

District Enrollment

(September, 2009)

Allegan High School (grades 9-12)	818
L.E.White Middle School (grades 6-8)	561
Dawson Elementary (grades K-5)	352
North Ward Elementary (grades K-5)	283
Pine Trails Elementary (grades K-5)	334
West Ward Elementary (grades K-5)	309
Alternative High School (grades 9-12)	156
Adult Education	69

TOTAL ENROLLMENT 2882

Budget

Operating budget
\$ 24,486,499

Operating Expenditure
Per Pupil
\$ 8,392

School Millage Rates

Operating:
6 mills homestead
18 mills non-home-
stead

Debt:
7.55 mills homestead
7.55 mills non-home-
stead

Board of Education

Mark Davidhizar (secretary)
Grace Gant (trustee)
Mary Kasprzyk (trustee)
Philip Siegler (treasurer)
Steve Tibbitts (president)
Chris M. Ward (trustee)
Dale Wittkop (vice president)

Allegan Public Schools Administration:

Central Administration Office

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Phone: 673-5431
FAX: 673-5463



Kevin Harness
Superintendent



Bill Hammer
Dir. of Operations



Nancy McKown
Dir. of Instruction

Allegan High School

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Allegan, MI 49010
Phone: 673-7002
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Jim Mallard
Principal



James Antoine
Asst. Principal



Gary Ellis
Athletic Director

L.E.White Middle School

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Phone: 673-2241
FAX: 686-0309



George Mohr
Principal



Tony Danzig
Asst. Principal



Joe James, Principal

Dawson Elementary

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FAX: 686-8138

Allegan Alternative/ Adult Education

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Brenda Nyhof
Principal

North Ward Elementary

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FAX: 686-8093



Ron Orr, Principal



Dave Kanine, Principal

Pine Trails Elementary

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Phone: 673-5379
FAX: 673-1989



Harry Dalm, Principal

Special Education

Jodi Zenk, Director
673-5431 (ext. 3032)

Transportation Department

Darrell Stoughton, Supervisor
673-2203

Maintenance Department

Wally Brennan, Supervisor
George Zeock, Special Projects
673-2085

Food Service

Todd Gardner, Director
673-7002 (ext. 5517)

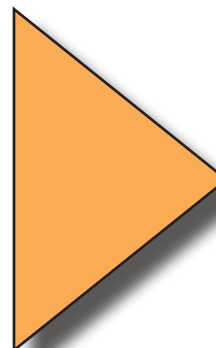
Business Office

Amy Christman, Business Manager
673-5431 (ext. 3011)



Allegan Public Schools Allegan, Michigan

www.alleganps.org



**2009-10
Annual
Education Report**

ALLEGAN PUBLIC SCHOOLS

Mission Statement

“A community committed to developing responsible citizens, productive workers, and life-long learners”

We believe . . .

- The learner is our focus and our future.
- Everyone deserves to be recognized as an individual and to be treated with fairness, dignity, and respect.
- Everyone deserves the opportunity to learn and to achieve.
- Everyone deserves a safe and orderly environment.
- Everyone deserves the opportunity for lifelong learning.
- Everyone has the potential for change.
- Dedicated team effort enhances positive results.

The Year in Review

Dear Community Members, Staff, and Students:

The 2009-10 Annual Report documents another year of achievement and success for the students at Allegan Public Schools. The “data” contained in this report reveals many areas of outstanding success for our students, as well as areas we are continuing to show improvement. Support of our mission by parents and community remains high and our staff is committed to providing the maximum educational opportunity for all students. Thank you staff and community for making Allegan Public Schools such a great place to learn!



In School Year 2009-10:

- All secondary buildings remain fully accredited through the North Central Accreditation process, and Allegan High School celebrated its 100th year of consecutive accreditation through NCA! All buildings are also accredited through the Michigan Department of Education’s “Education YES!”
- Scholarships totaling over \$986,174 were awarded to Allegan High School graduates in 2010.
- In our Performing Arts Center, high school students presented “The Wizard of Oz” (the musical) and “Revenge of the Space Pandas.” The Alternative High School presented “Survivors’ Club” and the district’s Art Department held a spring art show. The Grand Rapids Symphonic Band provided a holiday concert and Mr. Peter Miyamoto of the Gilmore Keyboard Festival also performed on our stage.
- Our high school marching band placed 5th in their flight at the MCBA State Finals, with their marching show “Life, Liberty, and the Pursuit of Happiness.” The Symphonic Band earned a Division I rating at both the District and State MSBOA competitions, with many individual students earning highest honors at District and State Solo & Ensemble.
- In the high school vocal music program, our Chamber Choir and Women of Chamber Choir both received Division I ratings at the MSVMA State Choral Festival, with the Chamber Choir receiving a “superior” ranking.; Alex Horn, Emily Kunz, and Justice Hill were selected into the MSVMA Regional Honors Choir.
- The Allegan High School Quiz Bowl Team (Isaac Green, Wally Pabis, Michelle White, Rachel McDaniel, and Phil Schipper) won 1st place at the Round Table Tournament, qualifying for the State competition!
- Athletic accomplishments included: State runners-up in Wrestling (also Conference, District, and Regional champs) and 3 State champs (Jaylyn Bohl, John Rizqallah, Taylor Simaz); 4th place finish at State for Girls Tennis (also Conference and Regional champs) and State champs #2 doubles (Christin Drozd, Hannah Schulz); In Boys Track, the mile relay team and 110m hurdler placed 5th at State meet; In Swimming, both boys and girls teams placed in the team state standings for the first time in their brief history. Academic All-State honors went to Boys Tennis & Girls Tennis teams. Rachel Cook was a finalist in the MHSAA Scholar-Athlete Contest. Joe Simaz was named State Asst. Coach of the Year and Jen Aldrich was named Conference Coach of the Year.
- The Perrigo Foundation again donated over \$11,000 to APS to help fund teacher mini-grants and graduate scholarships (including \$5,000 for math/science related studies, \$1,000 for Alternative HS drama program, and over \$3,000 in college scholarships); The Educational Foundation of APS donated over \$7,000 in teacher mini-grants and the Allegan Rotary Club donated dictionaries to all 3rd grade students.
- A core group of district faculty and administrators continued to meet as the district D.I. (Differentiated Instruction) Team and began implementing D.I. strategies throughout the district and into classrooms.
- Allegan High School hosted 9 foreign exchange students (from China, Hong Kong, Japan, Germany, Sweden, Brazil, and Viet Nam).
- In year #2 of the new county-wide recognition program, “Outstanding People for Education,” three people from Allegan were honored (Gary Ellis, Cristy Burza, and Nan Tooman).
- Mentoring and volunteer programs, such as Kids’ Hope at the elementary level, and math and English “coaches” provided to high school students who need extra help, as well as PTOs and Booster Clubs, continued to support our students.
- New program called “Jump Start” was implemented at North Ward Elementary to motivate students and to provide physical activity, which in turn stimulates brain activity in students, especially those who are kinesthetic learners.

Kevin Harness

Superintendent of Schools

Accreditation

Secondary schools in the Allegan Public School District are accredited by the North Central Association of Colleges and Schools (NCA), which was established in 1895 to set standards of quality for schools. NCA is the accreditation agency recognized by the U.S. Department of Education for the region of nineteen states that includes Michigan. All Allegan secondary schools are fully accredited, and are engaged in the 5-year process of becoming “Performance Accredited.”

Michigan’s Department of Education approved a state accreditation system in March, 2002, known as the *Education YES!* reform package. This system for accreditation is based on student achievement (MEAP scores), as well as other management, curriculum, and performance indicators. In addition to the state accreditation system, the federal government passed legislation known as *No Child Left Behind*. As part of that legislation, the State of Michigan is responsible for writing guidelines and advising local districts. Under the state accreditation system, schools were given the following “grades” based on Adequate Yearly Progress (AYP)* :

School	Title I Status	AYP ELA/Reading Status	AYP Math Status	School AYP 2009-10 Overall Status	Education YES! Report Card Grade	School Improvement Status (Phase)
Allegan Alternative HS	No	Not met	Not met	Did Not Make AYP	No Grade	7 (Implementing Restructuring Plan)
Allegan High School	No	Met AYP	Met AYP	Met AYP	B	0
L.E.White Middle School	No	Met AYP	Met AYP	Met AYP	A	0
Dawson Elementary	Yes	Met AYP	Met AYP	Met AYP	A	0
North Ward Elementary	Yes	Met AYP	Met AYP	Met AYP	A	0
Pine Trails Elementary	Yes	Met AYP	Met AYP	Met AYP	A	0
West Ward Elementary	Yes	Met AYP	Met AYP	Met AYP	A	0

*Adequate Yearly Progress is determined by a formula of gradually rising target scores in MEAP and MME scores, combined with attendance and graduation rate data. If a subgroup (such as economically disadvantaged students) does not make the AYP goal, then the entire school building is rated as “Did Not Make AYP”. Actual MEAP and MME scores are included elsewhere in this report, disaggregated by each subgroup with a population over 30 students.

“Highly Qualified” Staff

All teachers employed by the Allegan Public School District have earned “highly qualified” status, as defined by the *No Child Left Behind Act*. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in State of Michigan. Some of these requirements include: passing the MTTC subject content examination for various subjects taught, earning an academic major in the content area, earning a Master’s Degree in a related area, earning National Board Certification, teaching for at least 3 years and earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio. By the end of 2005-06, all schools in the district reported that 100% of their teaching staffs met “highly qualified” standards. Parents who have questions about the qualifications and credentials of their child’s teacher are encouraged to contact their building principal.

Professional Qualifications of all teachers in Allegan Public

B.A.	B.A. +18	M.A.	M.A. +15	Ph.D.
20	39	81	23	1

Percentage of teachers in the school district who are Highly Qualified = 100%
 Percentage of teachers in the school district with Emergency Credentials = None
 Percentage of core academic subject classes NOT taught by Highly Qualified teachers = None



Attendance Rates

(Average Rate of Daily Student Attendance)

Allegan High School	93%
L.E.White Middle School	88%
Dawson Elementary	96%
North Ward Elementary	95%
Pine Trails Elementary	93%
West Ward Elementary	93%

Dual Enrollment

11th and 12th grade students have the opportunity to enroll in college courses if they meet certain requirements. In 2009-10, Allegan had one student exercise this option, taking courses through Michigan Virtual High School.

Advanced Placement (AP) Courses

Allegan High School offers Advanced Placement courses in the following subjects: biology, physics, chemistry, calculus, French, Spanish, English, U.S. history, world history, European History, and U.S. government. Students can receive college credit with successful scoring on a written AP exam.

	2008-09	2009-10
# of students enrolled in AP	72	101
# of AP exam administered	89	72
% of students qualifying for college credit	62%	76%

Schools of Choice

Allegan Public School participates in the Schools of Choice Plan outlined in Section 105 and 105c of the State Aid Act. This means that we accept students from other school districts within the county, as well as from school districts that are contiguous to the Allegan AESA. If availability in specific grades is limited, then placement is determined by lottery.

Elementary students are usually assigned to the elementary school in their area of residence. An in-district "school of choice" program is offered to parents who wish to select one elementary school over another for their child. Placement into the desired school is based on space availability, and is handled by lottery if requests exceed available slots.

Graduation Rate

	Allegan HS (%)	Altern. HS (%)	District (%)	State Avg.
09-10	84.66	7.27	58.67	75.4

Disaggregated Data (APS district):
(% of students in subgroups who graduated within four years of starting high school):

	Males	Females	Economically Disadvantaged
09-10	47.95	70.40	47.69
			Students w/ disabilities: 43.75

Dropout Rate

	Allegan HS (%)	Altern. HS (%)	District (%)	State Avg.
09-10	6.25	21.82	15.13	11.3

Disaggregated Data (APS district):
(% of students in subgroups who left high school permanently or whose whereabouts are unknown):

	Males	Females	Economically Disadvantaged
09-10	17.12	12.8	13.85
			Students w/ disabilities: 15.63

Specialized Schools

In addition to the regular education program, the Allegan Public Schools offer students the opportunity to participate in specialized programs or schools. These opportunities provide educational alternatives for students and meet special educational needs.

- Special Education** – A full spectrum of options is provided to students who have been found eligible via IEPT (Individualized Educational Planning Team) in one or more areas of services from this department. Program options include Early Childhood Special Education (ECSE), Severe Learning Disabled (SLD), Moderate and Mildly Cognitively Impaired (MoCI, MiCI), Severely Cognitively Impaired (SCI), Autism Spectrum Disorder (ASD), Traumatic Brain Injured (TBI), Speech/Language Impaired (SLI), Vision or Hearing Impaired (VI, HI), Emotionally Impaired (EI), Physically Impaired (PI), and Otherwise Health Impaired (OHI). An extensive ancillary staff provides services in the areas of Occupational Therapy, Speech Therapy, Psychologist, Social Work, and Teacher Consultant services.
- ACATEC** – Through the Allegan County Intermediate School District, high school juniors and seniors can participate in vocational education programs at the **Allegan County Area Technical and Education Center**. One and two-year programs are offered in the following areas: AIS Heavy Equipment, Automotive Technology, Building Trades, Business Management and Finance, CAD, Cosmetology, Criminal Justice, Culinary Arts, Early Childhood Education, Electro-Mechanical Technology, Health Care, Information Technology, Machine Tool Technology, Medical Assisting, New Media, Veterinary Technical Science, Welding Technology, Career Readiness and Small Business. These programs are designed to prepare students for immediate employment and/or further education. Students at the ACATEC compete at local, regional, state, and national levels. In the 2009-10 school year, 125 students from Allegan High School and 41 from Allegan Alternative Ed. were enrolled in daytime programs. Enrollment in the Allegan County Area Technical and Education Center is arranged through the High School and Alternative High School Counseling Departments in cooperation with the student's teachers and parents. Students take the Differential Aptitude Test in the 9th grade to help them choose a career path and courses.
- Alternative High School** – The Allegan Alternative High School provides "Another Choice - and Another Chance" for students who, for a variety of reasons, are not successful at a traditional high school. Curriculum is presented at multiple levels, using differentiated instruction methods at an appropriate pace for students. The focus remains to provide an education that is relevant and prepares the graduate for the next step of further education or a career. This year, 164 students were served in the Alternative High School.
- Credit Recovery and NovaNET** - The Allegan Public School District offers a Credit Recovery program to all area high school students who are behind in credits. NovaNET is a computer-based, on-line learning experience with student and teacher interaction. In 2008-09, students enrolled in 164 courses through Odysseyware
- Adult Education** – Programs are available to students 18 and older who are not enrolled in another school and who have not completed their high school education. A student can decide to attain a high school diploma or the GED. This year, 304 adults were enrolled through Allegan Adult Education. In addition, through other area programs, 134 adults were served by Allegan Public Schools. In 2009-10, a total of 11 high school diplomas and 171 GEDs were earned.

Parent participation

Parental interest and involvement are key factors in a child's success at school. APS parents support their children's learning by attending Open House activities at each building, as well as Parent-Teacher Conferences. Participation rates are listed below:

	Fall Conferences	Spring Conference	Open House	
Dawson Elementary (2008-09)	97%	94%	76%	
Dawson Elementary (2009-10)	98%	93%	75%	
North Ward Elementary (2008-09)	97%	95%	64%	
North Ward Elementary (2009-10)	95%	85%	87%	
Pine Trails Elementary (2008-09)	91%	88%	45%	
Pine Trails Elementary (2009-10)	89%	86%	45%	
West Ward Elementary (2008-09)	95%	92%	61%	
West Ward Elementary (2009-10)	95%	91%	73%	
L.E.White Middle School (2008-09)	80%	64%	21%	
L.E.White Middle School (2009-10)	71%	53%	21%	
Allegan High School (2008-09)	51% (T-1)	45% (T-2)	31% (T-3)	n/a
Allegan High School (2009-10)	52% (T-1)	46% (T-2)	28% (T-3)	n/a
Allegan Alternative HS (2008-09)	23% (T-1)	17% (T-2)	15% (T-3)	24%
Allegan Alternative HS (2009-10)	20% (T-1)	33% (T-2)	13% (T-3)	n/a

Numerous volunteer opportunities also exist for parents to become involved at APS. Some of these include: PTO club activities, Athletic Boosters, Band/Vocal Music Boosters, *Kids' Hope* mentoring program at the elementary level and adult mentoring programs at our secondary schools. Parents of students participating in Title I programs can also take advantage of special opportunities for school involvement throughout the school year.



Early Education Services

We believe that the early years in a child's life are truly formative and have a huge impact on their future success in school. Allegan Public Schools work cooperatively with the Early Education Services Department of the Allegan AESA to provide services to families with preschool children in our district.

Parents as Teachers believe that the parents are the child's first and most important teacher. PAT is a free program that serves families in the Allegan area with children from birth to age three. Participants receive personalized home visits by trained staff who offer parenting information, educational parent-child activities, developmental screenings, and connections to community resources. This year, 33 Allegan families (38 children) were served by Parent Educators (for a total of 258 home visits).

The Michigan School Readiness Program is a preschool program for four-year-olds. The MSRP provides a rich preschool program that helps prepare students to be successful in kindergarten. This year, 59 Allegan students participated in Ms. McCall's MSRP preschool classes.

Even Start provides literacy training for parents with children under the age of eight. This year, 5 adults were served in this program, with 3 graduates.

Early On is a program for children from birth to age 3 that have pre-existing medical conditions or developmental delays, such as speech and occupational therapy. This year, 69 Allegan students/families were served.

Measuring Success

Allegan Public Schools is immersed in a school improvement process that focuses on the use of assessment data to evaluate our educational programs and make the changes necessary to ensure that every child succeeds. In order to improve the quality of education we provide, we must constantly gauge our efforts against the hard facts. Data collection and analysis guide us toward a better understanding of which instructional strategies and tools are most effective and where we need to re-examine and adjust our teaching practices. To that end, we have developed extensive assessment tools in addition to the state-required MEAP test. DIBELS and Ren Learning diagnostic assessments are collected at grade levels K-8 for each student.

District Goal Areas:

Student Achievement – Every child can and will succeed to his/her maximum potential (through increased parental involvement, improved school climate, student-focused instructional delivery, and continued support of early childhood programs).

Personnel – Through prudent hiring practices and substantial professional development opportunities, all school personnel will be highly suited to their assigned positions (by establishing certification standards, providing staff development opportunities and mentoring, and by careful hiring and evaluation processes).

Facilities & Equipment – The District will maintain a physical environment which is conducive to learning (by providing adequate resources for preventative maintenance, obsolescence plan for technology and other equipment, and optimum maintenance and use of the pool and performing arts centers).

Positive Public Relations – The District will strive to foster pride and ownership of Allegan Public Schools by all community members (by providing the community with positive information about APS through newsletters, web pages, and press releases; improved building signage; and increased involvement in community organizations and activities).

Core Academic Curriculum and School Improvement Process

The curriculum implemented in Allegan Public Schools is the K-12 Michigan Curriculum Framework. Teachers, administrators, parents and community members representing all buildings and grade levels within Allegan Public Schools have aligned instructional materials and Professional Staff Development with the State of MI core curriculum and new high school content expectations in Math, Science, Social Studies and English Language Arts.

The focus of our efforts is to provide high quality instruction in the State of Michigan core content areas for all students. In order to achieve this goal, curriculum teams and building school improvement teams are currently addressing the following needs in Math, Social Studies, English Language Arts, and Science:

- Developing curricular outcomes that align with the new Michigan graduation expectations.
- Reviewing the new Michigan School Accreditation and Accountability System to provide a means of setting standards for continuous school improvement.
- Planning for professional development to update teacher skill levels and delivery systems to more effectively implement the Michigan Core Curriculum – (differentiated instruction, teaching reading in all areas of the curriculum, neuroplasticity, using data effectively, formative assessments to inform instruction, etc).
- Developing integration strategies to deliver the core curriculum in a more efficient manner. Primary focus in integration is to be more efficient and effective in our instructional delivery of the curriculum through the use of technology.
- Meeting with elementary teachers in core content areas to select “Power Standards” in each core area. This process is complete at HS and MS.
- Developing Curriculum maps to better manage delivery and quality of instruction.
- Planning to address the needs of gifted students and traditional underachievers.
- Planning to address the career needs of our students through the Career Pathways Planning Process.
- Selecting appropriate curriculum, instructional materials and technology tools which align with the Michigan Core Curriculum.
- Evaluating data related to student academic progress to determine needs of all students and special populations and then addressing those needs in our school improvement process. (District Data Analyzer, MME, MEAP, ACT, Terra Nova, PLAN, EXPLORE, DIBELS). This includes implementing new information systems that will help monitor individual student improvement.
- Credit Recovery programs for HS students (in collaboration with *MI WORKS!*).
- Early Achievers Kindergarten Program.

ACT (American College Test - Perfect score is 36)

Graduating Class	Allegan Average	State Average	USA Average
2010	18.9	19.7	n/a*
2009	18.9	19.6	21.1

**In Michigan the ACT is given to all high school students as part of the MME. In most states, only college-bound students take this test, as it is used as a college entrance exam.*

Terra Nova

Total combined scores for 2009 - National Percentiles (Students tested in reading, language, and math).

Grade 3	47%
Grade 4	52%
Grade 5	50%
Grade 6	n/a
Grade 7	n/a
Grade 8	n/a

English Language Arts

As English language skills are the backbone of academic study, improving reading and writing is the primary goal at every one of our schools. Data used to support goal selection includes MEAP and MME results, parent and teacher surveys, DIBELS scores at the elementary level, and Terra Nova scores at the middle school. Reading goals include improving reading comprehension, fluency and vocabulary. Writing goals include improving written expression through paragraph and theme development, use of more detail in writing, learning to connect various sources and implementing the use of “voice” in student writing. Planned strategies and interventions include: 1) use of best teaching practices, including increased use of **Differentiated Instruction** strategies at all levels; 2) continued DIBELS monitoring and benchmark assessment; 3) maintaining parental involvement for early grades; 4) use of graphic organizers, such as Venn diagrams and concept mapping; 5) introduction of genre literature units; 6) professional development including AAESA Inservice on gender differences in the classroom, **Neuroplasticity** training, **Language!, Reading Across the Curriculum**, and D.I. workshops; 7) collaboration and grade-level sharing of teaching strategies; 8) Secondary ELA teachers have been involved in “Unwrapping the Standards” process and have completed the “Power Standard” selection process for Reading and Writing.

Math

In mathematics, all grade levels review the MEAP and MME “Item Analysis”. Based on State test data, the item analysis precisely identifies the Math Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. Math Curriculum Maps for grades 1 thru 5 were implemented in the Fall, 2008. These tools provide a guide to instruction and assessment and include teaching and assessment timelines and additional instructional resources. Curriculum Maps not only help teachers to be more efficient in their instruction and assessment practices, but also help them avoid gaps and overlaps in the State of MI elementary math curriculum. Secondary Math teachers in grades 6-12 have been involved in a process called “Unwrapping the Standards”. The Standards are not all equal. Unwrapping the Standards helps teachers to determine the essential critical knowledge & skills that students will need to achieve success in school and after graduation. The goal of the unwrapping process is to choose the priority standards or POWER STANDARDS. The other standards will still be taught, but will be given less emphasis and taught and assessed as they relate to Power Standards. The purpose of this process is to address the barrier of “too much content” and help teachers focus on teaching essential skills and concepts in depth. Math teachers have completed the Power Standards selection process for Geometry, Algebra 1, Algebra II, and all Math in grades 1-8.

Science

In Science, all grade levels review the MEAP and MME “Item Analysis”. Based on the State test data, the Item Analysis precisely identifies the Science Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. The Battle Creek Science Program has been implemented in grades K-5. This program provides 3-4 science kits per grade level – all providing instructional “hands-on” activities that align with the State of Michigan science grade level content expectations. The Battle Creek Science Center regularly updates this curriculum to ensure that all components are up to date with the State Standards in Elementary Science. Secondary Science Teachers in grades 5-12 have also been involved in Unwrapping the Standards process and have completed the Power Standards selection process for Physics, Chemistry, Biology, and Earth Science.

Social Studies

In Social Studies, all levels review the MEAP and MME item analysis. Based on the State test data, the Item Analysis precisely identifies the Social Studies Grade Level Content Expectations or High School Content Expectations on which our students need the most remediation. Teachers then adjust instruction accordingly. This information is specific to grade and school building. The State has revised the Social Studies GLCE at Grades 3, 4 and Middle School. Teachers at those levels have been inserviced on the changes and are currently working to determine the instructional resources needed to effectively teach the new social studies grade level content expectations. Secondary Social Studies Teachers in grades 6-12 have also been involved in the Unwrapping the Standards process and have completed the Power Standards selection process

National Goals:

No Child Left Behind legislation, signed into law by President Bush in 2001:

- ✓ Holds schools accountable for enhancing ALL student academic performance.
- ✓ Calls for closing the achievement gap for low-income, minority students, and students with disabilities.
- ✓ Ensures that highly qualified teachers are in every classroom.
- ✓ Provides for annual testing in mathematics and reading in grades 3-8, beginning in 2005.
- ✓ Requires parent notification about their school's status, as well as policies that define parent participation within the district.

In 2009, President Obama provided funding through the American Reinvestment and Recovery Act for the **Race to the Top** competitive grant designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas.

Equitable Access to Programs:

Allegan Public Schools ensures equitable access to, and participation in, all Federally-assisted programs for students, staff, and other program beneficiaries, including those with special needs. All of Allegan Public Schools are ADA compliant and access to all programs is guaranteed through Board of Education policies and district practices. To ensure all eligible students have equitable access to all programs and services, all K-12 students are assessed with tools specifically designed to screen and place students at the correct program level. Parents and community members are made aware of the programming and services available in the following ways: web site information, building newsletters, local community newspapers, direct contact with parents, and letters mailed home.