



# Alumni Elementary School

## 2008/2009 Annual Report

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### OVERVIEW

Alumni Elementary School is located at 29725 John J. in Roseville, Michigan. The school was built in 1952. A new library media center was added to the building during the 1999/2000 school year. Alumni Elementary School has been accredited with NCA since 1994. At the close of the 2008-2009 school year Alumni Elementary School had an enrollment of 330 students. Alumni's attendance rate for the 2008-2009 school year was 93.40%.

### SCHOOL IMPROVEMENT PLAN

All teaching staff participated in the implementation of our School Improvement Plan (SIP). This process included data analysis of assessments and surveys, professional development, and implementation and revision of previously determined instructional strategies. All aspects of the plan support the three district goals:

- Goal #1: All students will improve reading in the content area
- Goal #2: All students will improve writing skills across the curriculum
- Goal #3: All students will improve math skills

### CORE CURRICULUM

Alumni Elementary staff implemented the core curriculum as provided by the district; this curriculum is regularly reviewed to ensure alignment with the Michigan Curriculum Framework. Student achievement was measured in all core curriculum areas. In 2008-2009, the district converted from a semester to a trimester calendar. This resulted in the revision of the grade level curriculum maps teachers use to pace their instruction.

### ACHIEVEMENT, ACCREDITATION AND ADEQUATE YEARLY PROGRESS

The primary goal for Roseville Community Schools is to improve student achievement. This will be accomplished through the coordination of academic and pupil support programs. Student achievement will be measured in all core curriculum areas of the Michigan Curriculum Framework. In Language Arts, Mathematics, Science, and Social Studies, the number of students scoring Levels 1 and 2 on the State assessments MEAP will increase and the number of students scoring Levels 3 and 4 will decrease. This is addressed through the coordination of academic and pupil support programs.

The Federal No Child Left Behind Acts (NCLB) mandates that schools report Adequate Yearly Progress (AYP). AYP is determined by monitoring the progress of each school's language arts and mathematics scores on the MEAP over time. Alumni met the requirements for AYP. One hundred percent of students in grades 3-6 completed the MEAP. Alumni exceeded the targets for proficiency (59% in language arts and 65% in mathematics) in each grade. Alumni received a letter grade of "B" through the state's *Education YES!* accreditation process and maintained its accreditation with North Central Accreditation (NCA). As a designated school-wide Title 1 building, Alumni received Title 1 funding. The tables and charts throughout the rest of this report provide more detailed assessment information AYP is determined by monitoring the progress of each school's language arts and mathematics scores on the MEAP over time. The tables and charts throughout the rest of this report provide more detailed assessment information. The following percentages of students completed the MEAP as reported by the state, including the required reporting of disaggregated groups of 30 or more students:

ELA:	All students	99.5%	MATH:	All students	99.5%
	Black or African American	102%		Black or African American	102%
	White	98.5%		White	98.5%
	Economically Disadvantaged	99.3%		Economically Disadvantaged	99.3%

# GRADE 3

<b>English/Language Arts</b>												<b>Math</b>										
	Percent of Students Proficient & Advanced						Percent of Students In School at Each Level						Percent of Students Proficient & Advanced				Percent of Students In School at Each Level					
	Goal: 59%						Goal: 65%															
	School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4	
All Students																						
2008-09	82%	81%	83%	20%	63%	18%	0%	92%	89%	91%	55%	37%	8%	0%								
80%	84%	75%	78%	13%	72%	13%	13%	2%	100%	88%	57%	43%	0%	0%								
Gender																						
Male 08-09	82%			21%	61%	18%	0%	97%			61%	36%	3%	0%								
Male 07-08	84%			13%	71%	13%	3%	100%			58%	42%	0%	0%								
Female 08-09	83%			17%	67%	17%	0%	83%			44%	39%	17%	0%								
Female 07-08	88%			13%	75%	13%	0%	100%			56%	44%	0%	0%								
Ethnicity																						
Black 08-09	69%			8%	62%	31%	0%	85%			23%	62%	15%	0%								
Black 07-08	90%			0%	90%	10%	0%	100%			50%	50%	0%	0%								
White 08-09	89%			23%	66%	11%	0%	97%			66%	31%	3%	0%								
White 07-08	85%			18%	68%	12%	3%	100%			59%	41%	0%	0%								
Additional Groups																						
Economically Disadvantaged 08-09	72%			9%	63%	28%	0%	88%			38%	50%	13%	0%								
Economically Disadvantaged 07-08	85%			7%	78%	15%	0%	100%			52%	48%	0%	0%								
Students with Disabilities																						
08-09																						
07-08																						

Federal law mandates that achievement scores be disaggregated by race, gender, disability status, migrant status, English proficiency and economically disadvantaged. The state recommends that scores for these subgroups be reported only if comprised of 30 or more. Subgroups NOT reported were less than 30. Groups: American Indian, Asian/Pacific Islander, Hispanic, Multiracial, formally limited English, migrant, homeless.

# GRADE 4

<b>English/Language Arts</b>													<b>Math</b>			
	Percent of Students Proficient & Advanced						Percent of Students In School at Each Level						Percent of Students In School at Each Level			
	Goal: 59%						Goal: 65%									
	School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4		
All Students																
2008-09	82%	71%	76%	8%	73%	18%	0%	94%	85%	88%	49%	45%	6%	0%		
2007-08	72%	69%	81%	15%	57%	26%	2%	87%	80%	86%	33%	54%	11%	2%		
Gender																
Male 08-09	79%			12%	67%	21%	0%	94%			52%	42%	6%	0%		
Male 07-08	68%			14%	55%	27%	5%	95%			41%	55%	5%	0%		
Female 08-09	88%			0%	88%	13%	0%	94%			44%	50%	6%	0%		
Female 07-08	75%			17%	58%	25%	0%	79%			25%	54%	17%	4%		
Ethnicity																
Black 08-09	73%			27%	45%	27%	0%	91%			55%	36%	9%	0%		
Black 07-08	86%			0%	86%	7%	7%	79%			7%	71%	21%	0%		
White 08-09	86%			3%	83%	14%	0%	94%			46%	49%	6%	0%		
White 07-08	68%			24%	44%	32%	0%	86%			44%	44%	8%	4%		
Additional Groups																
Economically Disadvantaged																
08-09	80%			11%	69%	20%	0%	94%			43%	51%	6%	0%		
07-08	64%			7%	57%	32%	4%	82%			18%	64%	14%	4%		
Students with Disabilities																
08-09																
07-08																

Federal law mandates that achievement scores be disaggregated by race, gender, disability status, migrant status, English proficiency and economically disadvantaged. The state recommends that scores for these subgroups be reported only if comprised of 30 or more. Subgroups NOT reported were less than 30. Groups: American Indian, Asian/Pacific Islander, Hispanic, Multiracial, formally limited English, migrant, homeless.

<b>GRADE 5</b>																										
<b>English/Language Arts</b>									<b>Math</b>									<b>Science</b>								
Goal: 59%									Goal: 65%																	
Percent of Students Proficient & Advanced			Percent of Students In School at Each Level				Percent of Students Proficient & Advanced			Percent of Students In School at Each Level				Percent of Students Proficient & Advanced			Percent of Students In School at Each Level									
School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4						
All Students																										
2008-09	68%	72%	78%	12%	56%	31%	2%	68%	65%	76%	37%	31%	25%	7%	69%	76%	83%	25%	44%	29%	2%					
2007-08	73%	51%	80%	16%	58%	20%	7%	80%	72%	74%	27%	53%	20%	0%	69%	75%	73%	13%	71%	13%	2%					
Gender																										
Male 08-09	66%			17%	48%	31%	3%	66%			38%	28%	28%	7%	69%			28%	41%	31%	0%					
Male 07-08	70%			13%	57%	26%	4%	83%			26%	57%	17%	0%	83%			13%	70%	13%	4%					
Female 08-09	70%			7%	63%	30%	0%	70%			37%	33%	23%	7%	70%			23%	47%	27%	3%					
Female 07-08	77%			18%	59%	14%	9%	77%			27%	50%	23%	0%	86%			14%	73%	14%	0%					
Ethnicity																										
Black 08-09	62%			0%	62%	38%	0%	57%			24%	33%	38%	5%	62%			5%	57%	38%	0%					
Black 07-08	<10							<10							<10											
White 08-09	74%			16%	58%	23%	3%	74%			45%	29%	23%	3%	71%			39%	32%	26%	3%					
White 07-08	73%			13%	60%	20%	7%	77%			30%	47%	23%	0%	87%			10%	77%	10%	3%					
Additional Groups																										
Economically Disadvantaged																										
08-09	67%			8%	59%	33%	0%	67%			28%	38%	26%	8%	69%			15%	54%	28%	3%					
07-08	70%			13%	57%	23%	7%	83%			30%	53%	17%	0%	85%			10%	73%	13%	3%					
Students with Disabilities																										
08-09	<10							<10							<10											
07-08	<10							<10							<10											

Federal law mandates that achievement scores be disaggregated by race, gender, disability status, migrant status, English proficiency and economically disadvantaged. The state recommends that scores for these subgroups be reported only if comprised of 30 or more. Subgroups NOT reported were less than 30. Groups: American Indian, Asian/Pacific Islander, Hispanic, Multiracial, formally limited English, migrant, homeless.

**GRADE 6**

English/Language Arts												Math												Social Studies											
Goal: 59%												Goal: 65%																							
Percent of Students Proficient & Advanced				Percent of Students In School at Each Level				Percent of Students Proficient & Advanced				Percent of Students In School at Each Level				Percent of Students Proficient & Advanced				Percent of Students In School at Each Level															
School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4	School	District	State	level 1	level 2	level 3	level 4															
All Students																																			
2008-09	80%	76%	79%	7%	74%	20%	80%	78%	80%	35%	46%	20%	0%	80%	74%	73%	7%	74%	20%	0%															
2007-08	70%	77%	80%	7%	64%	25%	57%	67%	73%	27%	30%	32%	11%	57%	70%	23%	34%	18%	2%	12%															
Gender																																			
Male 08-09	82%			0%	82%	18%	82%			45%	36%	18%	0%	82%			0%	82%	18%	0%															
Male 07-08	60%			5%	55%	35%	55%			25%	30%	35%	10%	55%			20%	35%	15%	30%															
Female 08-09	79%			13%	67%	21%	79%			25%	54%	21%	0%	79%			13%	67%	21%	0%															
Female 07-08	79%			8%	71%	17%	58%			29%	29%	29%	13%	58%			25%	33%	21%	21%															
Ethnicity																																			
Black 08-09	<10						<10							<10																					
Black 07-08	45%			0%	45%	45%	27%			0%	27%	55%	18%	27%			9%	18%	36%	36%															
White 08-09	75%			3%	72%	25%	81%			38%	44%	19%	0%	75%			3%	72%	25%	0%															
White 07-08	81%			8%	73%	15%	62%			35%	27%	27%	12%	69%			27%	42%	8%	23%															
Additional Groups																																			
Economically Disadvantaged																																			
08-09	79%			7%	72%	21%	69%			24%	45%	31%	0%	79%			7%	72%	21%	0%															
07-08	52%			05	52%	39%	39%			9%	30%	43%	17%	30%			9%	22%	36%	39%															
Students with Disabilities																																			
08-09	<10						<10							<10																					
07-08	<10						<10							<10																					

Federal law mandates that achievement scores be disaggregated by race, gender, disability status, migrant status, English proficiency and economically disadvantaged. The state recommends that scores for these subgroups be reported only if comprised of 30 or more. Subgroups NOT reported were less than 30. Groups: American Indian, Asian/Pacific Islander, Hispanic, Multiracial, formally limited English, migrant, homeless.

## TEACHER QUALIFICATIONS

One hundred percent of Alumni teachers met all State of Michigan requirements for the positions to which they are assigned.

In addition, 100% of Alumni core academic teachers met the federal mandates of the No Child Left Behind Act, having earned Highly Qualified status in the core academic subject areas. For further information, please contact the Deputy Superintendent at (586) 445-5513.

	B.A.	M.A.	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	12%	76%	12%	0%

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Provisional Certification	0%
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Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teacher	School Aggregate
	0%

## PARENT INVOLVEMENT

With parent and staff input, the Parent Involvement Policy was reviewed and revised. The district and school Parent Involvement Policies are available online ([www.rcs.misd.net](http://www.rcs.misd.net)) and upon request. The district recognizes that parents are the “first teachers” of their children, welcome their interest, and encourage their participation in their children’s education throughout their school career. The percentages of parents who attended parent-teacher conferences in 2008-2009 at Alumni were:

- 100% for the Fall 2008 conferences
- 100% for the Spring 2009 conferences

## NON-DISCRIMINATION POLICY

It is the policy of Roseville Community schools that no discriminatory practices based on gender/sex, race religion, color, age, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Civil Rights Coordinator at Roseville Community School District, Administration Building, 18975 Church Street, Michigan, 48066 or call (586) 445-5513.

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