

2007-2008 Annual Report

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Handley P.C.A.T. School

Beverly Bowman, Principal



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About Our School

A total of 389 students in grades K-5 attend Handley P.C.A.T. School. Daily attendance averages 97%. The principal is Ms. Beverly Bowman. There are 16 professional teaching staff members and 16 support personnel, including aides, custodians, and secretaries. Our Handley Home Association President is Mary Schrier.

Special Programs

Handley offers Accelerated Reader, Accelerated Math, Sciencity, Foreign Language, RIF, computer classes, grade level plays, Pianorama, Band, Hartley Nature Center, field trips, Student Credit Union, Student Council, Picture Parents, Scouts, Before and After the Bell programs, various clubs: art, violin, jazzercise, hand chimes, steel drum band, and sport teams.

Parent Involvement

One of the most important factors in a child's success in school is the involvement of parents or guardians in the education process. Handley Elementary has a high degree of parental involvement. 97% of our parents attended our fall parent-teacher conferences, and 97% attended our spring conferences.

Parent involvement activities include: Handley Home and School Association, Handley Foundation, Picture Parents, Science City Parents, Community Education Sport Coaches, READ Association Volunteers, RIF Volunteers, Classroom Parent Helpers, Chaperon/Drivers for field trips, After School Clubs, Grade Level Plays (set construction and costumes), Junior Achievement, Battle of the Books

Showcasing Our Successes

1. Handley third, fourth and fifth grades continue to maintain the district's highest MEAP test scores: 3rd grade 100% ELA, 100% Math; 4th grade 100% ELA, 100% Math; 5th grade 98% ELA, 98% Math, 98% Science.
2. Handley became an International Baccalaureate Primary Years Program Candidate School. Teachers attend IBO workshop during the year. Each grade level completed their IB Planner, completed two inquiry units and taught one inquiry unit. Continuation of IBO planning and application procedure will continue during the 2008-2009 school year.
3. As a candidate International Baccalaureate School, Handley is focusing on developing the learner profiles that help students become internationally minded. This year students participated in the Pennies for Peace project, collecting pennies to help buy school supplies for children in Pakistan and Afghanistan. Students also learned about the cultures of those two countries. Almost 60,000 pennies were collected.
4. Handley Student Council project "Clothes that Count" was their Holiday Project. This project was focused on care for Saginaw kids: needy children who are away from their homes for the holiday.
5. Fifth graders came away with several top awards at the Saginaw County Science and Engineering Fair. Many of our students received local and regional Art Awards at the various Art Show venues. The Handley Spelling Team won the Team Championship trophy for the seventh year in a row.
6. The Handley Foundation contracted with the Tony award winning National Deaf Theatre for a performance for Handley students and hearing impaired students from Zilwaukee School as this year's Unique Experience. The Foundation supported our Media Center with books and Accelerated Reader Tests. The annual Reach for the Star Art Auction was a collaborative event with SASA. In addition to awarding teacher grants, the Foundation awarded scholarships to former Handley students in partnership with the Saginaw Community Foundation.
7. The Handley Home and School hosted a Welcome Picnic for new families in August, Holiday Walkabout, annual Poetry Festival and the end of the year Ice Cream Social.
8. Parent volunteers help extend the opportunities for learning through Picture Parents, RIF volunteers, Scout leaders sport coaches, chaperones, and club sponsors.
9. Handley's Steel Drum Band, The Pancats, performed at schools and community functions during the school year.

Technology

Students and teachers utilize computers in the classroom, laptop carts, and media center and computer lab. Students attend computer class each week for grade level instruction on keyboard skills, word processing skills, publishing, Internet research, academic websites and PowerPoint. Interactive white boards are used in classrooms to enhance instruction. Students are also instructed on the use of calculators, digital cameras and computerized music keyboards.



Student Achievement: Our Top Priority

In the School District of the City of Saginaw we use the Michigan Report Card and the Michigan Educational Assessment Program (MEAP) Test as ways to measure the academic progress of our students. Student achievement also is measured by marking period grades, teacher observations and teacher-made tests. The Michigan School Report Card represents school performance based on student test scores on the MEAP and the school performance indicators. The Michigan School Report Card results are listed below. The MEAP results are listed on the next two pages. **If you would like additional information about test scores, please call our school office.**

Student Achievement: MEAP Test

3rd Grade - English Language Arts (Reading and Writing)					
Achievement Levels	2006-2007		2007-2008		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
Gender					
Male	34	100%	45	100%	
Female	36	100%	34	100%	
Ethnicity					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	10	100%	11	100%	
Black	*	*	16	100%	
Hispanic	*	*	*	*	
White	50	100%	48	100%	
Economically Disadvantaged	yes	12	100%	22	100%
	no	58	100%	57	100%
Students with Disabilities	yes	*	*	*	
	no	64	100%	57	100%
Limited English Proficient	yes	*	*	*	
	no	69	100%	*	*
Migrant	yes	*	*	*	
	no	70	100%	*	*

3rd Grade - Math					
Achievement Levels	2006-2007		2007-2008		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
Gender					
Male	34	100%	45	100%	
Female	36	100%	34	100%	
Ethnicity					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	10	100%	11	100%	
Black	*	*	16	100%	
Hispanic	*	*	*	*	
White	50	100%	48	100%	
Economically Disadvantaged	yes	12	100%	22	100%
	no	58	100%	57	100%
Students with Disabilities	yes	*	*	*	
	no	64	100%	75	100%
Limited English Proficient	yes	*	*	*	
	no	69	100%	*	*
Migrant	yes	*	*	*	
	no	70	100%	*	*

4th Grade - English Language Arts (Reading and Writing)					
Achievement Levels	2006-2007		2007-2008		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
Gender					
Male	24	96%	33	100%	
Female	33	100%	36	100%	
Ethnicity					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	*	*	
Black	10	90%	8	100%	
Hispanic	*	*	3	100%	
White	32	100%	48	100%	
Economically Disadvantaged	yes	110	100%	*	*
	no	47	98%	63	100%
Students with Disabilities	yes	*	*	*	
	no	55	98%	67	100%
Limited English Proficient	yes	*	*	*	
	no	57	98%	*	*
Migrant	yes	*	*	*	
	no	57	98%	*	*

4th Grade - Math					
Achievement Levels	2006-2007		2007-2008		
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards	
	Total Tested	Percent	Total Tested	Percent	
Gender					
Male	24	100%	33	100%	
Female	33	97%	36	100%	
Ethnicity					
American Indian or Alaskan Native	*	*	*	*	
Asian or Pacific Islander	*	*	10	100%	
Black	10	100%	*	*	
Hispanic	*	*	*	*	
White	32	97%	48	100%	
Economically Disadvantaged	yes	10	100%	*	*
	no	47	98%	63	100%
Students with Disabilities	yes	*	*	*	
	no	55	98%	67	100%
Limited English Proficient	yes	*	*	*	
	no	57	98%	*	*
Migrant	yes	*	*	*	
	no	57	98%	*	*

Student Achievement: MEAP Test



5th Grade - English Language Arts (Reading and Writing)				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	22	100%	23	100%
Female	32	100%	34	97%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	*	*
Hispanic	*	*	*	*
White	37	100%	*	*
Economically Disadvantaged	yes	*	10	100%
	no	45	47	98%
Students with Disabilities	yes	*	*	*
	no	53	56	98%
Limited English Proficient	yes	*	*	*
	no	54	*	*
Migrant	yes	*	*	*
	no	54	*	*

5th Grade - Math				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	22	100%	23	100%
Female	32	97%	34	97%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	13	100%
Hispanic	*	*	*	*
White	37	100%	30	97%
Economically Disadvantaged	yes	*	10	100%
	no	45	47	98%
Students with Disabilities	yes	*	*	*
	no	53	56	98%
Limited English Proficient	yes	*	*	*
	no	54	*	*
Migrant	yes	*	*	*
	no	54	98%	*

5th Grade - Science				
Achievement Levels	2006-2007		2007-2008	
	School Count	Met/Exceeded Standards	School Count	Met/Exceeded Standards
	Total Tested	Percent	Total Tested	Percent
Gender				
Male	22	100%	23	96%
Female	232	97%	34	100%
Ethnicity				
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black	*	*	13	92%
Hispanic	*	*	*	*
White	37	100%	30	100%
Economically Disadvantaged	yes	*	10	100%
	no	45	47	98%
Students with Disabilities	yes	*	*	*
	no	53	56	98%
Limited English Proficient	yes	*	*	*
	no	54	*	*
Migrant	yes	*	*	*
	no	54	98%	*

* Breakdown not displayed if < 10 students in category.

Michigan School Report Card					
Education Yes Composite Grade	Overall Met AYP	Met Achievement Objective		AYP Phase	Attendance > = 80%
		ELA	MATH		
A	Yes	Yes	Yes	0	Yes

How to read the Michigan School Report Card Data

The Composite Grade

Michigan School Report cards issue a Composite Grade based on Indicators of School Performance, Achievement Status, Achievement Change and AYP status. When data for a single year is insufficient, it combines results over 2 or 3 years.

NA = Insufficient data to calculate grade/score.

Indicators of School Performance = School self-assessment on 40 key indicators of student achievement.

AYP = Adequate Yearly Progress

- 95% of all students tested
- 80% average daily attendance or 80% graduation rate
- All students and subgroups met subject area state objective for 2007-2008

Elementary ELA 59% and Elementary Math 64%

Middle School ELA 54% and Middle School Math 54%

High School ELA 61% and High School Math 56%

AYP Phase:

0 - School made AYP this year and is not identified for improvement.

1 - School Improvement - school must offer choice and transportation.

2 - Continuing School Improvement - school must offer choice, transportation, and supplemental services.

3 - Corrective Action - school must continue choice, transportation, and supplemental services and take further corrective action.

4 - Restructuring - school must continue choice, transportation, and supplemental services and develop a plan to restructure the school.

5 - Implement Restructuring Plan - school must continue choice, transportation, and supplemental services and implement restructuring plan.

99 - AYP Advisory - This is a new school that did not have MEAP data prior to 2003. This school is given an advisory status because data are not available for safe harbor comparison or for multiple year averaging.

School Improvement Status

The purpose of school improvement is to improve the academic achievement of our students. Our staff has developed the following Mission Statement and Goals to guide us in our efforts to offer each student the best possible educational experience.

Mission Statement

The Program for the Creative and Academically Talented at Handley School is committed to the nurturing of the individual talents of its students through immersion in a rigorous interdisciplinary curriculum and experiences in the creative arts. Students are guided to be self-directed learners, effective communicators, and exemplary citizens.

Goals

1. All students will demonstrate achievement above grade level in language arts, math, science and social studies.
2. Handley will operate a safe school with a positive climate for learning.
3. All programming will be based on the highest priority needs of students.

Status

Handley students maintain their high degree of academic achievement across the grades and the curriculum as measured by classroom performance, MEAP test scores, and other indicators such as simulations and competitions. Guiding students to be good citizens as well as academic achievers continues to be a high priority goal. There was an increase in community outreach projects during the past year.

Academic Core Curriculum

Academic core curriculum in Saginaw Schools is that set of essential academic learnings that every student, K-12, is expected to know and do. Saginaw has adopted Standards for all academic content areas, for all students, and continues to develop and implement grade level benchmarks, assessments, and instructional techniques aligned with these standards.

Saginaw Schools offer all students a core academic curriculum aligned with National and State standards in history, geography, economics, science, mathematics, civics, and reading and writing.

The District continues to involve teachers at all levels in defining and refining the standards of these core areas. These standards, in addition to national standards, are directly tied to the District Mission and Graduate Standards. We recognize the need to continuously improve curriculum and to maintain a rigorous program of study for all students. Developing a core curriculum is a start not an end. Refining, managing and updating is a continuous job as we learn more about how students learn best and examine what all students need to know as they enter the world of work and continue their education.

Academic core curriculum documents in the areas noted above are available by contacting the office of the Communications and Marketing at 989-399-6630.

Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1998, and all other applicable Federal and State laws and regulations prohibiting discrimination.

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