

2007 – 2008 Annual Report

Principal:
Pamela Perlos
Grades: K – 6
Students: 390



Dibble Elementary School

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Mission Statement: The Dibble Elementary School community is committed to the development of every student. We will provide essential skills in all curricular areas, so they will become life-long learners and productive, contributing members of society.

2007-2008 GOALS



Demonstrate improved performance in mathematics.



Improve ability to read and construct meaning.



Demonstrate improved ability to write in a variety of formats.



Highly Qualified Staff

The staff at Dibble Elementary is 100% qualified in compliance with No Child Left Behind (NCLB) standards and is committed to helping students become successful learners. Parents have the right to request information regarding teacher qualifications.

Goals 2007-2008

- All students will demonstrate an improved performance on their ability to read and construct meaning from story text and various types of informational text.
- All students will demonstrate an improved performance in mathematics.
- All students will demonstrate an improved ability to write in a variety of formats across the core content areas.

School Improvement Plan

Our primary focus at Dibble Elementary is to improve student achievement. This is reflected in our School Improvement Plan. We are working with our students in all core subject areas to help them be successful in meeting the State Standards and Benchmarks. Teachers work with students to improve their reading skills in story, informational, and cross-text. The staff recognizes science and social studies as being subject areas that lend themselves to demonstrating how informational text is organized. We also work with the students in the area of writing. The students participate in a school-wide writing project each spring.

We are working hard to improve the academic progress of students at Dibble Elementary. Our School Improvement Plan identifies specific language arts, math, and writing strategies that the Dibble teachers will utilize to meet the needs of our students. We will continue to work together, so that our students achieve the State's performance standard.

Our Curriculum and Evaluation Process

The staff at Dibble Elementary follows Jackson Public Schools core curriculum, which is aligned to the Grade Level Content Expectations (GLCE) developed by the State of Michigan. The Dibble Elementary School Improvement Team reviews and updates the School Improvement Plan annually.

Staff Development Activities 2007-2008

The staff development for 2007-2008 focused on our School Development goals and instructional strategies. The following is a list of topics addressed:

- Positive Behavior Support
- MEAP item analysis & GLCE's at and across grade levels
- Comprehensive Needs Assessment
- Disability to Possibility
- "Failure Is Not An Option" – Betty Holias
- MEAP – Ten Days of School
- Response to Intervention ASSIST
- Updated curriculums
- Lucy Calkins Writing
- Michigan Model Training
- New School Improvement Plan Template
- Co-Teaching
- Differentiated Instruction
- MLPP Update Training

Parent/Teacher Conferences and Parent Involvement

One of the most important factors in a child's educational success is the involvement of parents and guardians. Each year, we calculate the percentage of students who have had a parent or guardian attend a formal conference in the fall. Our success rate has been:

2007-2008: 95%
2006-2007: 98%
2005-2006: 98%

Throughout the year, teachers contact parents by phone, note, or e-mail to communicate how students are progressing. In the spring, conferences are held to address serious concerns.

ASSIST meetings are held monthly to identify strategies for parents and teachers to use to improve student academic and/or social success. The District's Parent Involvement Policy is available in the Dibble Elementary office. Information about the Parent Involvement Policy at Dibble Elementary School can be found in the Dibble Handbook.

Accreditation Status

Dibble Elementary School has met AYP in both reading and mathematics based on the State of Michigan standards. The composite grade for Dibble Elementary was an A.

The following is the School Report Card for the 2006-2007 school year:

English Language Arts: B
Mathematics: A
Achievement Subtotal: B
Indicators of School Performance: A
Preliminary Grade: A
AYP Status Met AYP
(Adequate Yearly Progress)
Composite Grade: A

Student Achievement

A wide variety of ways to measure and report on student progress and achievement are available. No one measure can capture the full range of a student's learning and achievement, therefore a variety of measures are used at Dibble, including testing. Teachers work with students individually, in small groups, and as an entire class. Some assessments are used to guide the teachers in their instruction. Other assessments, such as MEAP, are given to measure the success in meeting State Content Expectations.

Student Attendance

During the 2007-2008 school year, the daily average attendance rate for Dibble students is 95%.

Dibble Elementary MEAP Achievement Results

- Demographics analysis between the Dibble Elementary MEAP Achievement scores of students that met or exceeded Michigan Standards to the Jackson.
- One hundred percent of Dibble students were tested.

3rd Grade % of students who met standards

	Reading		Writing		ELA		Math	
	06	07	06	07	06	07	06	07
Year	06	07	06	07	06	07	06	07
Dibble	100	91	62	62	92	87	94	91
JPS	81	76	38		68		84	84
State	87	86	52		79		88	90

5th Grade % of students who met standards

	Reading		Writing		ELA		Math		Science	
	06	07	06	07	06	07	06	07	06	07
Year	06	07	06	07	06	07	06	07	06	07
Dibble	93	88	65	40	91	79	80	72	92	74
JPS	76	65	46		68		59	53	72	62
State	84	82	57		78		59	74	72	82

4th Grade % of students who met standards

	Reading		Writing		ELA		Math	
	06	07	06	07	06	07	06	07
Year	06	07	06	07	06	07	06	07
Dibble	88	93	38	52	76	88	84	89
JPS	74	72	27		60		75	73
State	85	84	45		78		85	86

6th Grade % of students who met standards

	Reading		Writing		ELA		Math		Social Studies	
	06	07	06	07	06	07	06	07	06	07
Year	06	07	06	07	06	07	06	07	06	07
Dibble	100	88	90	73	95	83	76	70	81	81
JPS	78	69	70		73		53	58	61	57
State	83	82	74		78		69	73	74	73

Breakdown of All students by subject and grade level. Level's I and II are considered proficient by the State of Michigan.

Reading

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	07	06	07	06	07	06	07
Level 1 – Exceed Standard	62%	45%	41%	52%	50%	42%	29%	31%
Level 2 – Met Standard	38%	45%	47%	41%	43%	46%	71%	58%
Level 3 – Basic	0%	7%	12%	7%	7%	6%	0%	10%
Level 4 – Apprentice	0%	2%	0%	0%	0%	6%	0%	2%
Number Tested	50	55	34	56	46	48	21	52

Writing

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	07	06	07	06	07	06	07
Level 1 – Exceed Standard	2%	0%	0%	2%	2%	0%	5%	2%
Level 2 – Met Standard	60%	62%	38%	50%	63%	40%	86%	71%
Level 3 – Basic	32%	35%	59%	48%	28%	56%	10%	25%
Level 4 – Apprentice	6%	4%	3%	0%	7%	4%	0%	2%
Number Tested	50	55	34	56	46	48	21	52

ELA

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	07	06	07	06	07	06	07
Level 1 – Exceed Standard	32%	29%	15%	29%	24%	17%	5%	13%
Level 2 – Met Standard	60%	58%	62%	59%	67%	63%	90%	69%
Level 3 – Basic	8%	11%	24%	13%	9%	17%	5%	17%
Level 4 – Apprentice	0%	2%	0%	0%	0%	4%	0%	0%
Number Tested	50	55	34	56	46	48	21	52

Mathematics

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	07	06	07	06	07	06	07
Level 1 – Exceed Standard	73%	59%	32%	68%	47%	34%	29%	43%
Level 2 – Met Standard	22%	32%	53%	21%	33%	38%	45%	28%
Level 3 – Basic	6%	9%	16%	11%	18%	26%	19%	20%
Level 4 – Apprentice	0%	0%	0%	0%	2%	2%	5%	9%
Number Tested	51	56	38	57	49	50	21	54

Science

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	07	06	07	06	07	06	07
Level 1 – Exceed Standard	n/a	n/a	n/a	n/a	41%	30%	n/a	n/a
Level 2 – Met Standard	n/a	n/a	n/a	n/a	51%	44%	n/a	n/a
Level 3 – Basic	n/a	n/a	n/a	n/a	8%	20%	n/a	n/a
Level 4 - Apprentice	n/a	n/a	n/a	n/a	0%	6%	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	49	50	n/a	n/a

Social Studies

	Grade 3		Grade 4		Grade 5		Grade 6	
	06	05	06	07	06	05	06	07
Level 1 – Exceed Standard	n/a	n/a	n/a	n/a	n/a	n/a	33%	47%
Level 2 – Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	48%	34%
Level 3 – Basic	n/a	n/a	n/a	n/a	n/a	n/a	14%	6%
Level 4 – Apprentice	n/a	n/a	n/a	n/a	n/a	n/a	5%	13%
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	21	53

NOTE: The Federal requirement of NCLB is to report data only when it is statistically sound. Therefore the following subgroups are not reflected due to populations of less than 30 students:

- Race/ethnicity
- Disability status
- Migrant status
- English proficiency
- Economic status
- Gender

Scantron Results Spring of 2007 and 2008

	Reading Gains		Mathematics Gains	
	2007	2008	2007	2008
Third Grade	1.9	1.4	1.1	0.7
Fourth Grade	1.4	2.0	1.5	1.8
Fifth Grade	0.9	1.0	0.7	0.8
Sixth Grade	0.3	1.1	1.1	0.6

Iowa Test of Basic Skills (ITBS) Results

	Grade Equivalent Average Standard Scores			
	Spring 2007		Spring 2008	
	Grade 1	Grade 2	Grade 1	Grade 2
Reading	2.1	3.0	2.0	3.1
Language	2.1	2.6	1.8	2.7
Mathematics	2.0	3.0	2.0	3.0
Core	2.0	2.8	1.9	2.9
Social Studies	2.0	2.8	1.8	3.1
Science	2.0	2.9	1.7	2.9
Sources of Information	1.9	3.0	2.0	3.0
Composite	2.0	2.9	2.0	2.9