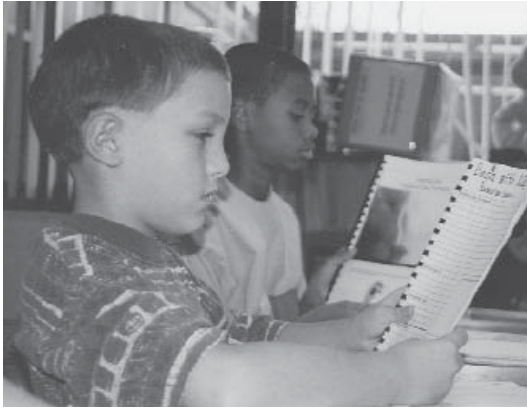


Lincoln Elementary School



2006-2007 Annual Report

Overview of School

Lincoln serves 325 students in a K-6 program, including four self-contained special education classrooms. There are twenty-five professional classroom teachers and the following support staff: a full time school social worker, a literacy coach, a teacher consultant, and a speech and language therapist. The district technology program is supported by a tech paraprofessional. We have four special education aides who work in the special education classrooms. The students participate in physical education, music and art on a weekly basis. In addition, we have a full secretarial and custodial staff.

Lincoln Elementary is NCA accredited and has received a “B” through Michigan’s Education YES! accreditation program. We have also met AYP goals.

Points of Pride

NCA

Golden Apple Award School

Peaceworks/Character Education

Respect & Responsibility Behavior Initiative

Gifted Program for grades 4, 5, 6

School Improvement Plan

Lincoln’s school improvement plan is to improve student achievement in reading and writing.

1. All students will demonstrate an improved ability to read and comprehend text in all curricular areas.
2. All students will improve their skills across the curriculum.

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

Public meeting September 20, 2007

The second goal for Roseville Community Schools is to Increase Community Involvement. This will be accomplished through the coordination of district and building initiatives. Roseville Community Schools currently has several successful community outreach programs in place. The primary purpose of this goal is to improve and/or expand programs at all levels.

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 a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results and ensures that this achievement is obtained across a diverse demographic student body. Lincoln 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 parental involvement in the schools through programs and activities designed to increase parent-school communications and 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 = 91%
Spring = 91%

Roseville Board of Education

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

Elementary Student Assessment Data - Grade 3

Roseville Community Schools participates in the Michigan Educational Assessment Program (M.E.A.P.). Students in grade 3 are tested 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	2006/07	2005/06	2006/07	2005/06	2006/07
Average-% met or exceeded MI standards								
School	75.5%	74.1%	83.7%	81.1%	57.1%	43.4%	69.4%	71.7%
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	44.9%	31.5%	36.7%	32.1%	2%	0%	16.3%	9.4%
Level 2: Met MI Standards	30.6%	42.6%	46.9%	49.1%	55.1%	43.4%	53.1%	62.3%
Level 3: At Basic Level	22.4%	24.1%	12.2%	11.3%	38.8%	34%	26.5%	15.1%
Level 4: Apprentice	2%	1.9%	4.1%	7.5%	4.1%	22.6%	4.1%	13.2%
Gender								
Male	80%	%	84%	%	48%	%	68%	%
Female	71%	%	83%	%	67%	%	71%	%

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

Roseville Community Schools participates in the Michigan Educational Assessment Program (M.E.A.P.). Students in grade 4 are tested 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	2006/07	2005/06	2006/07	2005/06	2006/07
Average-% met or exceeded MI standards								
School	58.8%	80%	67.6%	80%	27.3%	48%	53.1%	72%
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	5.9%	26%	8.8%	30%	0%	0%	3.1%	2%
Level 2: Met MI Standards	52.9%	54%	58.8%	50%	27.3%	48%	50%	70%
Level 3: At Basic Level	26.5%	16%	14.7%	20%	57.6%	46%	25%	24%
Level 4: Apprentice	14.7%	4%	17.6%	0%	15.2%	6%	21.9%	4%
Gender								
Male	65%	%	74%	%	26%	%	56%	%
Female	50%	%	60	%	29%	%	50%	%

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 5

Roseville Community Schools participates in the Michigan Educational Assessment Program (M.E.A.P.). Students in grade 5 are tested in English language arts, math and science. 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		Science	
	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	53.8%	58.8%	69.8%	84.8%	43.4%	39.4%	54.7%	63.6%	53.8%	68.8%
District	62%	66.5%	76%	76.4%	55%	49.1%	66%	67.5%	71%	76.8%
State	73%	76%	80%	84%	63%	57%	75%	78%	77%	83%
NCLB-AYP	56%	53%		-		-	48%	46%		
Levels										
Level 1: Exceeded MI Standards	9.6%	11.8%	15.1%	18.2%	3.8%	0%	1.9%	3%	13.5%	21.9%
Level 2: Met MI Standards	44.2%	47.1%	54.7%	66.7%	39.6%	39.4%	52.8%	60.6%	40.4%	46.9%
Level 3: At Basic Level	36.5%	32.4%	17%	6.1%	50.9%	51.5%	39.6%	27.3%	42.3%	28.1%
Level 4: Apprentice	9.6%	8.8%	13.2%	9.1%	5.7%	9.1%	5.7%	9.1%	3.8%	3.1%
Gender										
Male	52%	%	68%	%	39%	%	54%	%	48%	%
Female	56%	%	72%	%	48%	%	56%	%	60%	%

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 6

Roseville Community Schools participates in the Michigan Educational Assessment Program (M.E.A.P.). Students in grade 6 are tested in English language arts, math and social studies. 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		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	45.5%	62.7%	86.7%	82.4%	77.3%	76.5%	84.1%	78.4%	79.5%	70.6%
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	9.1%	23.5%	24.4%	21.6%	6.8%	2%	13.6%	3.9%	47.7%	29.4%
Level 2: Met MI Standards	36.4%	39.2%	62.2%	60.8%	70.5%	74.5%	70.5%	74.5%	31.8%	41.2%
Level 3: At Basic Level	45.5%	27.5%	8.9%	13.7%	22.7%	19.6%	15.9%	17.6%	13.6%	19.6%
Level 4: Apprentice	9.1%	9.8%	4.4%	3.9%	0%	3.9%	0%	3.9%	6.8%	9.8%
Gender										
Male	52%	%	88%	%	57%	%	78%	%	87%	%
Female	38%	%	86%	%	67%	%	76%	%	71%	%

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.

Non-Discriminaton Statement

It is the policy of the Roseville Community School District 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, 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 standards. Most Roseville Community Schools teachers already meet the Federal criteria. For a few the requirement will mean additional 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.

Parent Involvement

Roseville Community Schools has the following parent involvement policy:

The Board encourages parental involvement in the schools through programs and activities designed to increase parent-school communications and 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 2005-2006, are as follows:

Ninety-seven percent of parents attended Parent/Teacher conference in November 2005.

Ninety-four percent attended in April 2006.
