

# Saranac Elementary School

*"A Community of Learners"*

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Saranac Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal, Jason Smith for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.saranac.k12.mi.us/annual-report/>, or you may review a copy in the main office at your child's school.

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

Our school has not been given one of these labels.

## **Key Challenges**

The buildings in Saranac Community Schools, including Saranac Elementary School are committed to preparing students for the future. To achieve this vision, the district has established a comprehensive strategic plan addressing student achievement, technology, facilities and learning environment, and community relations. Achievement, perception, demographic, and systems data are reviewed to identify initiatives to assist us in reaching those goals and developing each building's school improvement plan.

Demographic data highlighted an opportunity for our school to systematically address the needs of at-risk learners through relationships, high expectations, and clear procedures for all students. Based on this data, Saranac Elementary School determined a need to implement a multi-tiered system of support for behavior. District and building teams were established to study the research and develop a system to methodically implement supports to address student behavior and create a positive behavior intervention system. We are in the first of a three year partnership with MIBLSI to create a comprehensive system to support all students and staff.

State law requires that we also report additional information.
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### **Process for Assigning Pupils to the School**

Saranac Elementary students, grades kindergarten through 6<sup>th</sup> grade come to us by virtue of living within the boundaries of Saranac Community Schools. In addition to resident students, we open our enrollment to students outside our district boundaries throughout the school year. Preschool students go through a qualification process to enroll for those programs.

### **The Status of the School Improvement Plan**

The Saranac Elementary School Improvement team is made up of teachers, administrators, support staff, and parents. This group of stakeholders has written a comprehensive school improvement plan focused on raising student achievement in reading, writing, and math. The plan is also focused on closing the achievement gap for our sub-groups (students with disabilities and economically disadvantaged students). The Saranac Elementary goals, objectives, strategies, and activities are based on data and research.

### **A Brief Description of each Specialized School**

The philosophy of Saranac Community Schools is to serve each individual with special needs in the least restrictive environment. A continuum of educational placement options is offered to individuals with mild to severe special needs from birth to age 26. Supportive services and vocational training programs are designed to meet their needs. Placement options are provided through the cooperative efforts of Saranac Community Schools and the Ionia County Intermediate School District (ICISD). Small districts by themselves cannot financially support a complete continuum of services for those with special needs. The ICISD and the local school districts combine to operate programs for low incidence populations. Likewise, pre-primary programs for impaired individuals serve many districts as a whole. It is the goal of the ICISD and Saranac Community Schools to provide a complete continuum of services to be made available in an efficient and cost effective manner regardless of district size. Saranac Elementary has the following programs in-house for students with special needs: Resource Room, Early Childhood Special Education, and direct contact with the ICISD for students with Autism Spectrum Disorder.

### **How to Access a Copy of the Core Curriculum**

Saranac Community School's curriculum is based on the Michigan State Standards. These standards can be found on the Michigan Department of Education website: [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html). Teachers create lessons that align to the standards using a variety of resources available to them.

Aggregate Student Achievement Results for Local Competency Tests or National Normed Achievement Tests

<b>STAR Reading Scores – Grade Level Equivalency</b>							
Grade	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
1 <sup>st</sup>	N/A	2.0	N/A	2.2	N/A	2.2	2.1
2 <sup>nd</sup>	2.0	2.8	2.1	3.0	2.1	3.0	3.2
3 <sup>rd</sup>	2.7	3.8	2.9	4.0	2.9	4.0	3.7
4 <sup>th</sup>	4.1	5.3	3.6	4.8	3.9	5.0	5.4
5 <sup>th</sup>	5.4	6.4	5.1	6.1	4.9	5.7	5.8
6 <sup>th</sup>	6.2	6.6	6.3	6.9			6.6

<b>First Grade Observation Reading Survey</b>			
Year	September	January	May
2009-10	5.1	11.5	19.3
2010-11	4.3	14.4	22.0
2011-12	5.5	13.6	20.2
2012-13	6.8	16.3	22.1
2013-14	8.0	17.3	23.4
2014-15	8.4	17.2	22.7

<b>M-STEP Scores</b>				
Grade Level	Math	ELA	Science	Social Studies
3 <sup>rd</sup> Grade	44.6%	43.4%	N/A	N/A
4 <sup>th</sup> Grade	41.8%*	53.7%*	16.2%*	N/A
5 <sup>th</sup> Grade	29.3%	39.2%	N/A	21.3%
6 <sup>th</sup> Grade	45.3%*	53.9%*	N/A	N/A

2015-16	7.7	16.6	23.9
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3 <sup>rd</sup> Grade	43.2%	43.4%	N/A	N/A
4 <sup>th</sup> Grade	64.7%*	55.3%*	23.5%*	N/A
5 <sup>th</sup> Grade	47.8%*	45.5%	N/A	22.4%*
6 <sup>th</sup> Grade	36.4%*	39.0%	N/A	N/A
*Scored above the State average				

### Parent-Teacher Conference Attendance Rates

2013-14 – Fall: 95%	Spring: 91%
2014-15 – Fall: 97%	Spring: 95%
2015-16 – Fall: 95%	Spring: Not yet available

We, the staff of Saranac Elementary, are pleased to share this information regarding our educational progress. We are proud of our standing, and the work the staff has done to achieve our educational and school improvement goals. We would also like to highlight some of our building's points of pride:

#### Points of Pride

- Highly qualified and caring staff
- Daily “specials” for all students: art, technology, gym, music
- Begingergarten for students entering kindergarten the following year
- Service Learning
- Social worker and speech pathologist
- Sensory room
- Intervention system staffed with highly qualified reading teachers
- Two computer labs and two mobile Chromebook carts
- Family activities and parent involvement
- Educational field trips for every grade level
- Three year partnership with MiBLSi to establish a multi-tiered system of support for reading and behavior
- On-site Instructional Consultation Coordinator and Team
- Collaboration with IC-ISD staff for special needs students

Sincerely,

Jason Smith  
Saranac Elementary School Principal