



Huron Park Elementary School

2008/2009 Annual Report

OVERVIEW

In 2008-09 Huron Park Elementary was the largest elementary school in Roseville with a student population that varies from 500-600 students. Currently, 500 students in grades K-6 are enrolled at Huron Park for the 2009-2010 school year. The original building was built in 1954 and additions were added in 1961 and 1968. The school is comprised of 25 classrooms, a speech and language therapy room, a social work clinic, an enrichment program room/academic intervention office, an art room, a vocal music and instrumental music room, as well as dual-purpose gymnasium/lunchroom. Huron Park also has an upper and lower resource room and a teacher consultant room. Huron Park has a newly renovated media center that includes a computer lab and library. We had three all-day kindergarten classrooms. Each classroom including the art and music rooms has 5 networked computer workstations plus a teacher workstation. The outside facilities include a large blacktop area with a basketball court, several play scapes on a pea-graveled area, a large grassy field for team sports, and an enclosed courtyard used for environmental studies. A school marquee includes upcoming school events and activities. Huron Park's attendance rate for the 2008-2009 school year was 94%.

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. After analyzing all of the data, we created committees for our goals consisting of representatives from each grade level and support staff. Each committee researched strategies and activities that would help us in achieving our goal. 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

Huron Park 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. Huron Park met the requirements for AYP. Huron Park exceeded the targets for proficiency (59% in language arts and 65% in mathematics) in each grade, except for the fifth grade math. Huron Park 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, Huron Park received Title 1 funding. 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	100%	MATH:	All students	100%
	Black	101%		Black	101%
	White	98%		White	99%
	Students w/disabilities	102%		Students w/disabilities	104%
	Economically Disadvantaged	100%		Economically Disadvantaged	101%

GRADE 3

English/Language Arts												Math									
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	76%	81%	83%	10%	65%	23%	1%	87%	89%	91%	49%	38%	13%	0%							
2007-08	74%	75%	78%	15%	59%	24%	2%	81%	86%	88%	35%	46%	19%	0%							
Gender																					
Male 08-09	77%			9%	68%	23%	0%	96%			53%	43%	4%	0%							
Male 07-08	73%			15%	58%	27%	0%	78%			41%	38%	22%	0%							
Female 08-09	74%			13%	61%	23%	3%	74%			42%	32%	26%	0%							
Female 07-08	75%			15%	60%	21%	4%	83%			31%	52%	17%	0%							
Ethnicity																					
Black 08-09	50%			0%	50%	50%	0%	69%			31%	38%	31%	0%							
Black 07-08	75%			6%	69%	25%	0%	75%			31%	44%	25%	0%							
White 08-09	79%			15%	64%	19%	2%	91%			49%	42%	9%	0%							
White 07-08	74%			15%	59%	23%	3%	82%			33%	48%	18%	0%							
Additional Groups																					
Economically Disadvantaged 08-09	67%			8%	59%	31%	2%	82%			47%	35%	18%	0%							
Economically Disadvantaged 07-08	73%			10%	63%	24%	2%	82%			22%	59%	18%	0%							
Students with Disabilities																					
08-09	46%			0%	46%	46%	8%	85%			15%	69%	15%	0%							
07-08	27%			0%	27%	67%	7%	60%			0%	60%	40%	0%							

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

English/Language Arts												Math				
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			
	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	77%	71%	76%	5%	72%	21%	2%	83%	85%	88%	37%	46%	16%	1%		
2007-08	71%	69%	81%	5%	66%	27%	2%	79%	80%	86%	25%	53%	16%	4%		
Gender																
Male 08-09	71%			9%	63%	29%	0%	78%			33%	44%	19%	3%		
Male 07-08	71%			4%	67%	24%	4%	78%			33%	54%	11%	2%		
Female 08-09	80%			2%	78%	15%	4%	87%			39%	48%	13%	0%		
Female 07-08	71%			5%	65%	29%	0%	73%			20%	53%	22%	5%		
Ethnicity																
Black 08-09	71%			5%	67%	24%	5%	71%			33%	38%	29%	0%		
Black 07-08	75%			0%	75%	25%	0%	79%			21%	58%	21%	0%		
White 08-09	77%			6%	71%	21%	2%	87%			34%	53%	11%	2%		
White 07-08	69%			6%	63%	28%	3%	81%			26%	54%	15%	4%		
Additional Groups																
Economically Disadvantaged																
08-09	77%			4%	73%	21%	2%	83%			30%	53%	17%	0%		
07-08	68%			7%	62%	32%	0%	77%			28%	49%	20%	3%		
Students with Disabilities																
08-09	20%			0%	20%	70%	10%	36%			9%	27%	55%	9%		
07-08	33%			0%	33%	50%	17%	67%			17%	50%	25%	8%		

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GRADE 5

English/Language Arts												Math												Science											
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	72%	78%	8%	64%	26%	2%	58%	65%	76%	22%	37%	37%	5%	78%	76%	83%	31%	48%	16%	6%															
2007-08	76%	80%	16%	60%	16%	9%	80%	72%	74%	30%	50%	16%	2%	72%	75%	73%	19%	52%	25%	2%															
Gender																																			
Male 08-09	74%		11%	64%	23%	2%	66%			32%	34%	30%	4%	77%			36%	40%	19%	4%															
Male 07-08	75%		9%	66%	14%	11%	80%			30%	50%	18%	2%	80%			30%	50%	18%	2%															
Female 08-09	70%		6%	65%	28%	2%	52%			13%	39%	43%	6%	80%			26%	54%	13%	7%															
Female 07-08	76%		24%	53%	18%	5%	71%			21%	50%	16%	13%	71%			21%	50%	16%	13%															
Ethnicity																																			
Black 08-09	76%		0%	76%	21%	3%	41%			14%	28%	59%	0%	69%			14%	55%	24%	7%															
Black 07-08	55%		9%	45%	18%	27%	36%			9%	27%	45%	18%	36%			9%	27%	45%	18%															
White 08-09	72%		13%	59%	27%	2%	67%			25%	42%	25%	5%	84%			41%	44%	13%	3%															
White 07-08	83%		17%	66%	14%	3%	86%			30%	56%	13%	2%	86%			30%	56%	13%	2%															
Additional Groups																																			
Economically Disadvantaged																																			
08-09	65%		6%	59%	32%	3%	47%			17%	30%	47%	6%	68%			26%	42%	24%	8%															
07-08	76%		16%	60%	13%	11%	62%			22%	40%	27%	11%	73%			22%	51%	15%	11%															
Students with Disabilities																																			
08-09	31%		0%	31%	69%	0%	31%			0%	31%	54%	15%	38%			8%	31%	38%	23%															
07-08	<10						<10							<10																					

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GRADE 6

	English/Language Arts												Math												Social Studies											
	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	School	District	State	level 1	level 2	level 3	level 4								
	Goal: 59%												Goal: 65%																							
All Students	68%	76%	79%	15%	53%	31%	1%	73%	78%	80%	33%	40%	23%	4%	63%	74%	73%	31%	32%	23%	14%	68%	70%	73%	31%	37%	20%	12%								
2008-09	73%	77%	80%	6%	66%	26%	0%	60%	67%	73%	17%	43%	33%	7%	68%	70%	73%	31%	37%	20%	12%															
Gender																																				
Male 08-09	63%			9%	53%	35%	2%	70%			26%	44%	25%	5%	65%			28%	37%	19%	16%															
Male 07-08	66%			3%	63%	34%	0%	60%			20%	40%	34%	6%	66%			37%	29%	17%	17%															
Female 08-09	74%			21%	53%	23%	0%	76%			42%	34%	21%	3%	61%			34%	26%	11%	11%															
Female 07-08	80%			10%	70%	20%	0%	60%			15%	45%	33%	8%	70%			25%	45%	8%	8%															
Ethnicity																																				
Black 08-09	57%			7%	50%	43%	0%	50%			7%	43%	36%	14%	50%			21%	29%	14%	36%															
Black 07-08	47%			7%	40%	53%	0%	40%			7%	33%	33%	27%	40%			7%	33%	33%	27%															
White 08-09	71%			17%	53%	28%	2%	81%			41%	40%	17%	2%	71%			36%	34%	22%	7%															
White 07-08	82%			7%	75%	18%	0%	76%			38%	38%	15%	9%	76%			38%	38%	15%	9%															
Additional Groups																																				
Economically Disadvantaged																																				
08-09	65%			8%	57%	33%	2%	65%			20%	45%	31%	4%	59%			24%	35%	24%	18%															
07-08	74%			8%	67%	26%	0%	62%			21%	41%	23%	15%	62%			21%	41%	23%	15%															
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 Huron Park teachers met all State of Michigan requirements for the positions to which they are assigned.

In addition, 100% of Huron Park 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	9.5%	81%	9.5%	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) 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 Huron Park were:

- 94% for the Fall 2008 conferences
- 94% 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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