



## **Roseville Community Schools**

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STEENLAND ELEMENTARY SCHOOL  
16335 Chestnut  
Roseville, MI 48066  
(586) 445-5745  
(586) 445-5809 Fax

PRINCIPAL  
Charles Felker

SECRETARY  
Julie Turner

### **School Annual Education Report (AER) Cover Letter**

5/1/18

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Steenland Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Charles Felker for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/EMnpCs>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Steenland Elementary School was HAS NOT BEEN GIVEN ONE OF THESE LABELS.

The yearly attendance at Steenland Elementary School averages between 480 to 500 students. Although our overall attendance counts are relatively stable, we do have a large rate of Transiency from year to year. More than a 1/3 of our population is new to the building and has gone as high as 45%. Absenteeism is also a concern and our school is working with the 6-cess program and the Macomb County Truancy Office to try to improve student attendance. Our results on the State of Michigan Standardized Testing show a dip in overall proficiency levels. To combat this dip we have instituted new Writing and Math series which focus more on comprehension and hands on skills. The most recent results, as reported by the state of Michigan, can be found at <https://goo.gl/EMnpCs>.

State law requires that we also report additional information.

For the 2016-17 school years, Steenland Elementary School served approximately 500 students in grades Kindergarten through Fifth Grade. Steenland also houses a district program servicing emotionally impaired students in grades K-5. Students were assigned to Steenland Elementary School according to their home residence. Families also had the opportunity to apply for a transfer to and from other schools within Roseville Community Schools. In addition, Roseville Community Schools participated in the school of choice program throughout Macomb County.

Steenland has a continuous School Improvement Plan based on state and federal mandates and requirements. Staff members continue to implement strategies identified for the goal areas of behavior/character building, reading, writing, science, and math. All staff members were involved in the planning and implementation of this plan. Data from local and state assessments were used to support changes and implement strategies. Specific building challenges are detailed in the school improvement plan.

A copy of the district core curriculum is available in the Curriculum Office located at the Administration Building. Parents may call 445-5688 to request a copy of the Roseville Community Schools curriculum. The school improvement plan is also available at [www.rosevillepride.org](http://www.rosevillepride.org).

During the fall of 2017 scheduled parent teacher conferences, 82% of students (approximately 401) were represented. In the spring of 2018, 87% of students (approximately 425) were represented. Additionally, parents are contacted on a

regular basis by all staff members to report concerns and celebrate accomplishments.

The staff and community of Steenland Elementary School, work together providing academic and behavioral support to our students. The Positive Behavior Intervention and Support program is used to assist students in making positive choices.

To help our school continue to grow, we have implemented new benchmark (3 times per year) testing through the Northwest Evaluation Association. These assessments help students and parents become more involved in their academic progress and growth.

The 2017-18 school year is already shown great improvements in our students and the staff is excited to continue the upward pace.

Sincerely,

*Mr. C.E. Felker*

Mr. Charles Felker  
Principal