

# 2020 -2021 Annual Report

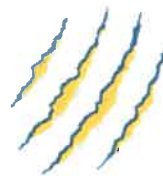
## Mission / Vision

**Engaged ...**  
*in our learning*

**Encouraged ...**  
*by our community*

**Empowered ...**  
*for our world*

**We are Whiteford!**



**Engage • Encourage • Empower**

## Whiteford Elementary School

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6655 Consear Road • Ottawa Lake, MI 49267 • 734.856.1443, ext. 104  
[www.whiteford.k12.mi.us](http://www.whiteford.k12.mi.us)





"Home of the Bobcats"

# Whiteford Agricultural School District

of the Counties of Lenawee and Monroe, Michigan

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6655 Consear Road  
Ottawa Lake, MI 49267  
734-856-1443

Superintendent/Business Office Fax: 734-854-6463  
Middle School/High School Fax: 734-856-2564  
Elementary School Fax: 734-856-4724

January 11, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the **Whiteford Elementary School**. 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 Michaela Shepherd, Elementary Principal, at 734.856.1443, ext. 104 for assistance.

The AER is available for you to review electronically by visiting the MI School Data web site at <http://bit.ly/2TpoHcr> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

The key challenges for the **2019-20** school year for Whiteford Elementary School in relation to our NWEA and MSTEP data results were due to the state mandated school closure in March of 2020. The Michigan Department of Education took action to close schools for the remainder of the 2019-20 school year at that time. We were unable to give the end of year NWEA assessment to our students, and the MSTEP was also canceled for the end of the year test cycle as well. Our continued work on curriculum alignment, direct intervention and enrichment services, and the critical social emotional support that we provide for our students was adjusted to meet the needs as we have realigned the in person face to face instruction schedules to allow for continued growth and proficiency.

The key initiatives at Whiteford Elementary School used to help accelerate student achievement and address these key challenges include:

- Utilizing Richard DuFour's Professional Learning Community (PLC) model for:
  - A Focus on Learning
  - A Collaborative Culture With a Focus on Learning for All
  - Collective Inquiry Into Best Practice and Current Reality
  - Action Orientation: Learning by Doing
  - A Commitment to Continuous Improvement
  - Results Orientation

- Utilizing Center for Educational Leadership 5D+Instructional Framework and Instructional Growth and Teacher Evaluation Tool
- Personalized Learning for students through a LMS; Schoology
- Curriculum alignment and revision based on student outcomes from multiple data measures
- Increasing rigor in curriculum offerings and lessons
- Check in/out mentors for identified students
- Utilizing all school media to invite parents to parent/teacher conferences

State law requires that we also report additional information.

- Students are assigned to the Whiteford Elementary School based on academic promotion as an eligible student in the Whiteford Agricultural District.
- The current Whiteford Elementary School Improvement Plan is in the "Implementation" Phase of the school improvement cycle. Local and state assessment data, as well as curriculum and delivery, will be implemented for improvement and will be revised and adjusted as needed. On-going and frequent review of the plan is a necessary component of this process.
- Students are selected for inclusion in specialized schools either through self-nomination or placed by recommendation of an Individualized Educational Planning Committee. The purpose of these programs is to provide additional learning opportunities to the regular Whiteford curriculum.
- Whiteford Elementary students take the Northwest Education Association (NWEA) Measures of Academic Progress test annually. Results for the 2019-2020 mid-year testing are as follows:



### Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020  
District: Whiteford Agricultural Schools

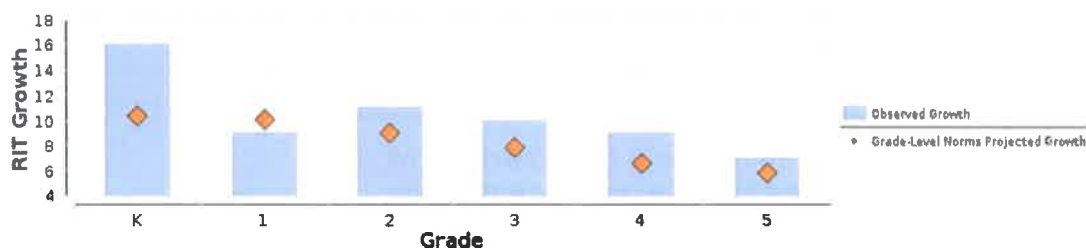
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2019 - Winter 2020  
Weeks of Instruction: Start - 4 (Fall 2019)  
End - 20 (Winter 2020)  
Grouping: None  
Small Group Display: No

#### Whiteford Elementary School

Math: Math K-12

Grade (Winter 2020)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	53	142.6	10.0	71	158.6	12.0	95	16	0.9	10.3	4.43	99	53	43	81	82
1	42	156.2	10.5	92	176.9	10.2	87	9	1.0	10.0	-0.91	18	42	17	40	37
2	44	177.1	12.0	84	187.3	9.2	73	11	1.1	9.0	1.20	90	44	26	59	59
3	58	190.6	10.0	84	200.3	7.9	77	10	0.9	7.3	1.99	95	58	39	70	69
4	54	203.1	10.0	70	212.9	8.1	82	9	0.8	6.6	2.44	99	54	41	76	76
5	68	213.4	11.0	72	220.9	13.2	75	7	0.7	5.8	0.81	73	68	42	62	55

Math: Math K-12





## Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020  
District: Whiteford Agricultural Schools

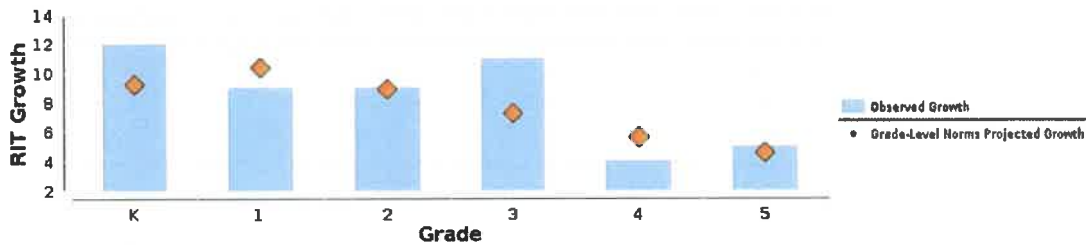
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2019 - Winter 2020  
Weeks of Instruction: Start - 4 (Fall 2019)  
End - 20 (Winter 2020)  
Grouping: None  
Small Group Display: No

### Whiteford Elementary School

Language Arts: Reading

Grade (Winter 2020)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	83	143.0	8.4	91	155.5	9.8	97	12	0.9	9.2	1.88	97	53	38	72	77
1	42	165.5	12.4	88	174.1	9.9	92	9	1.1	10.4	-1.25	10	42	21	80	47
2	44	178.0	15.3	81	187.0	14.5	80	9	1.3	8.9	0.04	52	44	25	57	54
3	56	187.2	13.8	53	198.3	12.0	73	11	1.1	7.3	3.10	99	58	42	75	82
4	54	201.9	13.4	77	205.9	11.2	68	4	1.0	5.7	-1.40	8	54	25	48	45
5	68	206.6	12.0	62	212.0	10.1	65	6	1.0	4.6	0.73	77	60	39	57	63

Language Arts: Reading



- A copy of each grade level, (K-5), essential standards for English Language Arts and Mathematics can be obtained in the elementary office. These standards are supported with the utilization of our Wonders reading program and our Everyday Math program as well as additional materials. The NGSS Science Standards as well as the Social Studies Core Content can be viewed as well.
- Whiteford Elementary is a high achieving school where the entire staff continually works to support students in their educational success. We are proud of our students and their hard work and look forward to continuing a positive partnership.
- Implementation of the Whiteford Elementary School core curriculum varies as the State and Federal requirements change. Continual evaluation of these expectations is the guiding factor in revisions to the delivery and assessment of core content. All curricula meet requirements and focus on Common Core State Standards.
- **Number (%) of Students Represented by Parents for Face to Face Instruction Students for Parent-Teacher Conferences**

2019-2020			
Class	Males (%)	Females (%)	Total (%)
2026 (6)	n/a	n/a	n/a
2027 (5)	35 (86%)	35 (100%)	70 (93%)
2028 (4)	30 (90%)	24 (96%)	54 (93%)
2029 (3)	32 (100%)	24 (88%)	56 (94%)
2030 (2)	23 (96%)	25 (96%)	48 (96%)
2031 (1)	22 (95%)	22 (95%)	44 (95%)
2032 (K)	24 (100%)	29 (98%)	53 (99%)

2020-2021			
Class	Males (%)	Females (%)	Total (%)
2027 (6)	n/a	n/a	n/a
2028 (5)	25 (92%)	20 (95%)	45 (93%)
2029 (4)	33 (100%)	24 (91%)	57 (96%)
2030 (3)	22 (95%)	21 (95%)	43 (95%)
2031 (2)	24 (100%)	20 (95%)	44 (97%)
2032 (1)	24 (95%)	25 (96%)	49 (95%)
2033 (K)	29 (93%)	28 (89%)	57 (94%)

We are very proud of our students' accomplishments at Whiteford Elementary School. The staff continually works to sustain and improve excellent instruction to maintain a high level of growth in all academic and social emotional areas. We continue to prepare our students for their future, and look forward to working with our students, their families, and our community.

Sincerely,

A handwritten signature in black ink that reads "Michael Shepherd". The signature is written in a cursive style with a large, prominent 'M' and 'S'.

Michael Shepherd  
Elementary Principal

**Annual Education Report Whiteford Elementary School (04847)**  
**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

**Annual Education Report Whiteford Elementary School (04847)**
**Professional Qualifications of All Public Elementary and Secondary School Teachers**

	Other	B.A.	M.A.	Ph.D.
Whiteford Elementary School (04847)	0	10	14	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

**Inexperienced Teachers**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Whiteford Elementary School (04847)	21.03	6.71	31.9%	N/A	N/A	6.71	31.9%

**Inexperienced Principals and Other School Leaders**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Whiteford Elementary School (04847)	1.00	1.00	100.0%	N/A	N/A	1.00	100.0%

**Teacher Emergency or Provisional Credentials**

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Whiteford Elementary School (04847)	21.03	0.00	0.0%	N/A	N/A	0.00	0.0%

**Out-of-Field Teachers**

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Whiteford Elementary School (04847)	21.03	0.71	3.4%	N/A	N/A	0.71	3.4%



**Annual Education Report Whiteford Elementary School (04847)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
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 of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

**Annual Education Report Whiteford Elementary School (04847)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility	4	48	52	16	3
Eligible	55	19	81	43	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability	10	75	25	5	0
SD	90	27	73	34	9
Not SD					
Student is an English Language Learner	6	60	40	8	1
ELL	94	30	70	32	9
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 of Educational Progress (NAEP) 2019 Mathematics Achievement.

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**Annual Education Report Whiteford Elementary School (04847)**  
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

# Rounds to zero

# 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Whiteford Elementary School (04847)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	#	#	#	#	#
Two or More Races	#	#	#	#	#
Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					
Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	3
Not ELL					

# Rounds to zero

# 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Whiteford Elementary School (04847)**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

**Annual Education Report Whiteford Elementary School (04847)****Sec. 1003 School Improvement Fund**

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display