released AYP status for high schools in the district.

JEFFERSON-BARNS ELEMENTARY AYP										
Student Group	English Language Arts				Mathematics				Additional Academic Indicator	
	Percent Tested Target: 95%		Percent Proficient Target: 59%		Percent Tested Target: 95%		Percent Proficient Target: 65%		Attendance Rate Target: 85%	
	School	State *	School	State *	School	State *	School	State *	School	State *
All Students	100		79.4		100		77.6		91.9	
Black or African American	<		<		<		<		<	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	101.7		81.6		101.7		80.5		92.6	
Multiracial	<		<		<		<		<	
Students with Disabilities	<		<		<		<		<	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	100		79		98.6		76.5		92.1	

< indicates that fewer than 30 students were enrolled in the building

* indicates that the 2007-2008 State Data is not available at this time.

MEAP Information

Under the provisions of No Child Left Behind (NCLB), the MEAP tests are designed to measure student performance in English language arts (ELA) and mathematics. Test results report how well students and schools in Michigan are performing in comparison to curriculum standards established by the Michigan State Board of Education.

The categories below represent the percentage of students whose MEAP scores were classified as: Level 1 (Advanced); Level 2 (Proficient); Level 3 (Partially Proficient); Level 4 (Not Proficient). The state has deemed levels 1 and 2 to meet proficiency.

MEAP GRADE 3

JEFFERSON-BARNS ELEMENTARY English Language Arts - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	46	77	78	0	0	46	46	8
	2006-07	81	79	79	0	15	67	19	0
	2007-08	69	79	81	0	12	58	31	0
Male	2005-06	50	72	75	0	0	50	50	0
	2006-07	80	72	75	0	0	80	20	0
	2007-08	<	76	78					
Female	2005-06	44	83	81	0	0	44	44	13
	2006-07	83	86	84	0	24	59	18	0
	2007-08	71	82	84	0	12	59	29	0
American Indian / Native Alaskan	2005-06	<	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	NA	79	87					
	2006-07	NA	85	88					
	2007-08	NA	90	90					
Black, Not of Hispanic Origin	2005-06	<	69	62					
	2006-07	<	70	65					
	2007-08	<	72	67					
Hispanic	2005-06	<	69	65					
	2006-07	NA	74	66					
	2007-08	<	56	71					
White, Not of Hispanic Origin	2005-06	42	80	83	0	0	42	47	11
	2006-07	83	82	84	0	13	70	17	0
	2007-08	78	82	85	0	11	67	22	0
Economically Disadvantaged	2005-06	39	71	66	0	0	39	52	9
	2006-07	78	72	68	0	17	61	22	0
	2007-08	68	74	71	0	12	56	32	0
English Language Learners	2005-06	NA	39	60					
	2006-07	NA	41	59					
	2007-08	NA	48	63					
Migrant	2005-06	NA	NA	59					
	2006-07	NA	NA	55					
	2007-08	NA	NA	64					
Students with Disabilities	2005-06	NA	50	51					
	2006-07	<	49	50					
	2007-08	<	53	53					

MEAP GRADE 3

JEFFERSON-BARNS ELEMENTARY Mathematics - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	77	90	87	0	15	62	19	4
	2006-07	93	89	88	0	59	33	7	0
	2007-08	85	91	90	0	31	54	15	0
Male	2005-06	80	91	87	0	30	50	20	0
	2006-07	90	90	88	0	40	50	10	0
	2007-08	<	91	90					
Female	2005-06	75	89	87	0	6	69	19	6
	2006-07	95	89	88	0	71	24	6	0
	2007-08	88	90	90	0	29	59	12	0
American Indian / Native Alaskan	2005-06	<	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	NA	93	94					
	2006-07	NA	93	95					
	2007-08	NA	100	97					
Black, Not of Hispanic Origin	2005-06	<	81	71					
	2006-07	<	82	73					
	2007-08	<	81	76					
Hispanic	2005-06	<	86	79					
	2006-07	NA	84	80					
	2007-08	<	97	85					
White, Not of Hispanic Origin	2005-06	79	93	92	0	11	68	16	5
	2006-07	96	92	92	0	61	35	4	0
	2007-08	89	93	94	0	39	50	11	0
Economically Disadvantaged	2005-06	74	85	79	0	9	65	22	4
	2006-07	92	85	80	0	57	35	8	0
	2007-08	84	87	84	0	28	56	16	0
English Language Learners	2005-06	NA	74	78					
	2006-07	NA	86	78					
	2007-08	NA	88	83					
Migrant	2005-06	NA	NA	76					
	2006-07	NA	NA	81					
	2007-08	NA	NA	85					
Students with Disabilities	2005-06	NA	76	72					
	2006-07	<	75	73					
	2007-08	<	76	77					

MEAP GRADE 4

JEFFERSON-BARNS ELEMENTARY English Language Arts - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	58	72	76	0	0	58	38	4
	2006-07	46	78	78	0	0	46	50	4
	2007-08	67	76	76	0	5	62	29	5
Male	2005-06	40	67	72	0	0	40	50	10
	2006-07	55	74	74	0	0	55	45	0
	2007-08	<	71	73					
Female	2005-06	69	77	80	0	0	69	31	0
	2006-07	41	82	81	0	0	41	53	6
	2007-08	85	82	80	0	8	77	15	0
American Indian / Native Alaskan	2005-06	NA	<	71					
	2006-07	NA	<	69					
	2007-08	NA	<	74					
Asian/Pacific Islander	2005-06	NA	71	86					
	2006-07	NA	67	88					
	2007-08	NA	82	86					
Black, Not of Hispanic Origin	2005-06	<	64	59					
	2006-07	<	70	61					
	2007-08	<	66	56					
Hispanic	2005-06	NA	48	62					
	2006-07	<	69	66					
	2007-08	NA	65	64					
White, Not of Hispanic Origin	2005-06	61	75	81	0	0	61	35	4
	2006-07	43	81	83	0	0	43	52	5
	2007-08	68	81	82	0	5	63	26	5
Economically Disadvantaged	2005-06	56	64	63	0	0	56	39	6
	2006-07	44	72	65	0	0	44	52	4
	2007-08	68	71	63	0	5	63	26	5
English Language Learners	2005-06	<	23	55					
	2006-07	NA	36	56					
	2007-08	NA	36	49					
Migrant	2005-06	NA	NA	54					
	2006-07	NA	NA	57					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	56	43					
	2006-07	<	51	45					
	2007-08	<	52	43					

MEAP GRADE 4

JEFFERSON-BARNS ELEMENTARY Mathematics - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	77	81	82	0	12	65	23	0
	2006-07	57	82	85	0	4	65	25	18
	2007-08	73	85	86	0	23	50	18	9
Male	2005-06	90	81	82	0	10	80	10	0
	2006-07	73	82	85	0	0	73	18	9
	2007-08	<	85	86					
Female	2005-06	69	82	82	0	13	56	31	0
	2006-07	47	81	85	0	6	41	29	24
	2007-08	79	84	86	0	36	43	14	7
American Indian / Native Alaskan	2005-06	NA	<	82					
	2006-07	NA	<	82					
	2007-08	NA	<	85					
Asian/Pacific Islander	2005-06	NA	94	92					
	2006-07	NA	100	93					
	2007-08	NA	92	95					
Black, Not of Hispanic Origin	2005-06	<	67	60					
	2006-07	<	72	67					
	2007-08	<	77	69					
Hispanic	2005-06	NA	70	71					
	2006-07	<	73	76					
	2007-08	NA	73	79					
White, Not of Hispanic Origin	2005-06	83	85	88	0	13	70	17	0
	2006-07	57	85	90	0	0	57	29	14
	2007-08	75	88	91	0	20	55	15	10
Economically Disadvantaged	2005-06	72	73	70	0	11	61	28	0
	2006-07	52	74	85	0	0	52	28	20
	2007-08	74	79	77	0	21	53	21	5
English Language Learners	2005-06	<	88	68					
	2006-07	NA	64	75					
	2007-08	NA	70	74					
Migrant	2005-06	NA	NA	70					
	2006-07	NA	NA	69					
	2007-08	NA	NA	81					
Students with Disabilities	2005-06	<	81	59					
	2006-07	<	70	64					
	2007-08	<	70	65					

MEAP GRADE 5

JEFFERSON-BARNS ELEMENTARY English Language Arts - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	36	79	75	0	0	36	48	16
	2006-07	68	78	78	0	3	65	29	3
	2007-08	55	80	78	0	5	50	32	14
Male	2005-06	29	75	71	0	0	29	50	21
	2006-07	40	73	74	0	10	30	50	10
	2007-08	<	76	75					
Female	2005-06	45	83	79	0	0	45	45	9
	2006-07	79	83	82	0	0	79	21	0
	2007-08	47	84	81	0	7	40	47	7
American Indian / Native Alaskan	2005-06	<	70	69					
	2006-07	NA	NA	72					
	2007-08	NA	<	73					
Asian/Pacific Islander	2005-06	NA	88	86					
	2006-07	NA	100	88					
	2007-08	NA	80	86					
Black, Not of Hispanic Origin	2005-06	<	71	56					
	2006-07	<	70	61					
	2007-08	<	71	58					
Hispanic	2005-06	NA	66	63					
	2006-07	<	60	65					
	2007-08	<	77	63					
White, Not of Hispanic Origin	2005-06	38	82	81	0	0	38	48	14
	2006-07	66	81	83	0	3	63	30	3
	2007-08	47	82	84	0	0	47	35	18
Economically Disadvantaged	2005-06	30	71	61	0	0	30	50	20
	2006-07	67	71	65	0	4	63	30	4
	2007-08	47	72	65	0	0	47	37	16
English Language Learners	2005-06	NA	85	56					
	2006-07	<	46	54					
	2007-08	<	53	44					
Migrant	2005-06	NA	NA	52					
	2006-07	NA	NA	60					
	2007-08	NA	NA	45					
Students with Disabilities	2005-06	<	58	40					
	2006-07	<	47	42					
	2007-08	<	47	42					

MEAP GRADE 5

JEFFERSON-BARNS ELEMENTARY Mathematics - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	68	77	77	0	12	56	12	20
	2006-07	61	78	76	0	21	39	33	6
	2007-08	52	76	74	0	24	29	43	5
Male	2005-06	64	78	78	0	14	50	14	21
	2006-07	50	80	77	0	20	30	40	10
	2007-08	<	77	75					
Female	2005-06	73	76	76	0	9	64	9	18
	2006-07	63	76	75	0	22	43	30	4
	2007-08	40	75	73	0	13	27	53	7
American Indian / Native Alaskan	2005-06	<	90	75					
	2006-07	NA	<	74					
	2007-08	NA	<	68					
Asian/Pacific Islander	2005-06	NA	94	85					
	2006-07	NA	100	90					
	2007-08	NA	100	90					
Black, Not of Hispanic Origin	2005-06	<	61	50					
	2006-07	<	64	52					
	2007-08	<	61	51					
Hispanic	2005-06	NA	60	62					
	2006-07	<	68	64					
	2007-08	<	73	62					
White, Not of Hispanic Origin	2005-06	66	82	85	0	14	52	14	19
	2006-07	66	81	83	0	21	45	28	7
	2007-08	50	80	81	0	19	31	44	6
Economically Disadvantaged	2005-06	65	68	62	0	10	55	10	25
	2006-07	58	69	62	0	23	35	38	4
	2007-08	50	68	60	0	17	33	44	6
English Language Learners	2005-06	NA	39	54					
	2006-07	<	46	57					
	2007-08	<	84	54					
Migrant	2005-06	NA	NA	51					
	2006-07	NA	NA	61					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	69	46					
	2006-07	<	57	46					
	2007-08	<	52	44					