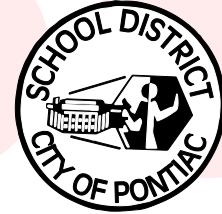


Henry J. Owen Elementary

Natasha B. Smith, Principal

1700 Baldwin Avenue ~ Pontiac, Michigan 48340 ~ Telephone: 248-451-7870 ~ FAX: 248-451-7885

ANNUAL REPORT 2010-2011



School Profile

Mission Statement

The mission of the Owen Elementary School community, which includes our parents, teachers, administration, students, partners, and others stakeholders, is to assist all students to realize their maximum academic, emotional, physical and social potential in order to succeed in a rapidly changing world.

Some distinctive features are:

- The instructional staff consists of 17 classroom teachers, one Bilingual Teacher, one and a half ESL Teachers, three ESL Tutors, three Special Education teachers, six Essential Teachers (vocal music, instrumental music, art, physical education) teachers, five Special Services team members, and three school helpers.
- Regular education and special education staffs function as a team to support students.
- Student attendance average for the school year is 90%.
- A K- 6 student enrollment of 374 students.
- 185 females and 189 males.
- Diverse ethnic population with three different languages spoken.
- Participates in Michigan's Integrated Behavior and Learning Support Initiative.



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Owen Elementary is a MiBLSi School

(Michigan's Integrated Behavior and Learning Support Initiative)

- Pontiac School District-Wide Initiative
- Reduce Behavior Problems
- Increase Reading Performance
- Gather data to provide accurate knowledge of both behavior and reading performance.
- Use student performance information to develop and implement individual and school-wide academic and behavior interventions.
- It is our MISSION to create a positive and safe school environment for ALL students, where ALL children will read at grade level by third grade!

Owen Beavers Parental Involvement

- Popcorn Days
- Family Fun Day
- ESL Parent Training Group
- Back to School Open House
- Asthma Parent & Child Workshop
- Guest Readers during March is Reading Month
- Parent Conferences for Fall and Spring
- Parent Visitation Day
- Monthly PTK Meetings (Parents, Teachers & Kids)
- Family Health & Fitness Workshop/Dinner

Owen's Points of Pride

Professional Development:

- Building Wide Training in 6 + 1 Traits of Writing
- Staff members have been trained in Thinking Maps sponsored by Pontiac Public Schools
- All classrooms have Interactive Promethean Boards

Media Center:

- New Media Aide
- We have a 145-gallon aquarium in the media center to add to its enjoyment and peacefulness.

Special Programs Students Participated in:

- Celebration of Hispanic Heritage Month
- Earth Day
- "AAA" Award Assemblies: Attendance, Attitude, Achievement
- Students received classes in dental hygiene, from local dentist office
- Beaver Bucks Incentive Program– Positive Behavioral Intervention and Support (PBIS)
- Monthly Birthday Recognition
- Student of the Month Program
- Black History—Diversity Month Celebration (February & March)
- March is Reading Month Celebration
- 100th Day Celebration in all K-2 classrooms
- Family Make and Take Night
- MI Health Model lessons dealing with hygiene, health, and personal safety
- A variety of field trips to enhance the ELA, Math, Science, and Social Studies curriculum

Technology:

Owen is a technology rich school: Mobile computer lab consisting of 18 lap tops, 2 or more computers in every classroom, media center with over 35 computer stations, and a library of listening books on CD, 3 digital cameras, 17 promethean boards, and teacher computers in each classroom.



2010-2011 Building Goals and Strategies

Academic Goals

- To significantly improve student achievement
- To empower all kindergarten, 1st and 2nd grade students to become independent strategic readers
- To improve the reading comprehension of all students in grades 3,-6
- To enable all students to accurately use mathematical reasoning to solve problems
- To increase student achievement in science, social studies and geography
- To increase student writing ability
- To offer varied learning experiences to enhance student growth.

Professional Development Goal

- To grow professionally and become more proficient in the art of teaching.

School Climate Goal

- To continue implementing MiBLSi to encourage good citizenship and positive behavior.

Parent Participation Goal

- To empower parents and community leaders to become active participants in Owen's Learning Environment. Increasing Parent Teacher Organization membership by 10%.

Core Curriculum

The curriculum for the School District for the City of Pontiac is developed under the direction of the Associate Superintendent of Academic Achievement, the Curriculum Council, and other stakeholders. It is based on state and national standards and incorporates the expectations of parents, business leaders, clergy, and others. The curriculum is centrally localized on the Atlas Rubicon web-based program. The Curriculum Council makes recommendations to the Board staff development, curricular needs and priorities, assessment, and the integration of technology. The district continues implementing programs designed to improve the academic student achievement. The districts initiatives have improved the academic achievement of students, as measured by MEAP and Education YES!

School Programs

- Michigan Curriculum: K-6
- Waterford Reading: K-2nd
- SuccessMaker 3rd-6th
- After School Academic Tutoring
- Character Education
- Differentiated Instruction
- Thinking Maps
- Comprehensive Mathematics Program: K-6th
- School Wide Title I Funds
- MiBLSi & PBIS

Partnerships & Programs

- Oakland Schools
- Oakland University Field Placement Center
- Women’s League of Southeast Michigan
- Pontiac Optimist Club
- Oakland County Health Department
- Chrysler Corporation
- Pontiac Parks and Recreation Center
- VG’s Food Center
- State of Michigan, Family Resource Office
- Meijer’s
- Chili Restaurant/On the Border
- Student Intervention
- Oakland University
- Cranbrook Schools
- Box-top Program
- Toys “R” Us
- Ident-A-Kid
- Baldwin Shelter
- Mobile On The Run
- Judge Cynthia Walker 50th District
- Oakland County Sheriff Department
- Pontiac Fire Department
- United Way ABC Program
- Gleaners Food Bank
- Baldwin Road Church Academy
- Smiles Of Michigan
- Best Buy
- Little Caesar's
- State Farm

Board Policy on Parental Involvement

The Board encourages parental/guardian involvement in the schools through programs and activities designed to increase parent/guardian-school communications and to involve parents/guardians in the development and implementation of educational policies and school programs.

The Superintendent is responsible for facilitating parental/guardian involvement in the schools by affording special consideration to single and working parents/guardians. Schools should schedule meetings, programs, and events so that working parents/guardians can attend.

MEAP 2009-2010 Scores

| GRADE 3 | Performances By Percentage | | | | | |
|----------------------------|----------------------------|---------|---------|---------|---------|---------------------------|
| READING | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 60 % | 13 % | 67 % | 20 % | 0 | 80 % |
| Male | 28 % | 11 % | 57 % | 32 % | 0 | 68 % |
| Female | 32 % | 16 % | 75 % | 9 % | 0 | 91 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 19 % | 5 % | 68 % | 26 % | 0 | 74 % |
| Hispanic | 33 % | 12 % | 67 % | 21 % | 0 | 79 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 57 % | 12 % | 67 % | 21 % | 0 | 79 % |
| English Language Learners | 28 % | 14 % | 61 % | 25 % | 0 | 75 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |
| MATHMATICS | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 60 % | 28 % | 62 % | 7 % | 3 % | 90 % |
| Male | 28 % | 29 % | 57 % | 7 % | 7 % | 86 % |
| Female | 32 % | 28 % | 66 % | 6 % | 0 | 94 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | | | | | |
| Black/African American | 19 % | 26 % | 58 % | 11 % | 5 % | 84 % |
| Hispanic | 33 % | 30 % | 67 % | 3 % | 0 | 97 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 57 % | 26 % | 63 % | 7 % | 4 % | 89 % |
| English Language Learners | 28 % | 32 % | 64 % | 4 % | 0 | 96 % |
| Students With Disabilities | | | | | | |
| | | | | | | |

MEAP 2009-2010 Scores

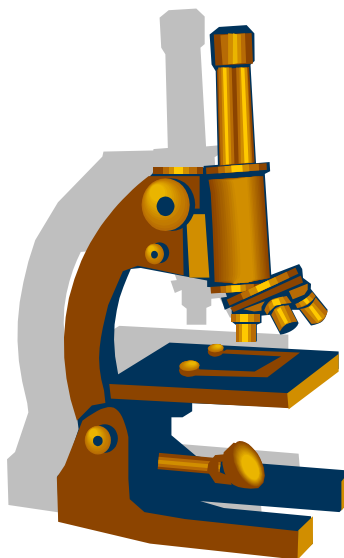
| GRADE 4 | Performances By Percentage | | | | | |
|----------------------------|----------------------------|---------|---------|---------|---------|---------------------------|
| READING | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 54 % | 13 % | 46 % | 37 % | 4 % | 59 % |
| Male | 21 % | 10 % | 48 % | 38 % | 5 % | 57 % |
| Female | 33 % | 15 % | 45 % | 36 % | 3 % | 61 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 21 % | 10 % | 43 % | 43 % | 5 % | 52 % |
| Hispanic | 22 % | 14 % | 45 % | 41 % | 0 | 59 % |
| White | < 10 % | - | - | - | - | - |
| Economic Disadvantaged | 53 % | 11 % | 47 % | 38 % | 4 % | 58 % |
| English Language Learners | 20 % | 5 % | 50 % | 45 % | 0 | 55 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |
| MATHEMATICS | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 54 % | 28 % | 54 % | 19 % | 0 | 81 % |
| Male | 21 % | 38 % | 29 % | 33 % | 0 | 67 % |
| Female | 33 % | 21 % | 70 % | 9 % | 0 | 91 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | | | | | |
| Black/African American | 21 % | 24 % | 48 % | 29 % | 0 | 71 % |
| Hispanic | 22 % | 27 % | 59 % | 14 % | 0 | 86 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 53 % | 26 % | 55 % | 19 % | 0 | 81 % |
| English Language Learners | 20 % | 30 % | 55 % | 15 % | 0 | 85 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |

MEAP 2009-2010 Scores

| GRADE 5 | Performances By Percentage | | | | | |
|----------------------------|----------------------------|---------|---------|---------|---------|---------------------------|
| READING | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 46 % | 11 % | 48 % | 26 % | 15 % | 59 % |
| Male | 23 % | 4 % | 52 % | 30 % | 13 % | 57 % |
| Female | 23 % | 17 % | 43 % | 22 % | 17 % | 61 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 19 % | 11 % | 53 % | 26 % | 11 % | 63 % |
| Hispanic | 20 % | 0 | 55 % | 26 % | 20 % | 55 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 45 % | 9 % | 49 % | 27 % | 16 % | 58 % |
| English Language Learners | 18 % | 0 | 56 % | 28 % | 17 % | 56 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |
| MATHMATICS | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 46 % | 17 % | 20 % | 56 % | 4 % | 37 % |
| Male | 23 % | 13 % | 22 % | 61 % | 4 % | 35 % |
| Female | 23 % | 22 % | 17 % | 57 % | 4 % | 39 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | | | | | |
| Black/African American | 19 % | 21 % | 11 % | 63 % | 5 % | 32 % |
| Hispanic | 20 % | 10 % | 25 % | 60 % | 5 % | 35 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 45 % | 18 % | 18 % | 60 % | 4 % | 36 % |
| English Language Learners | 18 % | 11 % | 28 % | 56 % | 6 % | 39 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |

MEAP 2009-2010 Scores

| GRADE 5 | Performances By Percentage | | | | | |
|----------------------------|----------------------------|---------|---------|---------|---------|---------------------------|
| SCIENCE | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 45 % | 9 % | 29 % | 47 % | 16 % | 38 % |
| Male | 23 % | 9 % | 26 % | 57 % | 9 % | 35 % |
| Female | 22 % | 9 % | 32 % | 36 % | 23 % | 41 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 18 % | 6 % | 28 % | 44 % | 22 % | 33 % |
| Hispanic | 20 % | 5 % | 30 % | 55 % | 10 % | 35 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 44 % | 7 % | 30 % | 48 % | 16 % | 36 % |
| English Language Learners | 18 % | 6 % | 28 % | 61 % | 6 % | 33 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |



MEAP 2009-2010 Scores

| GRADE 6 | Performances By Percentage | | | | | |
|----------------------------|-----------------------------------|----------------|----------------|----------------|----------------|--------------------------------------|
| READING | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 49 % | 16 % | 63 % | 16 % | 4 % | 80 % |
| Male | 25 % | 16 % | 60 % | 16 % | 8 % | 76 % |
| Female | 24 % | 17 % | 67 % | 17 % | 0 | 83 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 24 % | 8 % | 63 % | 21 % | 8 % | 71 % |
| Hispanic | 17 % | 29 % | 59 % | 12 % | 0 | 88 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 47 % | 17 % | 64 % | 15 % | 4 % | 81 % |
| English Language Learners | 12 % | 17 % | 67 % | 17 % | 0 | 83 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |
| MATHMATICS | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 49 % | 31 % | 35 % | 31 % | 4 % | 65 % |
| Male | 25 % | 32 % | 28 % | 32 % | 8 % | 60 % |
| Female | 24 % | 17 % | 67 % | 17 % | 0 | 71 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | | | | | |
| Black/African American | 24 % | 13 % | 38 % | 46 % | 4 % | 50 % |
| Hispanic | 17 % | 29 % | 59 % | 12 % | 0 | 76 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 47 % | 32 % | 32 % | 32 % | 4 % | 64 % |
| English Language Learners | 12 % | 42 % | 33 % | 25 % | 0 | 75 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |

MEAP 2009-2010 Scores

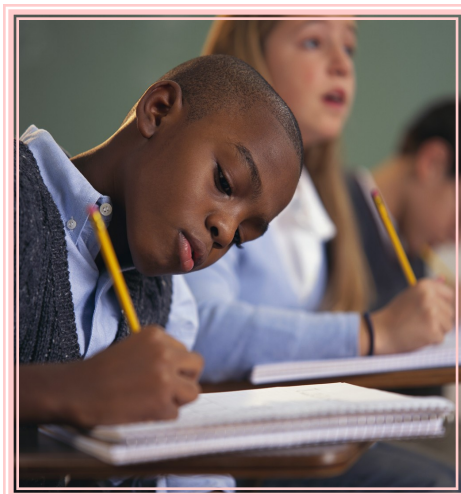
| GRADE 6 | Performances By Percentage | | | | | |
|----------------------------|----------------------------|---------|---------|---------|---------|---------------------------|
| SOCIAL STUDIES | # Tested | Level 1 | Level 2 | Level 3 | Level 4 | Levels 1 & 2 Satisfactory |
| All Students | 49 % | 18 % | 20 % | 31 % | 31 % | 39 % |
| Male | 25 % | 24 % | 20 % | 32 % | 24 % | 44 % |
| Female | 24 % | 13 % | 21 % | 29 % | 38 % | 33 % |
| American Indian | - | - | - | - | - | - |
| Asian | < 10 % | - | - | - | - | - |
| Black/African American | 24 % | 13 % | 13 % | 33 % | 42 % | 25 % |
| Hispanic | 17 % | 24 % | 24 % | 29 % | 24 % | 47 % |
| White | < 10 % | | | | | |
| Economic Disadvantaged | 47 % | 19 % | 21 % | 30 % | 30 % | 40 % |
| English Language Learners | 12 % | 17 % | 17 % | 42 % | 25 % | 33 % |
| Students With Disabilities | - | - | - | - | - | - |
| | | | | | | |



| Education YES! Report Card | |
|----------------------------------|------------------|
| OWEN ELEMENTARY SCHOOL | |
| Achievement | C |
| Indicators of School Performance | A |
| Composite Grade | B |
| Adequate Yearly Progress | Did Not Meet AYP |

Did Not Meet AYP

| 2009-2010 Attendance Rates | |
|----------------------------|---------|
| Owen Elementary | 90.53 % |
| PSD Elementary Schools | 92.11% |
| PSD Middle Schools | 87.06% |
| PSD High Schools | 82.83% |
| PSD | 88.77% |



Board of Education
Damon Dorkins-President
Carol Turpin-Vice President
Karen Cain-Treasurer
Brenda Carter- Secretary
Robert I. Bass-Trustee
Mattie McKinney-Hatchett-Trustee
Jonathan N. Brown, Interim-Superintendent

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School District of the City of Pontiac

Board Goals

PRIMARY GOAL:

- The Primary goal of the district is to increase student achievement

SUPPORTING GOALS:

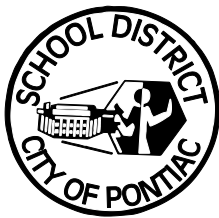
- Support Successful Teaching and Learning
- Create Effective Governance Processes
- Insist on Sound Business and Management Operations
- Forge Strong Community Relations

Mission Statement

The School District of the City of Pontiac, in partnership with stakeholders, will continually implement learning/teaching approaches that ensure quality and equity for all to succeed.

Accreditation Status

Pontiac High School is accredited by the North Central Association of Schools and Colleges.



Pontiac School District

Values

1. Safe and Orderly Schools
2. Student Learning is the Central Priority
3. Accountability at All Levels
4. Respect for Diversity
5. Parents are Partners
6. Community Ownership of the District

The School District of the City of Pontiac does not discriminate on the basis of race, color, national origin, religion, height, weight, familial status, marital status, sex, age, or disability in its programs and activities.