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School Annual Education Report (AER) Cover Letter

February 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for **Pattengill 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 Principal [Meghan Ashkanani](#), 248-837-8700, for assistance.

The [Pattengill Elementary School AER](#) is available for you to review electronically by visiting the following web site or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

Although our students continue to achieve, and proficiency is on the rise, our data reflects some key challenges. Our staff will focus on more targeted teaching for student needs and increased practice at all levels. The staff will also participate in ongoing professional development in Visible Thinking strategies to assist students with routines of higher-level thinking. Teachers have undergone extensive training in

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Writers' Workshop and have implemented this curriculum in their classrooms. They have increased the amount of time spent on writing instruction, and students themselves write more than in past years. Members of the student intervention team work with students in both writing and math (among other academic areas) to strengthen student skills.

State law also requires we report on the following:

1. Process for Assigning Pupils to the School

Pattengill is a neighborhood school with the following boundaries in the City of Berkley:

North of 12 Mile, East of Greenfield, South of Webster, West of Coolidge

Students who live outside of the Berkley School District boundaries have the option to apply for enrollment through the Schools of Choice (SOC) process – see [SOC information online](#).

1. Status of the 3-5 Year School Improvement Plan

Our school improvement plan focuses on work in language arts, math, science, and social studies. We collect beginning data on each student in math, reading, and writing and then use a variety of instructional techniques to help students learn and grow. We expect students to meet or exceed grade level expectations in all academic areas as demonstrated by ongoing data collection. When students do not meet grade level standards, we put academic, social, and/or home interventions in place to help them succeed. We review our school improvement plan annually to assess students' progress as well as the effectiveness of our instruction.

Please [visit our website](#) to view our School Improvement plan.

1. Core Curriculum

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Our “Berkley High School Profile” serves as our guide for curriculum planning and for developing student learning assessments as we prepare students to take their place in the adult world. As we strive to meet our goals, we are also guided by our mission, the District’s Long Range Plan and Vision 2020, and the Common Core State Standards. Pattengill staff’s focus is to provide all learners with a solid foundation of academic skills, knowledge, and the understanding of learning that is necessary for success within the school setting and world community. Supporting our excellent teaching staff, technology also plays an important role in instruction and learning. Technology is widely available to staff and students throughout the district and is utilized across the curriculum. In addition, all students K-12 enjoy a robust Fine Arts curriculum including band, orchestra, choir and art.

Please visit our [Curriculum & Assessment website](#) to view the full district report and information regarding curriculum.

4. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

Because of the 2020 Coronavirus pandemic, the latest data available for student M-STEP scores is from 2018-2019. Pattengill’s M-STEP test scores for 2017-18 and 2018-19 are available on the [State of Michigan’s website](#).

To see the local NWEA assessment data, click on the links below:

- [2019 – Reading](#)
- [2019 – Math](#)
- [2020 – Reading](#)
- [2020 – Math](#)

2. Parent/Teacher Conferences Data

2018-19: 95% of Pattengill parents attended parent/teacher conferences.

2019-20: 98% of Pattengill parents attended parent/teacher conferences.

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The Pattengill Elementary School staff takes great pride in the work we do for children and their families. We help students to reach their potential in a supportive learning environment with high expectations. We can't hide our penguin pride!

Please [visit our school website](#) to see additional Points of Pride.

Sincerely,

Meghan Ashkanani
Principal
Pattengill Elementary School

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