

Arbor Elementary School



2006-2007 Annual Report

Overview of School

Arbor Elementary □

new elementary schools at the Lincoln Elementary and Eastland Elementary sites in order to replace four buildings. Arbor is one of the buildings to be torn down. Transfer to the new buildings is anticipated for the fall of 2009. Parents and staff have been involved in the planning process of designing the new schools.

Arbor Elementary continued to be accredited by the North Central Association [NCA]; it has been accredited since 1994. It also maintained its grade of “B” through Michigan’s Education YES! assessment process. Furthermore, it met the state’s criteria for Annual Yearly Progress. [AYP] AYP is a measure based on MEAP scores that is used to hold schools responsible for student achievement in English Language Arts and Mathematics.

The Arbor Commu □

Steakhouse, Sajos, Country Buffet, McDonalds, Mongolian Barbecue, Target, Meijers, Macomb Mall, Tim Horton’s, Family Video, Walmart, Bed, Bath & Beyond, Campbell Soups, General Mills Box Tops for Education, Abitibi Recycling, Roseville Public Library , Roseville Recreation Department, Boy and Girl Scouts, Macomb Daily, Detroit Free Press, and the Roseville Police Department.

School Improvement Plan

All teaching staff at Arbor Elementary participated in the development of our School Improvement Plan [SIP]. This year began the first year of another SIP cycle. The focus involved developing the SIP Arbor profile and beginning to determine strategies and interventions that will meet the needs of Arbor students and dovetail with the three district goals list below:

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

The primary goal for Roseville Community Schools is to Increase Student Achievement. This will be accomplished through the coordination of academic and pup □

Language Arts, □

increase and the number of students scoring Levels 3 and 4 will decrease.

The second goal for Roseville Community Schools is to Increase Community Involvement. This will be accomplished through the coordination of distri □ The primary

purpose of this goal is to improve and/or expand programs at all levels.

Public meeting September 12, 2007

The third goal for Roseville Community Schools is to Ensure Safe Schools. This will be accomplished by maintaining a safe and healthy environment, for all staff and students, that is conducive to learning. The implementation of specific building wide student recognition/behavior programs and the development of a district crisis management plan are effective tools to help monitor this goal.

Adequate Yearly Progress

AYP Status is

on MEAP test results and ensures that this achievement is obtained across a diverse demographic student body. Arbor Elementary School and the district have made AYP Status for the 2006-2007 school year.

Core Curriculum

Teachers and administrators in Roseville Community Schools regularly participate in the review of district curriculum. All district elementary curriculum is aligned to the standards and benchmarks of the Michigan Curriculum Framework. Central office continues to support curriculum reviews by leading/facilitating curriculum committees, for the purpose of monitoring aligned curriculum.

Parent Involvement

Roseville Community Schools has the following parent involvement policy:

The Board encourages

to involve parents in the development and implementation of educational policies and school programs. (Board Policy: LEBA Parent and School Partnerships)

The percentages of parents, which attended the parent teacher conferences in 2006-2007, are as follows:

Fall Conferences – 98%
Spring Conferences – 93%

Roseville Board of Education

Joseph Steenland-President, Theresa Genest-Vice President, Robert Eineichner-Secretary
Alfredo Francesconi -Treasurer, Mina Frank-Trustee, Judy Hartwell-Trustee, Gregory Scott-Trustee

Elementary Student Assessment Data - Grade 3

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in English language arts and mathematics. The following graphs represent the percentage of students who met or exceeded the Michigan Standards by scoring a level 1 or 2 in reading and mathematics in the district and in the state.

	Math		Reading		Writing		ELA	
	2005/06	2006/07	2005/06	2006/2007	2005/06	2006/07	2005/06	2006/07
Average-% met or exceeded MI standards								
School	83.8%	85.1%	94.6%	85.1%	45.9%	44.7%	89.2%	76.6%
District	82%	84.1%	85%	82.6%	45%	40.4%	75%	68.8%
State	87%	88%	87%	87%	51%	52%	78%	79%
NCLB-AYP	56%	59%	-	-	-	-	48%	50%
Levels								
Level 1: Exceeded MI Standards	35.1%	31.9%	18.9%	21.3%	2.7%	0%	2.7%	2.1%
Level 2: Met MI Standards	48.6%	53.2%	75.7%	63.8%	43.2%	44.7%	86.5%	74.5%
Level 3: At Basic Level	13.5%	14.9%	5.4%	12.8%	54.1%	44.7%	10.8%	17%
Level 4: Apprentice	2.7%	0%	0%	2.1%	0%	10.6%	0%	0%
Gender								
Male	79%	88%	95%	88%	53%	53%	95%	82%
Female	89%	91%	94%	86%	39%	50%	83%	73%

Disaggregated groups

Federal law mandates that M.E.A.P. scores be reported by disaggregated groups.

Student population is broken down into disaggregated categories which include: female, male, African American, Caucasian, non-economically disadvantaged, economically disadvantaged, special education. Disaggregated scores are not included for populations less than 30.

Elementary Student Assessment Data - Grade 4

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in English language arts and mathematics. The following graphs represent the percentage of students who met or exceeded the Michigan Standards by scoring a level 1 or 2 in reading and mathematics in the district and in the state.

	Math		Reading		Writing		ELA	
	2005/06	2006/07	2005/06	2006/2007	2005/06	2005/06	2005/06	2006/07
Average-% met or exceeded MI standards								
School	72%	84.8%	72%	75.8%	45%	39.4%	59%	60.6%
District	75%	83.3%	79%	80.1%	43%	34.9%	67%	69.5%
State	82%	85%	83%	85%	55%	45%	76%	78%
NCLB-AYP	56%	56%	-	-	-	-	48%	48%
Levels								
Level 1: Exceeded MI Standards	10%	21.2%	14%	15.2%	0%	0%	0%	0%
Level 2: Met MI Standards	62%	63.6%	59%	60.6%	45%	39.4%	59%	60.6%
Level 3: At Basic Level	24%	9.1%	24%	24.2%	52%	54.5%	38%	36.4%
Level 4: Apprentice	3%	6.1%	3%	0%	3%	6.1%	3%	3%
Gender								
Male	72%	94%	67%	81%	33%	19%	50%	50%
Female	73%	76%	82%	71%	64%	59%	73%	71%

Disaggregated groups

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Elementary Student Assessment Data - Grade 5

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the Michigan Standards by scoring a level 1 or 2 in reading and mathematics in the district and in the state.

	Math		Reading		Writing		ELA		Science	
	2005/06	2006/07	2005/06	2006/2007	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
Average-% met or exceeded MI standards										
School	62.5%	66.7%	71.9%	50%	53.1%	50%	65.5%	75%	65.5%	79.2%
District	62%	66.5%	76%	49.1%	55%	49.1%	66%	67.5%	71%	76.8%
State	73%	76%	80%	57%	63%	57%	75%	78%	77%	83%
NCLB-AYP	56%	53%					48%	46%		
Levels										
Level 1: Exceeded MI Standards	25%	25%	6.3%	0%	0%	0%	0%	8.3%	6.3%	25%
Level 2: Met MI Standards	37.5%	41.7%	65.5%	50%	53.1%	50%	65.5%	66.7%	59.4%	54.2%
Level 3: At Basic Level	34.4%	33.3%	25%	41.7%	43.8%	41.7%	31.3%	20.8%	31.3%	20.8%
Level 4: Apprentice	3.1%	0%	3.1%	8.3%	3.1%	8.3%	3.1%	4.2%	3%	0%
Gender										
Male	67%	73%	83%	55%	44%	55%	67%	82%	72%	82%
Female	57%	less than 10	57%	less than 10	64%	less than 10	64%	less than 10	57%	less than 10

Disaggregated groups

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Elementary Student Assessment Data - Grade 6

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exceeded the Michigan Standards by scoring a level 1 or 2 in reading and mathematics in the district and in the state.

	Math		Reading		Writing		ELA		Social Studies	
	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
Average-% met or exceeded MI standards										
School	58.6%	64.7%	79.3%	85.3%	62%	70.6%	69%	79.4%	75.9%	73.5%
District	56%	58.8%	83%	78.6%	73%	70.4%	78%	73.9%	81%	73.7%
State	65%	69%	80%	83%	63%	74%	73%	78%	78%	74%
NCLB-AYP	56%	50%		-		-	48%	45%		
Levels										
Level 1: Exceeded MI Standards	13.8%	20.6%	3%	20.6%	3%	0%	7%	8.8%	44.8%	38.2%
Level 2: Met MI Standards	44.8%	44.1%	72.4%	64.7%	59%	70.6%	62%	70.6%	31%	35.3%
Level 3: At Basic Level	24.1%	26.5%	17.2%	11.8%	31%	23.5%	28%	17.6%	10.3%	23.5%
Level 4: Apprentice	17.2%	8.8%	3.4%	2.9%	7%	5.9%	3%	2.9%	13.8%	2.9%
Gender										
Male	58%	70%	79%	80%	42%	65%	68%	75%	74%	75%
Female	60%	57%	80%	93%	70%	72%	80%	86%	80%	71%

Disaggregated groups

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Non-Discriminaton Statement

It is t□ , age, national origin, disability, □ 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, Roseville, Michigan, 48066 or call (586) 445-5513.

Teacher Qualification

The state of Michigan certifies teachers as qualified to teach in Michigan public schools. Roseville Community Schools teachers meet all State certification requirements as well as the standards and guidelines for North Central Association (NCA) accreditation.

A new Federal law, No Child Left Behind, has imposed additional standards for teachers, which go beyond what is required by State certification and NCA standa□ coursework or testing.

The new law also mandates that information about the professional qualifications of classroom teachers be made available to parents. If you have questions about the certification of your child's teacher or would like additional information, please contact Deputy Superintendent Rebecca Vasil at (586) 445-5513.

Multiage Classrooms

One unique feature of Arbor Elementary School is the instructional settings offered to families. Besides traditional one-grade classrooms, Arbor also offers two multiage classroom settings: a Lower Multiage classroom composed of first, second and third graders, and an Upper Multiage classroom composed of fourth, fifth and sixth graders. Each multiage classroom has two certified teachers. The purpose of these programs is to use an integrated curriculum to maximize the benefits of interaction, cooperation and learning among children with a variety of experiences, maturity, and abilities.
