



REVISED September 11, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for South 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 Darla Campbell at 269.463.6749 for assistance.

The AER is available for you to review electronically by visiting the following web site [www.watervliet.k12.mi.us](http://www.watervliet.k12.mi.us) or you may review a copy from South School's office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of it's student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a Focus School.

Over the past year we have implemented a Multi-Tiered System of Support (MTSS) approach to help close the achievement gap and assist all learners. The MTSS is a framework that utilizes individual student achievement data to identify the learning needs of each student to provide appropriate levels of academic support. With the MTSS, we are able to individualize students' classroom experiences to help them reach their learning potential.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Students in grades pre-school through 2<sup>nd</sup> grade are assigned to South Elementary School.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: We made good strides in our plan last year and will continue to work towards achieving our school improvement goals in the areas of data use, literacy, mathematics, and technology integration. You can see our School Improvement Plan on our website at [www.watervliet.k12.mi.us](http://www.watervliet.k12.mi.us).

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: Watervliet School District makes every effort to meet each student's individual needs. The following specialized programs are available:

**Special Education:** South School served 68 students in Special Education (including Speech/Language) in 2012-13. To meet individual needs, some students need educational programs the district cannot provide. In cooperation with Berrien Regional Educational Service Agency (Berrien RESA) and certain neighboring districts, these students attend appropriate Special Education programs in other locations. The programs available to Watervliet students were:

- Early Childhood Developmentally Delayed Program: Located at Coloma Elementary, Facilitated by Coloma Community Schools
  - Hearing Impaired Program: Located at Berrien Springs Public Schools, Facilitated by Berrien RESA
  - Cognitively Impaired Program: Located at Berrien Springs Middle School, Facilitated by Berrien Springs Public Schools
  - Moderately to Severely Mentally Impaired Program: Located at Blossomland Learning Center, Berrien Springs, Facilitated by Berrien RESA
  - Early Childhood Developmentally Delayed and Autistic Impaired Program: Located at Stewart Elementary, Facilitated by Lakeshore Public Schools
  - Severely Emotionally Impaired and Autistic Impaired Program: Located at Lighthouse Learning Center, Facilitated by Berrien RESA
  - Severely Emotionally Impaired Program: Located at Niles Southside, Facilitated by Niles Community Schools
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL: South Schools' program of academic instruction utilizes the Common Core State Standards for English/Language Arts and Mathematics and the Michigan Grade Level Content Expectations for Science and Social Studies. Information on our core curriculum can be obtained by contacting the school office. The materials we use are Scott Foresman's *Reading Streets* for Language Arts instruction, *Everyday Math* for mathematics instruction, *Battle Creek Science Kits* for science instruction and a combination of resources, along with TCI's *Social Studies Alive: Communities*, for Social Studies instruction. We are not aware of any variations from the state curriculum framework.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: At South School we administer the NWEA (Northwest Evaluation Association) to Kindergarten –second grade students in order to help determine student needs and progress.
- In kindergarten, 48.6% of our students' performance in reading was projected to be above the nationally normed reference and 52.8% of our students were projected to be above the national norm in math.
  - In first grade, 53.7% of our students' performance in reading was projected to be above the nationally normed reference and 57.8% of our students were projected to be above the national norm in math.
  - In second grade, 85.1% of our students' performance in reading was above the nationally normed reference, 69% of our students were above the national norm in math and 43% of our students were above the national norm in language.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: Parents are provided with opportunities to hold conferences with teachers to discuss individual students' progress, academic strengths, and any areas of concern. Occasionally, phone calls take the place of face-to-face conferences. Conference time is scheduled in the fall and spring of each school year. Parents were informed of conferences through school handbooks and newsletters; elementary parents were scheduled for a specific time slot by letters and phone calls. The percentage of parents who conferenced with a teacher during each of the past 2 school years is:
- 2011-2012: 94% (277)
  - 2012-2013: 97% (271)

South Elementary School takes the responsibility of educating the children entrusted to us very seriously. We are proud of the progress our students have made, and we are grateful for the support we receive from their parents and other community members.

We will continue to provide the highest level of instruction in order to move our students to even greater levels of achievement.

Sincerely,

*Darla Campbell*

Darla M. Campbell  
Principal

**Annual Education Report  
South Elementary School**

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing 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)
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No Data to Display

**Annual Education Report  
South Elementary School**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing 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)
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Annual Education Report  
South Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report  
South Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report  
South Elementary School

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display



Annual Education Report  
South Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
South Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99%	64.5%
Bottom 30%	District	Mathematics		9.7%
African American	District	Mathematics	< 30	< 30
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	91.8%	62.8%
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.7%	65.8%
Economically Disadvantaged	District	Mathematics	98.4%	59.5%
English Language Learners	District	Mathematics	82.4%	< 30
Students With Disabilities	District	Mathematics	100%	37.4%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%

**Annual Education Report  
South Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	86.4%
Bottom 30%	District	Reading		54.8%
African American	District	Reading	< 30	< 30
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	96.7%	83.7%
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.8%	87%
Economically Disadvantaged	District	Reading	99.3%	81.4%
English Language Learners	District	Reading	94.1%	< 30
Students With Disabilities	District	Reading	100%	60.2%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%

**Annual Education Report  
South Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Science	99%	37%
Bottom 30%	District	Science		0%
African American	District	Science	< 30	< 30
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	< 30	< 30
White	District	Science	100%	38.5%
Economically Disadvantaged	District	Science	98.2%	27.1%
English Language Learners	District	Science	< 30	< 30
Students With Disabilities	District	Science	< 30	< 30
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	99.1%	66.7%
Bottom 30%	District	Social Studies		9.6%
African American	District	Social Studies	< 30	< 30
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies		
Hispanic of Any Race	District	Social Studies	< 30	< 30

**Annual Education Report  
South Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	99.3%	68.2%
Economically Disadvantaged	District	Social Studies	98.3%	57%
English Language Learners	District	Social Studies	< 30	< 30
Students With Disabilities	District	Social Studies	< 30	< 30
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.7%	69.2%
Bottom 30%	District	Writing		7.3%
African American	District	Writing	< 30	< 30
American Indian	District	Writing	< 30	< 30
Asian	District	Writing		
Hispanic of Any Race	District	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	100%	70.9%
Economically Disadvantaged	District	Writing	99.5%	62.3%
English Language Learners	District	Writing	< 30	< 30
Students With Disabilities	District	Writing	100%	11.4%

**Annual Education Report  
South Elementary School**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	79.6%
White	District	78.6%
Economically Disadvantaged	District	74.5%

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

**Annual Education Report  
South Elementary School**
**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%
All Students	School	96%

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

**Annual Education Report**  
**South Elementary School**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



**Annual Education Report  
South Elementary School**
**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Watervliet School District	South Elementary School	Focus School	Green	2			Green	2					Yellow	16

**Annual Education Report  
South Elementary School**
**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	15	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*

**Teacher Quality - Class**

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report  
South Elementary School**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ 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) 2011 Mathematics Achievement.

**Annual Education Report  
South Elementary School**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ 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) 2011 Mathematics Achievement.

**Annual Education Report  
South Elementary School**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		36	31	19	14
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

# 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), 2011 Reading Assessment.

**Annual Education Report  
South Elementary School**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

# 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), 2011 Reading Assessment.

**Annual Education Report  
South Elementary School**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5