



Patton Elementary School

2008/2009 Annual Report

OVERVIEW

Patton Elementary has been recognized by two outside academic agencies for its efforts in increasing student achievement. Michigan's *Education YES!* Accreditation initiative sets specific objectives in testing and attendance for students in several demographic categories. Based upon our performance for the 2008 - 2009 school year, Patton Elementary received a "A" letter grade from the Michigan Department of Education (<https://oeaa.state.mi.us/ayp/>). Patton Elementary School is also accredited through the North Central Association (NCA) Commission on Accreditation and School Improvement. In 2008 - 2009, NCA documented that Patton Elementary School effectively advances the quality of the educational experiences it provides to their students and is in compliance with the standard and criteria of its commission. Patton's attendance rate for the 2008-2009 school year was 92.66%.

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. SIP committees from Patton met to develop a joint plan for our School. 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

Patton 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 of Roseville Community Schools is to increase student achievement. In language arts, mathematics, science and social studies, the number of students scoring Levels 1 and 2 on the Michigan Educational Assessment Program (MEAP)/Michigan Merit Exam (MME) state assessments will increase, the number of students scoring Levels 3 and 4 will decrease. This was 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. As a targeted Title 1 building, Patton received Title 1 funding to support instruction for targeted students. 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	99.3%
	Black or African American	97.5%		Black or African American	97.5%
	White	101.1%		White	100%
	Economically disadvantaged	101.1%		Economically disadvantaged	101.1%

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%	3%	73%	24%	0%	86%	89%	91%	59%	27%	14%	0%										
2007-08	92%	75%	50%	42%	0%	8%	79%	86%	90%	43%	36%	21%	0%										
Gender																							
Male 08-09	80%		0%	80%	20%	0%	85%										55%	30%	15%	0%			
Male 07-08	<10																						
Female 08-09	71%		6%	65%	29%	0%	88%										65%	24%	12%	0%			
Female 07-08	<10						<10																
Ethnicity																							
Black 08-09	<10						<10																
Black 07-08	<10						<10																
White 08-09	89%		4%	85%	11%	0%	100%										74%	26%	0%	0%			
White 07-08	<10						<10																
Additional Groups																							
Economically Disadvantaged 08-09	69%		4%	65%	31%	0%	81%										54%	27%	19%	0%			
Economically Disadvantaged 07-08	<10		10%	55%	34%	0%	<10																
Students with Disabilities																							
08-09	<10																						
07-08	<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 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											
			level 1	level 2	level 3	level 4				level 1	level 2	level 3	level 4								
All Students																					
2008-09	62%	71%	76%	0%	62%	27%	12%	76%	85%	88%	24%	52%	20%	4%							
2007-08	64%	69%	81%	11%	54%	18%	18%	68%	80%	86%	50%	18%	21%	11%							
Gender																					
Male 08-09	60%			0%	60%	27%	13%	82%			36%	45%	9%	9%							
Male 07-08	63%			13%	50%	13%	25%	69%			56%	13%	13%	19%							
Female 08-09	64%			0%	64%	27%	9%	82%			36%	45%	9%	9%							
Female 07-08	67%			8%	58%	25%	8%	67%			42%	25%	33%	0%							
Ethnicity																					
Black 08-09	73%			0%	73%	18%	9%	82%			9%	73%	9%	9%							
Black 07-08	<10							<10													
White 08-09	57%			0%	57%	29%	14%	69%			38%	31%	31%	0%							
White 07-08	73%			14%	59%	23%	5%	77%			59%	18%	18%	5%							
Additional Groups																					
Economically Disadvantaged																					
08-09	68%			0%	68%	21%	11%	68%			16%	53%	26%	5%							
07-08	47%			13%	33%	20%	33%	47%			27%	20%	33%	20%							
Students with Disabilities																					
08-09	<10							<10													
07-08	<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 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	71%	72%	78%	10%	61%	24%	5%	61%	65%	76%		37%	24%	27%	12%	66%	76%	83%		20%	46%	20%	15%												
2007-08	73%	51%	80%	23%	50%	18%	10%	70%	72%	74%		48%	23%	23%	8%	75%	75%	73%		38%	38%	13%	13%												
Gender																																			
Male 08-09	62%			14%	48%	29%	10%	62%				48%	14%	19%	19%	67%				29%	38%	14%	19%												
Male 07-08	79%			29%	50%	14%	7%	79%				58%	21%	21%	0%	86%				71%	14%	7%	7%												
Female 08-09	80%			5%	75%	20%	0%	60%				25%	35%	35%	5%	65%				10%	55%	25%	10%												
Female 07-08	69%			19%	50%	19%	12%	65%				42%	23%	23%	12%	69%				19%	50%	15%	15%												
Ethnicity																																			
Black 08-09	54%			0%	54%	46%	0%	38%				8%	31%	38%	23%	46%				0%	46%	23%	31%												
Black 07-08	<10							<10								<10																			
White 08-09	79%			14%	64%	14%	7%	71%				50%	21%	21%	7%	75%				29%	46%	18%	7%												
White 07-08	73%			20%	53%	13%	13%	73%				50%	23%	17%	10%	77%				43%	33%	10%	13%												
Additional Groups																																			
Economically Disadvantaged																																			
08-09	63%			11%	52%	33%	4%	48%				22%	26%	33%	19%	52%				15%	37%	30%	19%												
07-08	56%			19%	38%	25%	19%	56%				31%	25%	38%	6%	63%				25%	38%	19%	19%												
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	69%	76%	79%	8%	62%	26%	77%	78%	80%	44%	33%	15%	8%	64%	74%	73%	36%	28%	5%	31%															
2007-08	70%	77%	80%	10%	60%	30%	70%	67%	73%	53%	17%	20%	10%	60%	70%	73%	37%	23%	23%	17%															
Gender																																			
Male 08-09	82%			6%	76%	6%	82%			41%	41%	18%	0%	76%			24%	53%	6%	18%															
Male 07-08	65%			6%	59%	35%	71%			53%	18%	18%	12%	59%			35%	24%	29%	12%															
Female 08-09	59%			9%	50%	41%	73%			45%	27%	14%	14%	55%			45%	9%	5%	41%															
Female 07-08	77%			15%	62%	23%	69%			54%	15%	23%	8%	62%			38%	23%	15%	23%															
Ethnicity																																			
Black 08-09	<10						<10							<10																					
Black 07-08	<10						<10							<10																					
White 08-09	70%			7%	63%	26%	78%			48%	30%	11%	11%	67%			41%	26%	7%	26%															
White 07-08	69%			12%	58%	31%	73%			58%	15%	15%	12%	62%			38%	23%	23%	15%															
Additional Groups																																			
Economically Disadvantaged																																			
08-09	61%			6%	56%	28%	72%			33%	39%	22%	6%	56%			28%	28%	6%	39%															
07-08	64%			0%	64%	36%	73%			55%	18%	27%	0%	64%			36%	27%	27%	9%															
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 Patton teachers met all State of Michigan requirements for the positions to which they are assigned.

In addition, 100% of Patton's 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	13%	80%	7%	4%

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Provisional Certification	0%
---	----

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 Patton 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.

Roseville Community Schools
Board of Education
Joseph Steenland, President
Theresa Genest, Vice President
Robert Eineichner, Treasurer
Mina Frank, Trustee
Gregory Scott, Trustee
Brent White, Trustee