Annual Report: TOWNLINE ELEMENTARY 2008-2009

Accreditation Status:

Component	Score	Grade
Preliminary Grade	91	A
Indicators of School Performance	100	A
AYP Status	Met AYP	
Composite Grade		A

Retention Rate:

	Retention
Townline	80.57%

Townline Elementary School

Welcome to Townline Elementary where all students experience a quality education. Townline has a long history of educating students for success. The first Townline building was built in 1855. The school, usually called the White Brick School, was given the name of Townline in 1935. In 1940, a new school was built on the South side of 60th street. The current Townline building (East building) was built during the 1954-55 school year and was renovated during the 2002-03 school year. We also received new K-2/ 3-5 developmentally appropriate playground structures and basketball courts in 2006.

Our K-5 reading program uses the Four Block Instructional Framework and Strategies for Language Arts acquisition. In addition, the staff uses 6 + 1 trait writing and Everyday Math curriculum to enhance daily instruction. A highly qualified staff and special assistance through the use of LindaMood Bell intervention groups, para-professionals, and regular volunteers deliver instruction.

The staff is committed to quality professional development and a belief in continuous improvement. Townline's calendar includes 4 REACH days, which are opportunities for staff to collaborate on improving instruction, reviewing data, and receiving additional staff development opportunities.

The Townline staff believes in an orderly environment where every child feels safe and successful. We believe that staff and students are accountable for their individual academic growth. We place considerable emphasis on positive character education, individual learning styles, brain research, and being a lifelong productive citizen. Our kids feel valued and loved in addition to receiving challenging academic instruction.

Every student receives technology instruction every week in our Future Kids and Success Maker Labs. During the 2009-10 school years, all intermediate classrooms will receive interactive Walk& Talk boards to integrate technology into everyday learning.

In addition to academics, multiple enrichment opportunities are provided. Some of these include an all-school music program, recorder instruction, and talent shows. Children can be part of the student council, intramurals, and after-school basketball teams. During school, children can participate in the Feeling Good Mileage Club, organized Soccer and Basketball intramurals, Chess club, and the Newspaper club at recess times. We sponsor All-School Literacy family nights, Fitness Nights and Science Fairs. We also offer Kids Hope mentoring, Streams of Hope after-school tutoring programs, Kids Hope Homework Club, Math 24 Clubs and Fast Math programs. Children who need an extra academic challenge can be part of our IMPACT program which involves during the day enrichment and field trips meeting the needs of individual students' interests.

Our Parent Teacher Committee sponsors family nights such as Dinner and a Movie, Someone Special Dance, Parents and Pastries, Family Swim party at the East Kentwood High School Community Pool, and our school-wide walk-a-thon. These are just a few examples of the "extras" Townline has to offer kids and families before, during, and after school.

We recognize student achievement with Tiger Paw winners each week for demonstrating our school-wide expectations that are consistent throughout our building.

- **P**roblem solve with your mind
- **A**ccept responsibility for your actions
- **W**ork and play together safely
- **S**how respect for yourself, others and the environment.

We also focus on a monthly character trait. Students who demonstrate the monthly trait earn a "symbol" which has their name written on it and hung on the "Townline Character Trait Tree." At the end of each month, six student's names are drawn to have lunch with the principal.

We recognize 3rd, 4th, and 5th grade students and their families with a Honor Roll Luncheon/Breakfast and a certificate of academic achievement for those who have earned A's and B's on their quarterly nine week report cards. We also recognize students with perfect attendance, monthly Reading Awards, and Citizenship awards throughout the school year. We encourage all of our students to write academic, social-emotional goals and revisit them quarterly to recognize individual improvements.

School Improvement:

Townline's school improvement focus is directed towards increasing student's success with reading, writing and math across the curriculum. During the last few years, all staff participated in extensive training and the implementation of the Four Blocks Instructional Framework and Strategies for Language Arts acquisition, 6 + 1 traits of Writing, Everyday Math, and profundity lessons.

After reviewing our students' performance data from the MEAP, district assessments, and report cards; reading comprehension, writing, and math will be our curriculum areas that we will focus on improving with school-wide instructional strategies. We are confident the Four Blocks program for reading and writing will assist this growth and target specific strategies to increase our students' success. The Everyday Math program will continue to be our source of math needs due to its spiraling effect across the grade levels. Our school will place special focus on the strands of numbers and operations and measurement skills. We will continually evaluate our buildings progress through data disaggregation to direct our focus on continuous improvement.

Most recent MEAP data – Fall 2008

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
English Language Arts - 3rd Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	93%	89%	83%	30%	63%	4%	2%
Male	2008-09	59%	95%	86%	81%	23%	73%	5%	0%
Female	2008-09	59%	92%	92%	86%	38%	54%	4%	4%
Asian	2008-09	59%	N/A	94%	92%	N/A	N/A	N/A	N/A
African American	2008-09	59%	N/A	85%	69%	N/A	N/A	N/A	N/A
Hispanic	2008-09	59%	N/A	86%	74%	N/A	N/A	N/A	N/A
White	2008-09	59%	96%	92%	87%	39%	57%	4%	0%
Multiracial	2008-09	59%	N/A	79%	82%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	92%	85%	74%	31%	61%	6%	3%
Limited English Proficient	2008-09	59%	N/A	76%	69%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	72%	55%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
English Language Arts - 4th Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	84%	85%	77%	11%	73%	14%	2%
Male	2008-09	59%	76%	82%	74%	12%	65%	18%	6%
Female	2008-09	59%	89%	87%	79%	11%	78%	11%	0%
Native American	2008-09	59%	N/A	N/A	73%	N/A	N/A	N/A	N/A
Asian	2008-09	59%	N/A	84%	88%	N/A	N/A	N/A	N/A
African American	2008-09	59%	N/A	77%	56%	N/A	N/A	N/A	N/A
Hispanic	2008-09	59%	N/A	89%	64%	N/A	N/A	N/A	N/A
White	2008-09	59%	85%	89%	83%	10%	75%	15%	0%
Multiracial	2008-09	59%	N/A	83%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	81%	76%	64%	12%	69%	16%	3%
Limited English Proficient	2008-09	59%	N/A	58%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	51%	44%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
English Language Arts - 5th Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	77%	84%	78%	15%	62%	19%	4%
Male	2008-09	59%	87%	84%	76%	27%	60%	13%	0%
Female	2008-09	59%	64%	84%	81%	0%	64%	27%	9%
African American	2008-09	59%	N/A	75%	58%	N/A	N/A	N/A	N/A
Hispanic	2008-09	59%	N/A	85%	66%	N/A	N/A	N/A	N/A
White	2008-09	59%	79%	89%	84%	21%	57%	21%	0%
Multiracial	2008-09	59%	N/A	91%	79%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	79%	75%	66%	11%	68%	16%	5%
Students with Disabilities	2008-09	59%	N/A	56%	42%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
Mathematics - 3rd Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	98%	96%	91%	76%	22%	2%	0%
Male	2008-09	65%	100%	96%	92%	68%	32%	0%	0%
Female	2008-09	65%	96%	97%	91%	83%	12%	4%	0%
Asian	2008-09	65%	N/A	100%	96%	N/A	N/A	N/A	N/A
African American	2008-09	65%	N/A	92%	79%	N/A	N/A	N/A	N/A
Hispanic	2008-09	65%	N/A	95%	87%	N/A	N/A	N/A	N/A
White	2008-09	65%	100%	99%	95%	83%	17%	0%	0%
Multiracial	2008-09	65%	N/A	94%	92%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	97%	96%	86%	75%	22%	3%	0%
Limited English Proficient	2008-09	65%	N/A	94%	85%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	92%	80%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
Mathematics - 4th Grade
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	82%	93%	88%	33%	49%	16%	2%
Male	2008-09	65%	88%	96%	88%	41%	47%	12%	0%
Female	2008-09	65%	79%	90%	88%	29%	50%	18%	4%
Native American	2008-09	65%	N/A	N/A	87%	N/A	N/A	N/A	N/A
Asian	2008-09	65%	N/A	98%	95%	N/A	N/A	N/A	N/A
African American	2008-09	65%	N/A	86%	74%	N/A	N/A	N/A	N/A
Hispanic	2008-09	65%	N/A	96%	81%	N/A	N/A	N/A	N/A
White	2008-09	65%	76%	95%	92%	29%	48%	19%	5%
Multiracial	2008-09	65%	N/A	90%	87%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	79%	90%	80%	30%	48%	18%	3%
Limited English Proficient	2008-09	65%	N/A	89%	76%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	78%	68%	N/A	N/A	N/A	N/A

MEAP Demographic Summary - School

KENTWOOD PUBLIC - Townline Elem
Mathematics - 5th Grade
Full Academic Year: Yes

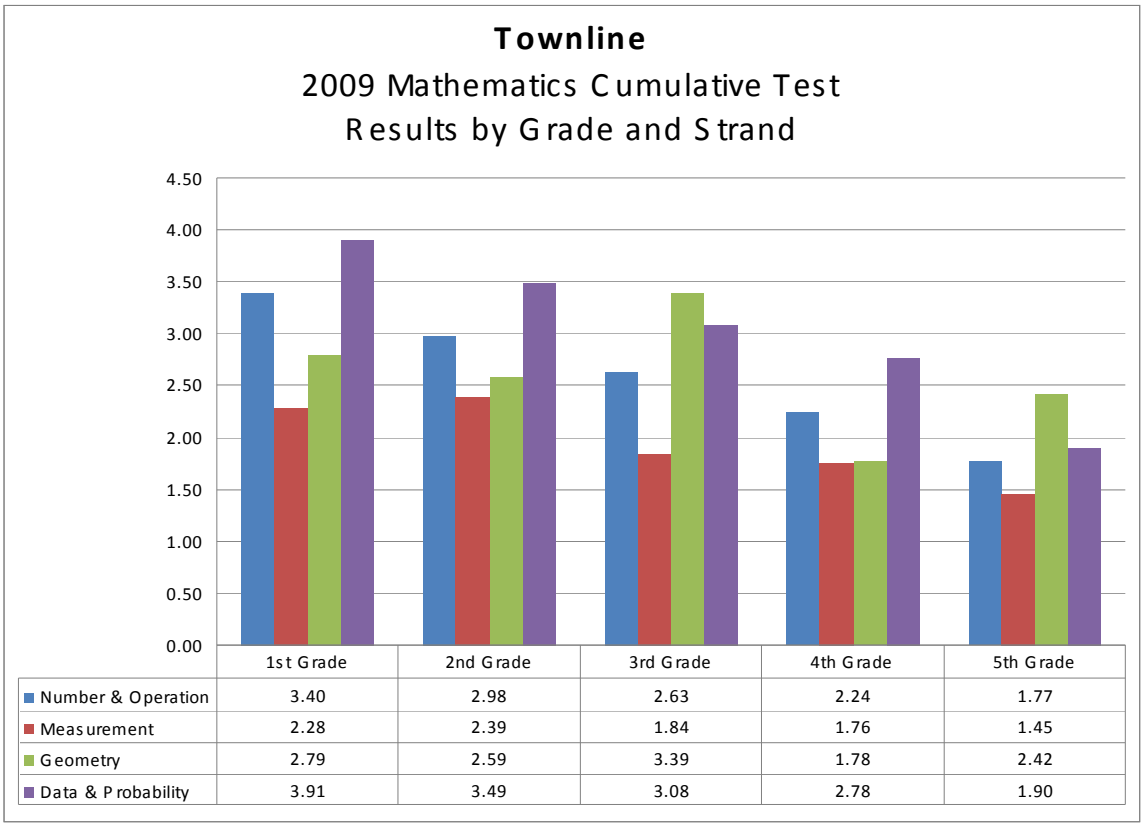
Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	85%	87%	77%	42%	42%	8%	8%
Male	2008-09	65%	80%	90%	78%	47%	33%	13%	7%
Female	2008-09	65%	91%	84%	76%	36%	55%	0%	9%
African American	2008-09	65%	N/A	82%	55%	N/A	N/A	N/A	N/A
Hispanic	2008-09	65%	N/A	86%	66%	N/A	N/A	N/A	N/A
White	2008-09	65%	86%	91%	83%	50%	36%	7%	7%
Multiracial	2008-09	65%	N/A	77%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	84%	83%	64%	32%	53%	5%	11%
Students with Disabilities	2008-09	65%	N/A	65%	47%	N/A	N/A	N/A	N/A

2009 End of Year Reading Data:

Townline Proficiency Summary Report (Basic through Advanced SRI scores)
Time Period: 9/04/08-5/21/09

Grade	Score (%)
1st	79
2nd	81
3rd	90
4th	90
5th	85
Grades 1-5	85

2009 End of Year Math Data:



	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number & Operation	3.40	2.98	2.63	2.24	1.77
Measurement	2.28	2.39	1.84	1.76	1.45
Geometry	2.79	2.59	3.39	1.78	2.42
Data & Probability	3.91	3.49	3.08	2.78	1.90

Attendance Rate: 94.89%

Parent Involvement:

Parent/Teacher Conference Attendance rates:

Fall 2008: 100%
Spring 2009: 100%

Parent Involvement Policy: Board Policy GAAE

Board Policy GAAE

The board representatives to each building shall meet upon request for the purpose of providing parents of Title I students and opportunity to participate in the design and implementation of the Title I program. Any parents of title I students within the building shall be invited to this meeting.

The board strongly encourages parental involvement in the district's programs. A program that will encourage parental participation and training will be developed according to Title I Federal guidelines.

Approved April 29, 2002

Core Curriculum:

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and benchmarks. We have adjusted our curriculum to incorporate the new Grade Level Content Expectations and Power Standards. Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet monthly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the MEAP testing information and the curriculum is examined for

areas of strength and weakness. After this audit, necessary adjustments are made.

Equity:

Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In additions, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

Teacher Qualification:

100% of Townline teachers are considered highly qualified. They hold the appropriate teaching credentials and/or have advanced degrees in the areas in which they are teaching.

The district has identified all teachers who are not considered highly qualified according to No Child Left Behind guidelines and has required these teachers to develop a plan for becoming highly qualified. In addition, the district has adopted the Michigan Department of Education Portfolio option for teachers. A letter of agreement to support this option has been signed with the local teacher association.

Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district publishes the process in the November issue of the district newsletter. The Human Resources Office is the single point of contact for the dissemination of teacher qualification information.