

ANNUAL REPORT 2007-2008

Northeastern Elementary School

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The mission of Northeastern Elementary School, a cornerstone of the Eastside community, is dedicated to ensuring all students will achieve their highest intellectual and social potential while developing individual student responsibility toward family, community and society.

2007-2008 Highlights

- We raised our AYP composite grade from a C to a B
- We increased our daily classroom attendance from 92.2% to 94.1%
- We increase the number of parents/guardians who attended Parent/Teacher conferences
- Increased the number of student mentors from our partnership with Kids Hope
- Increase in number of students served in community after school tutoring -partnership with East Main Church of Christ

School Community

The process by which students are assigned to district schools is as follows:

- Students can attend their home school based on specific attendance areas.
- Students can attend a magnet school. There are seven elementary magnet schools and two middle school magnet schools from which to choose.
- Students can attend any other district school as long as the district is not required to provide transportation.
- Enrollment will depend on the existence of adequate space within the building and grade level.
- Northeastern Elementary is a K-6 building with an enrollment of 342 students
- Multicultural environment composed of 1.8% Native American, 57.3% African American, 0.3% Asian American, 7.0% Hispanic and 33.6% Caucasian students
- Daily attendance rate of 94.1%
- Student suspension ratio of 42/342
- Conferences: 98% fall and 92% spring

Annual Yearly Progress

AYP Status	05-06	06-07	07-08
% Participation	100%	100%	100%
Phase 0 – 5	Phase 0	Phase 0	Phase 0
Met AYP	X	X	X
Did Not Meet AYP			
Composite Grade	C	C	B

Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 1 Administrator with a Masters+30.
- 32 teachers; 16 with a Bachelors Degree; 14 with a Masters Degree; and 2 with a Masters+30.

- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

Parent Involvement

District Policy

The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.

Northeastern Parent Involvement

Parent Corp workers were recruited by the Literacy Coaches. We increased attendance at such events as Family Night, Special Persons Day and Literacy Night. We offered incentives for parental participation. We evaluated our parent involvement by collecting data at a number of parent events and attendance at those events.

School Improvement Planning

The School Improvement Team, in conjunction with the district coordinator of assessments, determines what will be needed to fully evaluate student achievement. School Improvement plans are developed according to the student needs identified through analysis of the DIBELS scores, MEAP scores, SWIS data, IOWA test of Basic Skills and building needs assessment. The results and evaluation of Northeastern's efforts in 2007-2008 becomes the basis for the School Improvement Plan 2008-2009.

DATA (detailed assessment information is available at the school)

Michigan Educational Assessment Program – MEAP

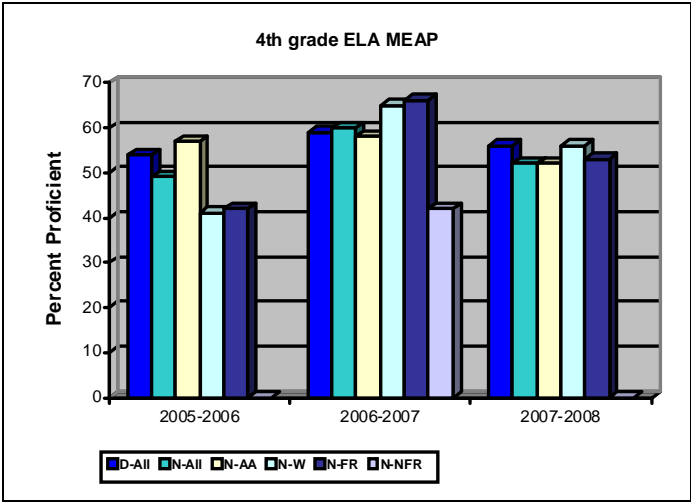
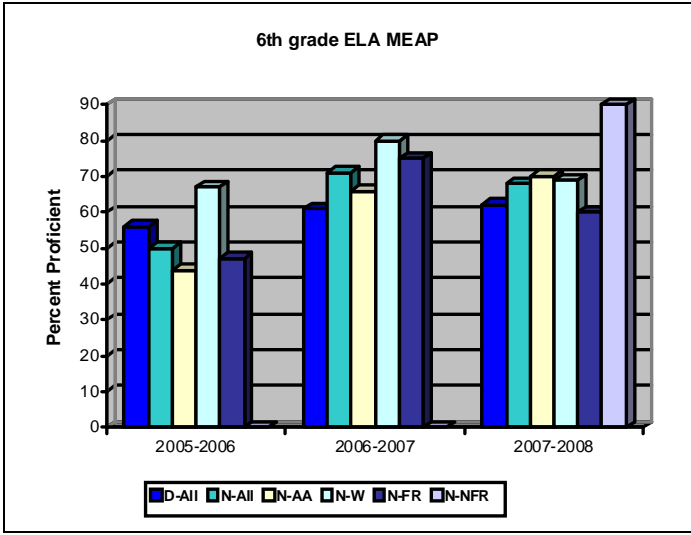
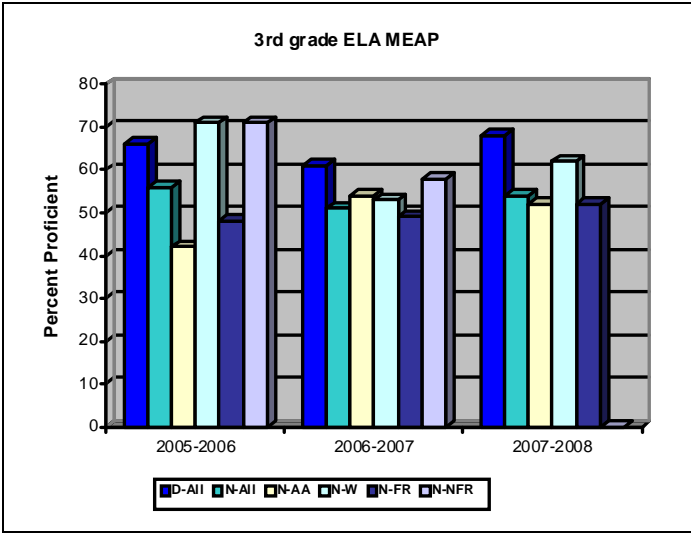
Key:

D-A – All District students
 All – All Northeastern students
 AA – African American
 W – White
 F.R. – Free/Reduced Lunch
 Non-F.R. – Non-Free/Reduced Lunch

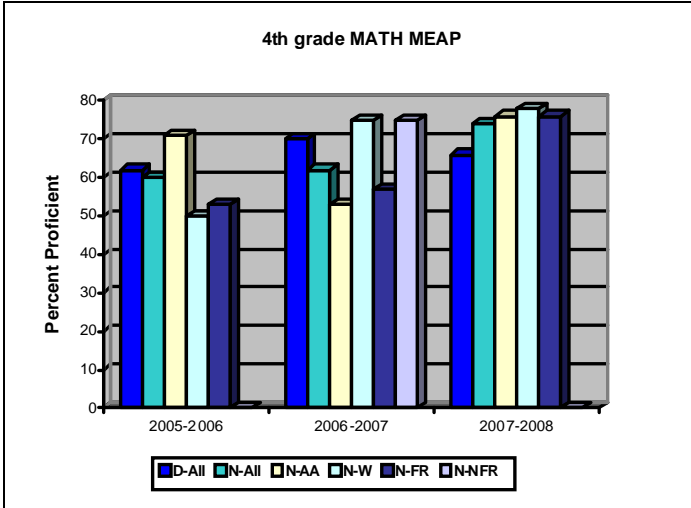
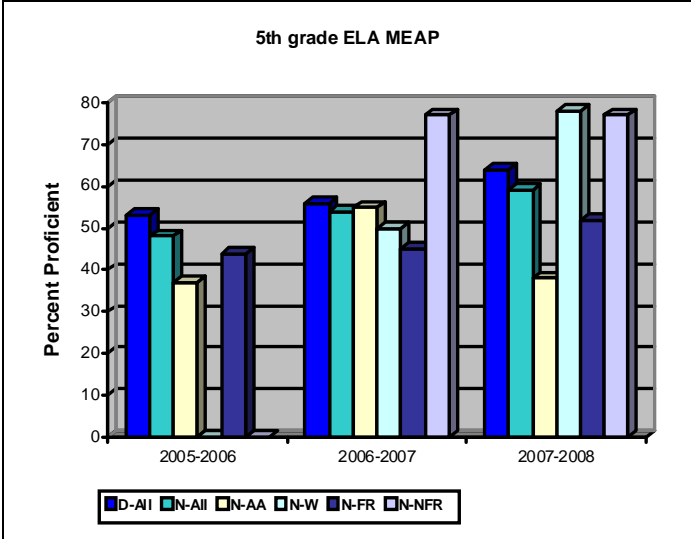
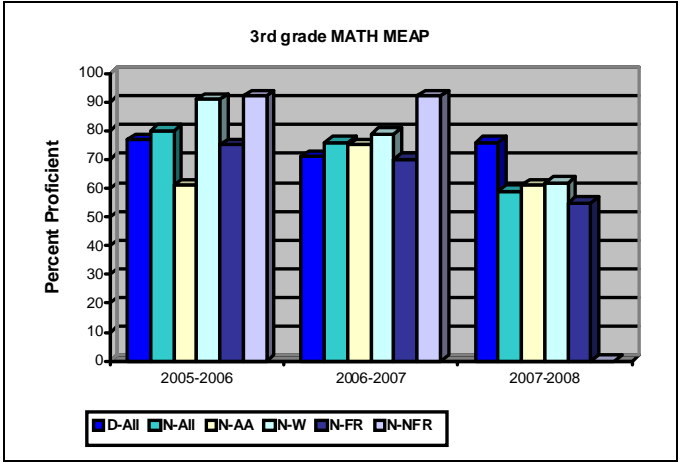
All proficiency scores are for categories with 10 or more students.

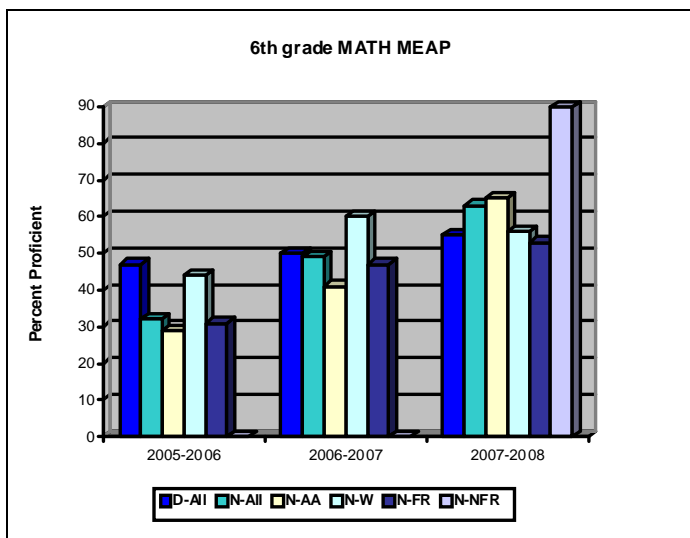
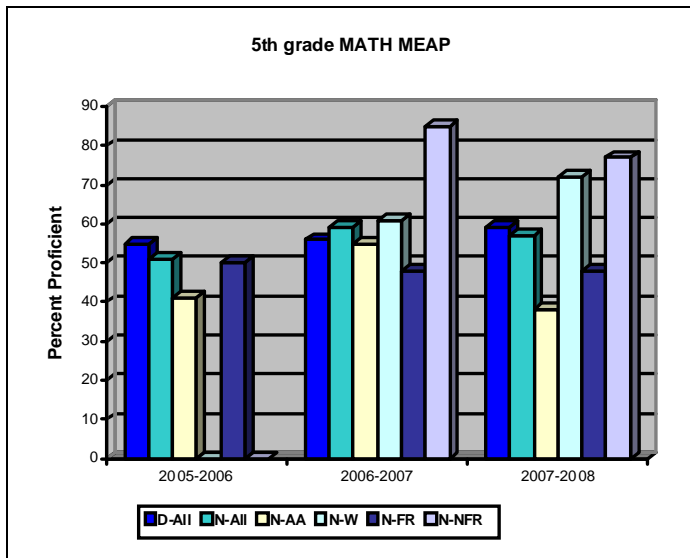
English Language Arts – State Proficiency Targets

3rd grade – 60% 4th grade – 59%
 5th grade – 57% 6th grade – 56%



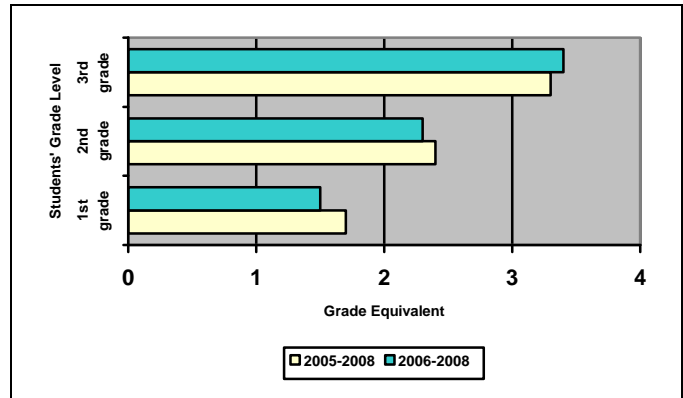
Mathematics – State Proficiency Targets
 3rd grade – 67% 4th grade – 65%
 5th grade – 62% 6th grade – 60%





Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	N	D	N	D	N	D
Non-Special Needs	3.6	3.7	3.3	3.5	3.7	3.8
Special Needs	3.0	2.6	2.3	2.7	2.5	2.8

In the chart below, the color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA reading assessment.



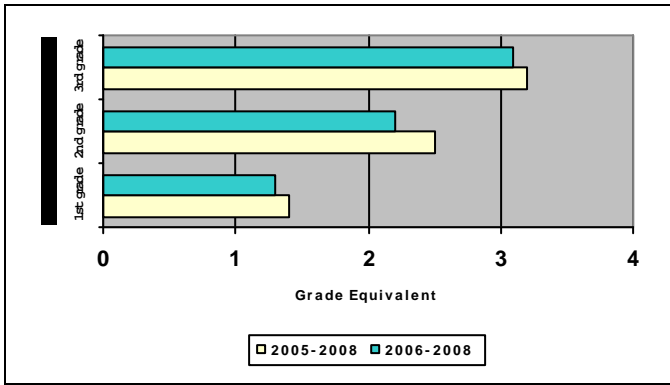
Math Grade Equivalents						
Category	05-06		06-07		07-08	
	N	D	N	D	N	D
Grade 1 – Total	1.3	1.5	1.4	1.5	1.3	1.6
African American	1.2	1.3	1.3	1.2	1.2	1.3
Hispanic	K.7	1.4	1.7	1.3	1.3	1.6
White	1.4	1.9	1.6	1.9	1.4	1.8
Non-Free/Reduced	--	2.0	1.3	2.0	1.5	1.9
Free/Reduced	--	1.3	1.4	1.3	1.2	1.4
Non-Special Needs	1.2	1.5	1.4	1.5	1.3	1.6
Special Needs	1.6	1.1	K.7	1.0	K.9	1.2
Grade 2 – Total	2.5	2.5	2.2	2.6	2.2	2.5
African American	2.2	2.3	2.2	2.2	2.2	2.2
Hispanic	3.1	2.3	1.5	2.5	2.5	2.4
White	2.6	2.9	2.4	3.0	2.3	3.1
Non-Free/Reduced	--	3.2	2.3	3.2	2.2	3.2
Free/Reduced	--	2.3	2.2	2.3	2.2	2.3
Non-Special Needs	2.5	2.5	2.2	2.6	2.3	2.6
Special Needs	1.6	1.8	1.4	1.7	1.6	2.2
Grade 3 – Total	3.2	3.4	3.2	3.3	3.1	3.5
African American	3.0	3.0	3.0	2.9	3.1	3.1
Hispanic	3.1	3.3	3.3	3.0	1.9	3.3
White	3.5	3.9	3.5	3.9	3.2	4.0
Non-Free/Reduced	--	4.1	3.5	4.0	3.7	4.3
Free/Reduced	--	3.1	3.2	3.0	3.0	3.2
Non-Special Needs	3.3	3.5	3.3	3.4	3.2	3.6
Special Needs	3.1	2.5	1.5	2.8	2.6	2.7

In the chart below, the color bar represents the same group of students and their progression from 1st grade through 3rd grade on the IOWA math assessment.

Nationally Normed Achievement Test – ITBS

N – Northeastern D – District

Reading Grade Equivalents						
Category	05-06		06-07		07-08	
	N	D	N	D	N	D
Grade 1 – Total	1.5	1.8	1.5	1.8	1.5	1.8
African American	1.4	1.5	1.5	1.5	1.4	1.5
Hispanic	1.0	1.5	1.1	1.5	1.5	1.6
White	1.6	2.1	1.6	2.1	1.6	2.1
Non-Free/Reduced	--	2.3	1.5	2.3	1.5	2.2
Free/Reduced	--	1.5	1.5	1.6	1.5	1.6
Non-Special Needs	1.5	1.8	1.5	1.8	1.5	1.9
Special Needs	1.9	1.5	1.4	1.3	1.0	1.4
Grade 2 – Total	2.4	2.6	2.3	2.8	2.4	2.8
African American	2.3	2.3	2.4	2.4	2.4	2.4
Hispanic	2.3	2.3	1.6	2.6	1.2	2.4
White	2.8	3.0	2.3	3.1	2.7	3.4
Non-Free/Reduced	--	3.3	2.9	3.5	3.1	3.8
Free/Reduced	--	2.3	2.3	2.4	2.4	2.4
Non-Special Needs	2.5	2.6	2.4	2.8	2.5	2.9
Special Needs	2.0	1.8	1.6	1.8	2.0	2.3
Grade 3 – Total	3.5	3.6	3.3	3.5	3.4	3.7
African American	3.1	3.1	3.1	3.0	3.5	3.2
Hispanic	3.4	3.1	3.3	3.1	1.9	3.4
White	3.9	4.2	3.5	4.1	3.1	4.3
Non-Free/Reduced	--	4.4	3.5	4.4	4.1	4.7
Free/Reduced	--	3.1	3.2	3.1	3.3	3.3



Measurable Objectives for 2008-2009 School Improvement

- All student subgroups will score proficient in mathematics on the MEAP test.
- Sixty percent (60%) of each student subgroup in grades 3, 4, 5, and 6 will score proficient on the Reading section of the English Language Arts MEAP.