

Hillside Elementary School

2010-2011 ANNUAL REPORT

Barbara Elliott, Principal

Table of Contents

- 2 Description of Our School
- 2 Pupil Assignment
- 2 School Improvement Process / Plan
- 4 AYP Status
- 4 Core Curriculum
- 4 Parent Involvement / Conferences
- 5 Highly Qualified Teachers
- 5 Local Data

Principal's Greeting/Message

August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Hillside Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Barbara Elliott, Principal, for assistance. The AER is available for you to review electronically by visiting the following web site www.HCS.com or you may review a copy from the principal's office at your child's school.

We are pleased to announce that Hillside made Adequate Yearly Progress (AYP) for the 2010-2011 school year. While we are pleased that we have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community to help in this effort.

The staff at Hillside Elementary School will diligently continue to collect and analyze student data in order to make informed educational decisions for all students. Additionally, the data will also drive our professional development needs as outlined in our school improvement plan. We are committed to providing the best education for our students at Hillside Elementary School. Our safe, friendly and positive atmosphere ensures that our students feel secure, relaxed and cared for as they learn and achieve throughout the school year. We also provide parents with a parent resource center filled with materials and information to help their child at home. Our Parent Liaison Coordinator along with the staff strives to make parental involvement a top priority since the link between positive parental involvement and student achievement is great. If you would like to know more about Hillside, or have questions regarding this report, please do not hesitate to contact our office at (989)539-6902.

Sincerely,

Barbara Elliott, Principal
Hillside Elementary School

Description of Our School

Hillside Elementary School serves students in grades 3, 4, and 5. Programs and services provided at our school include Title I school-wide support, balanced literacy framework, Young Authors, parent workshops, family nights, breakfast program, SPARKS, PTO, Skyward reporting for parents, technology, extended learning opportunities, community collaboration and support, and more. We employ the most up-to-date, research based instructional practices. Our friendly, caring atmosphere provides our students with a great place to learn.

Process for Assigning Pupils to the School

All district students that are in 3rd, 4th, or 5th grade are assigned to Hillside Elementary School since there is only one building in the Harrison School District that serves this grade span.

School Improvement Process

School improvement at Hillside Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. Our current school improvement 3-5 year plan is in its first year of implementation. In the development of our plan, the staff at Hillside has investigated best practices as indicated in research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and Common Core Standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. We identify professional development needs based on our school goals, assessment data, and teacher need. Access to the internet combined with technology tools such as document cameras, SmartBoards, Nooks, LCD projectors, and class sets of laptop computers have made it possible for staff to research, obtain, and present information on a wide variety of subjects. Classroom blogs make it possible for students to have conversations about what they are reading with other students and teachers.

Hillside strives towards meeting the No Child Left Behind and Education YES! Initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Measuring student progress and evaluating program effectiveness is an ongoing process. Data is collected through MEAP, Common Core Standard assessments, Dibels, Qualitative Reading Inventory, Delta Math

Screener, writing prompts and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to develop an effort to determine our greatest area of need and ensure alignment with our goals. On a daily basis, teachers progress monitor their students in order to inform their instruction and to provide the necessary interventions to at-risk students in a timely manner.

The staff at Hillside has developed a variety of ways in which to improve student achievement and to provide additional assistance for at-risk students. A Title I program is provided for identified at-risk students in grades three through five based on data. Currently, the Title I staff consists of two full time teachers. An after school SPARKS program is available to all students.

Status of School Improvement Plan

A copy of the school improvement plan can be viewed on our web-site at hcs.com and a hard copy can be accessed in our school office or the parent resource room. Our school improvement team is comprised of the entire staff and interested parents and meets regularly during the school year. The purpose of the team is to develop, review, and evaluate goals, objectives, and strategies for the school improvement plan. The school improvement team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals. Below are our goals for 2011-2012. Additionally, we have goals for each grade and each subgroup which can be viewed in our school improvement plan.

Math

By 2011-12, 85% of all students will be proficient on the MATH MEAP test.

Reading

By the end of the 2011/2012 school year, 85% of all students will be proficient in reading.

Writing

By 2011/12, 60% of students will be proficient writers based on the MEAP test.

Science

By 2011-2012, 80% of all students will be proficient in Science based on MEAP scores.

Social Studies

By 2011-2012, 70% of all students will be proficient in Social Studies based on MEAP scores.

School AYP Status

2010-11 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Hillside Elementary School

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

Core Curriculum Status

Harrison Community Schools has six curriculum leadership teams which allows for vertical alignment of curriculum. They represent reading, writing, math, science, social studies and technology. The teams have representation from grades k through 12 with the exceptions of reading and writing which is kindergarten through 8th grade. These teams meet at least six times per year. The goal is to align curriculum, instruction and assessment for all grades. The teams take information / input back and forth between the curriculum leadership teams and their grade level teams. All decisions are made by group consensus. Currently, the math, language arts, and writing curriculums have been organized into curriculum binders. These curriculum binders include a scope and sequence, Common Core Standards, pacing guides, lessons, interventions, Grade Level Expectations and assessments. Teachers are in the process of completing curriculum binders for science and social studies. While each teacher has their own curriculum binders, a complete set is housed in the office for easy access to parents and other staff members.

Parent Involvement / PTC's

Hillside hosts parent-teacher conferences each fall. For a breakdown of those attending PTC's for the 2010-2011 school year, see the report on the next page. Report cards are sent home once per trimester. Progress reports are sent out every two weeks and weekly to those students who are at risk of failing. Additionally, parents have access to view their child's progress on-line through Skyward. Parents may request conferences with individual teachers at any time. Teachers may also request an individual conference with parents through the year. A meeting is scheduled each fall with interested parents to discuss and review the Hillside Elementary Annual Report. Parental involvement will continue to be an on-going process throughout the year. Invitations are sent to parents whenever there are upcoming special presentation, projects, workshops or meetings. We also utilize parents and community members as guest speakers in classrooms. These presentations may be coordinated with subject areas and/or current events, which link the importance of mastering the necessary skills needed to lead a successful and

productive life. Our Parent Liaison actively seeks parent volunteers, provides training and continuously updates the parent resource room. For a complete listing of all our parental involvement activities, see our school improvement plan at www.hcs.com.

Also, our Parent Involvement Policy can be viewed on our web site and a hard copy is available in the office or parent resource room.

Below is a chart indicating the attendance at our fall Parent Teacher Conferences. Readily apparent is the low number of parents coming to conferences, especially the subgroups. Efforts will be made to encourage participation in our conferences.

Parent Teacher Conferences – Attendance Report (number represents % that attended)

2010 School Year	3 rd Grade	4 th Grade	5 th Grade
All Students	63%	68%	69%
Ec. Dis. Students	52%	49%	59%
Students with Disabilities	45%	36%	.08%

Highly Qualified Teachers

December, 2010 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Hillside Elementary School

Other B.A. M.A. Ph.D

Professional Qualifications of All Public Elementary and Secondary School Teachers in the School 0 13 5 0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Certification Percent

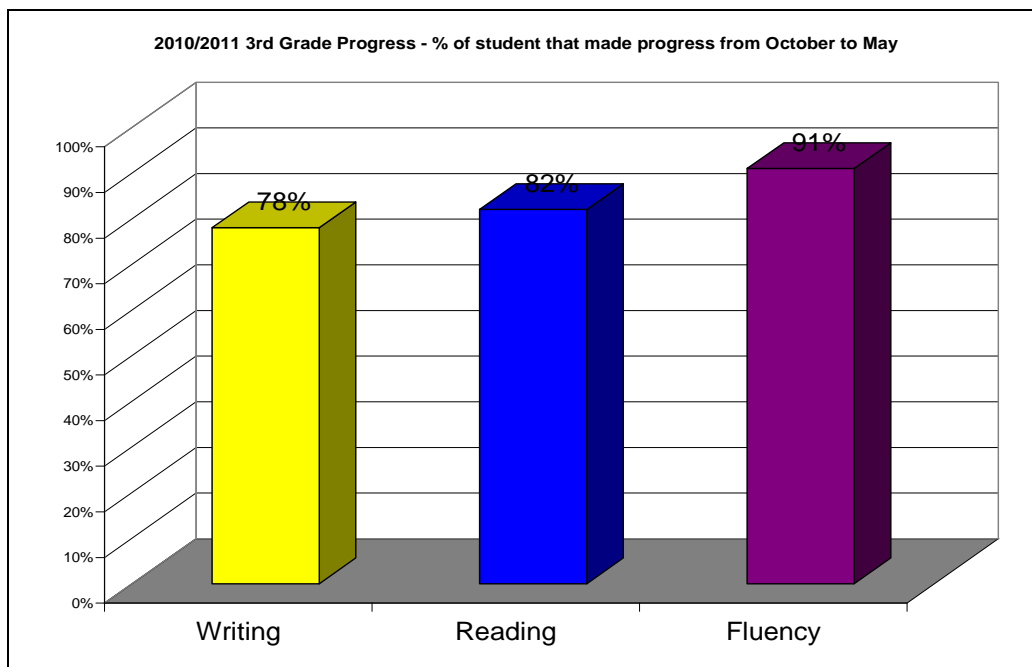
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification 0%

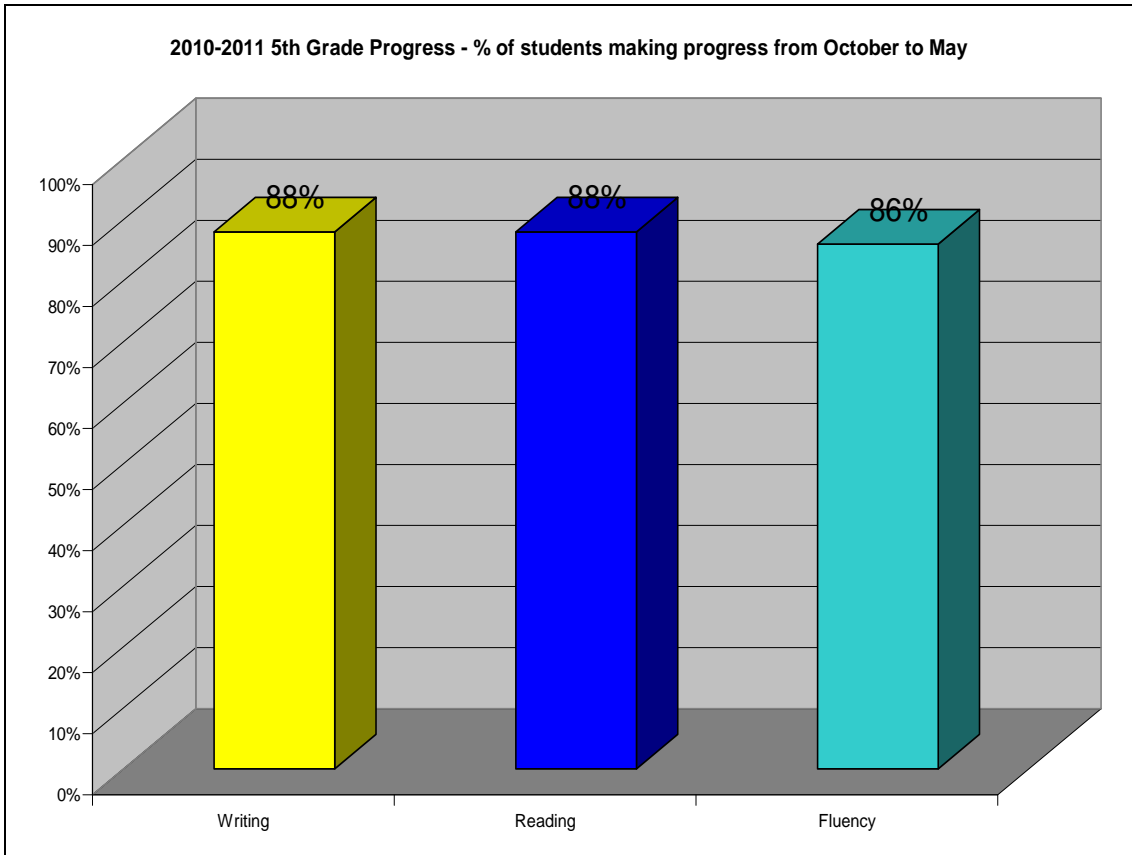
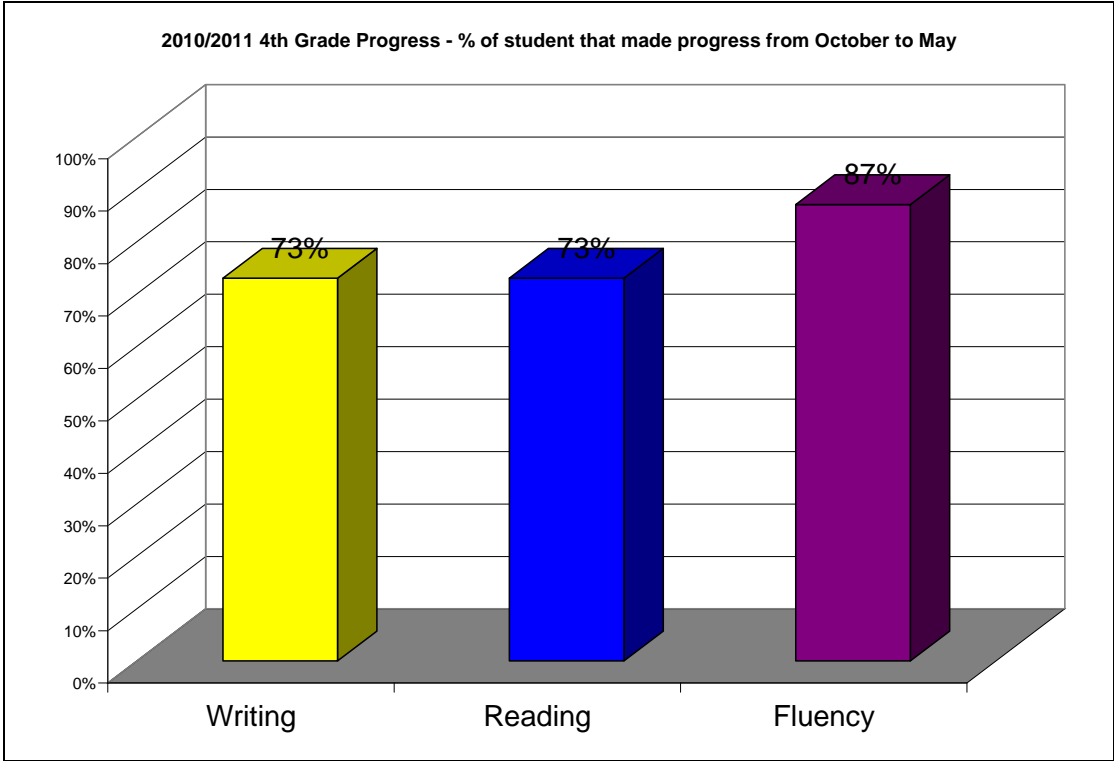
School Aggregate

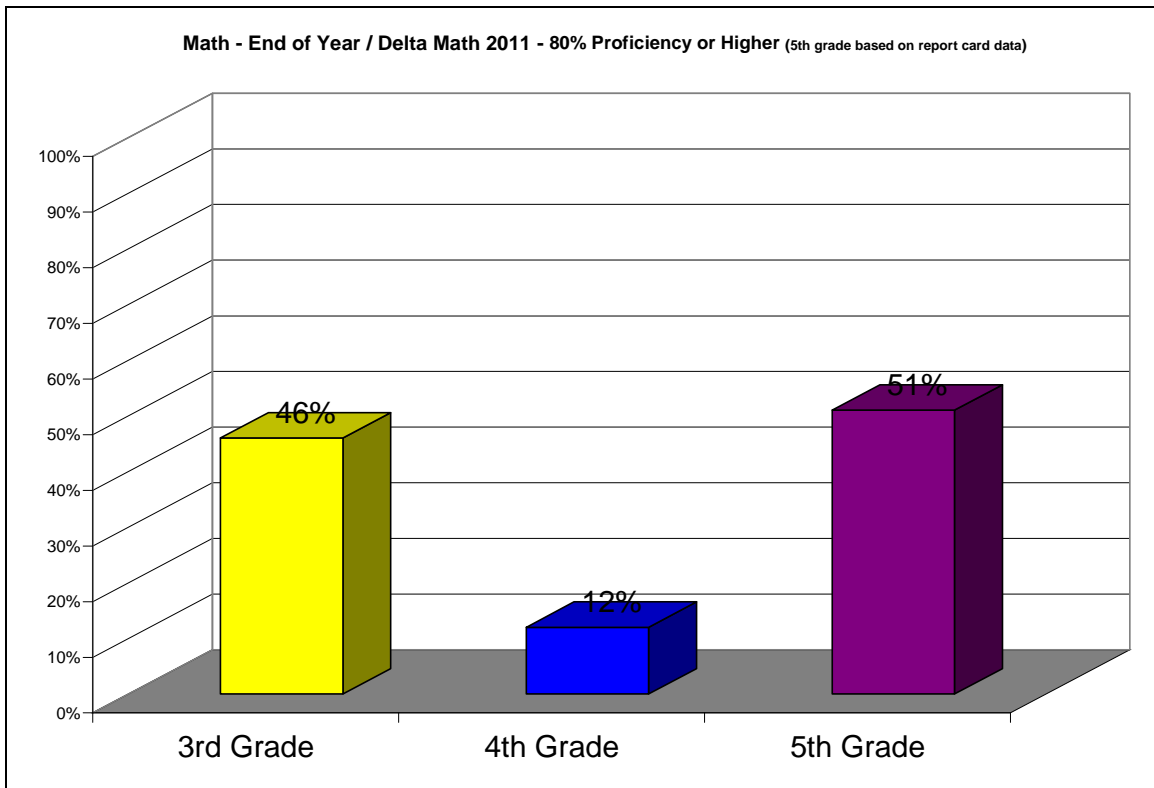
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers 0%

Local Data

To ensure student achievement progress, the students at Hillside are assessed three times per year in reading, writing and math. (note: We have a new math screener – only end of year scores are shown in the Annual Report.) The assessments tools used are: Qualitative Reading Inventory, Writing Prompts, Dibels Oral Reading Fluency and the Delta Math Screener. In the interim, other assessments are used to inform the teachers of each student's strengths and weaknesses in order to plan instruction tailored to each student's needs. These assessments include, but are not limited to: spelling inventories, phonics inventories, benchmark assessments, all progress monitoring assessments in reading, writing and math. The following charts show student progress in reading, writing, oral fluency and math from October to May. When the assessment data shows a student not making adequate progress, interventions are put into place until the student reaches grade level.







MEAP DATA

Each school in Michigan is required to test students every year using the Michigan Educational Assessment Program (MEAP) test. The results of this test, as well as participation on the test are used to determine whether or not our school is making adequate yearly progress (AYP). Adequate is defined by the proficient levels of achievement set by the Michigan Department of Education. In addition to our school reaching proficient levels, our subgroups must demonstrate this proficiency as well. Our subgroups include: students with disabilities (SWD) and economically disadvantaged (ED) students.

The area of concern is math, including both subgroups. This area will be our top priority this coming year for improvement. Additionally, our students with disabilities will be given additional support in the area of reading. Writing continues to be a high priority across all curriculum areas.

We will implement a number of strategies to address the concerns listed above. We have been trained to administer and interpret a math screener called Delta Math. This screener pinpoints each student's strength and weaknesses in order for us to give immediate and appropriate support. We gave the first screener to our students this past May so that we can begin interventions as soon as the students return in the fall. This screener will be given three times per year in order to closely monitor student progress. Starting last January, we have had professional development in using the Conceptual – Representational – Abstract (CRA)

researched based method of teaching math. This allows students to understand the concept behind number operations so that they can apply what they learn to new, more complex problems. This monthly professional development will continue during the 2011/2012 school year. We will continue to focus our instruction in reading on vocabulary development and comprehension, especially in the area of informational reading. In writing, we will focus on text structure, informational and narrative writing. Each student's progress will be closely monitored in reading, writing and math. Small group and/or individual support will be given to those students that are not making adequate progress. Extended day and extended year opportunities will be available for additional tutoring. You can assist our efforts by attending our monthly reading and math awareness sessions to learn how to help your child at home. Additionally, you can send your child to school every day well rested and ready to learn. Hillside's parents have always been involved and supportive, and your efforts are greatly appreciated.

Below are the MEAP scores from fall, 2010. If you have any questions about them, please call Hillside's office at 539-6902. We will be happy to help you interpret them.

**School-Level Student Assessment Data for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Hillside Elementary School
Michigan Educational Assessment Program (MEAP)**

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
03									
All Students	2009-10	99%	89.8%	84.7%	84.7%	22.4%	62.2%	14.3%	1%
All Students	2010-11	100%	86.8%	75.2%	75.2%	34.3%	41%	21.9%	2.9%
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	86.4%	<10	<10	<10	<10	<10	<10
White	2009-10	99%	92.7%	84.4%	84.4%	22.9%	61.5%	14.6%	1%
White	2010-11	100%	90.4%	75%	75%	33.7%	41.3%	22.1%	2.9%
Female	2009-10	98%	91.9%	83.7%	83.7%	26.5%	57.1%	16.3%	0%
Female	2010-11	100%	89.3%	77.8%	77.8%	37%	40.7%	20.4%	1.9%
Male	2009-10	100%	87.9%	85.7%	85.7%	18.4%	67.3%	12.2%	2%
Male	2010-11	100%	84.3%	72.5%	72.5%	31.4%	41.2%	23.5%	3.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Economically Disadvantaged	2009-10	100%	84.5%	82.4%	82.4%	16.2%	66.2%	16.2%	1.5%
Economically Disadvantaged	2010-11	100%	80.2%	71.3%	71.3%	30%	41.3%	25%	3.8%
Students with Disabilities	2009-10	100%	71%	72.2%	72.2%	11.1%	61.1%	22.2%	5.6%
Students with Disabilities	2010-11	100%	62.1%	46.7%	46.7%	6.7%	40%	40%	13.3%
04									
All Students	2009-10	100%	84.1%	77.8%	77.8%	21.3%	56.5%	18.5%	3.7%
All Students	2010-11	100%	84.1%	74.2%	74.2%	20.2%	53.9%	23.6%	2.2%
American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	69.1%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	88.9%	78.8%	78.8%	22.1%	56.7%	17.3%	3.8%
White	2010-11	100%	88.5%	73.6%	73.6%	20.7%	52.9%	24.1%	2.3%
Female	2009-10	100%	86.1%	78.2%	78.2%	20%	58.2%	16.4%	5.5%
Female	2010-11	100%	87%	76.1%	76.1%	26.1%	50%	21.7%	2.2%
Male	2009-10	100%	82.1%	77.4%	77.4%	22.6%	54.7%	20.8%	1.9%
Male	2010-11	100%	81.3%	72.1%	72.1%	14%	58.1%	25.6%	2.3%
Economically Disadvantaged	2009-10	100%	75.7%	77.9%	77.9%	16.9%	61%	19.5%	2.6%
Economically Disadvantaged	2010-11	100%	76.1%	66.7%	66.7%	12.3%	54.4%	31.6%	1.8%
Students with Disabilities	2009-10	100%	58%	41.2%	41.2%	11.8%	29.4%	58.8%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities	10								
Students with Disabilities	2010-11	100%	54.2%	52.6%	52.6%	0%	52.6%	47.4%	0%
05									
All Students	2009-10	100%	85.2%	67.8%	67.8%	22.9%	44.9%	16.1%	16.1%
All Students	2010-11	100%	85.1%	77.7%	77.7%	18.4%	59.2%	14.6%	7.8%
Black or African American	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	89.8%	67.5%	67.5%	22.8%	44.7%	16.7%	15.8%
White	2010-11	100%	89%	77%	77%	19%	58%	15%	8%
Female	2009-10	100%	86.8%	60.4%	60.4%	22.6%	37.7%	15.1%	24.5%
Female	2010-11	100%	87.7%	85.7%	85.7%	22.4%	63.3%	12.2%	2%
Male	2009-10	100%	83.5%	73.8%	73.8%	23.1%	50.8%	16.9%	9.2%
Male	2010-11	100%	82.6%	70.4%	70.4%	14.8%	55.6%	16.7%	13%
Economically Disadvantaged	2009-10	100%	76.6%	66.7%	66.7%	20.2%	46.5%	16.2%	17.2%
Economically Disadvantaged	2010-11	100%	77.4%	76.1%	76.1%	12.7%	63.4%	14.1%	9.9%
Students with Disabilities	2009-10	100%	57.6%	46.7%	46.7%	10%	36.7%	23.3%	30%
Students with Disabilities	2010-11	100%	53%	31.3%	31.3%	6.3%	25%	37.5%	31.3%

**MATH
03**

All Students	2009-10	100%	94.8%	93.9%	93.9%	30.6%	63.3%	6.1%	0%
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Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
All Students	10 2010-11	100%	95.3%	93.3%	93.3%	36.2%	57.1%	6.7%	0%
Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	96.9%	93.8%	93.8%	30.2%	63.5%	6.3%	0%
White	2010-11	100%	97.1%	93.3%	93.3%	35.6%	57.7%	6.7%	0%
Female	2009-10	100%	94.8%	89.8%	89.8%	26.5%	63.3%	10.2%	0%
Female	2010-11	100%	95.3%	94.3%	94.3%	34%	60.4%	5.7%	0%
Male	2009-10	100%	94.8%	98%	98%	34.7%	63.3%	2%	0%
Male	2010-11	100%	95.3%	92.3%	92.3%	38.5%	53.8%	7.7%	0%
Economically Disadvantaged	2009-10	100%	91.9%	97%	97%	25.4%	71.6%	3%	0%
Economically Disadvantaged	2010-11	100%	92.7%	91.3%	91.3%	28.7%	62.5%	8.8%	0%
Students with Disabilities	2009-10	100%	87.8%	100%	100%	16.7%	83.3%	0%	0%
Students with Disabilities	2010-11	100%	88.7%	93.3%	93.3%	13.3%	80%	6.7%	0%
04									
All Students	2009-10	100%	92.3%	93.6%	93.6%	27.5%	66.1%	6.4%	0%
All Students	2010-11	100%	91.5%	87.8%	87.8%	15.6%	72.2%	12.2%	0%
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Black or African	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
American Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	95.1%	93.3%	93.3%	27.6%	65.7%	6.7%	0%
White	2010-11	100%	94.3%	87.5%	87.5%	15.9%	71.6%	12.5%	0%
Female	2009-10	100%	92.9%	94.4%	94.4%	25.9%	68.5%	5.6%	0%
Female	2010-11	100%	91.6%	89.1%	89.1%	17.4%	71.7%	10.9%	0%
Male	2009-10	100%	91.6%	92.7%	92.7%	29.1%	63.6%	7.3%	0%
Male	2010-11	100%	91.3%	86.4%	86.4%	13.6%	72.7%	13.6%	0%
Economically Disadvantaged	2009-10	100%	87.8%	92.3%	92.3%	26.9%	65.4%	7.7%	0%
Economically Disadvantaged	2010-11	100%	86.9%	84.5%	84.5%	6.9%	77.6%	15.5%	0%
Students with Disabilities	2009-10	100%	80%	78.9%	78.9%	15.8%	63.2%	21.1%	0%
Students with Disabilities	2010-11	100%	77.5%	80%	80%	0%	80%	20%	0%
05									
All Students	2009-10	100%	79.5%	48.7%	48.7%	11.8%	37%	37%	14.3%
All Students	2010-11	100%	79.9%	52.9%	52.9%	11.5%	41.3%	41.3%	5.8%
Black or African American	2009-10	<10	62.5%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	61.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	84.3%	48.7%	48.7%	12.2%	36.5%	36.5%	14.8%
White	2010-11	100%	85.1%	51.5%	51.5%	11.9%	39.6%	42.6%	5.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Female	11 2009-10	100%	79.6%	37.7%	37.7%	5.7%	32.1%	39.6%	22.6%
Female	2010-11	100%	80.1%	54.2%	54.2%	4.2%	50%	35.4%	10.4%
Male	2009-10	100%	79.4%	57.6%	57.6%	16.7%	40.9%	34.8%	7.6%
Male	2010-11	100%	79.7%	51.8%	51.8%	17.9%	33.9%	46.4%	1.8%
Economically Disadvantaged	2009-10	100%	69.8%	48%	48%	13%	35%	39%	13%
Economically Disadvantaged	2010-11	100%	70.2%	48.6%	48.6%	8.3%	40.3%	43.1%	8.3%
Students with Disabilities	2009-10	100%	52.8%	29%	29%	3.2%	25.8%	48.4%	22.6%
Students with Disabilities	2010-11	100%	50.2%	27.8%	27.8%	5.6%	22.2%	55.6%	16.7%

**SCIENCE
05**

All Students	2009-10	100%	81%	73.1%	73.1%	23.5%	49.6%	21.8%	5%
All Students	2010-11	100%	78.1%	70.5%	70.5%	22.9%	47.6%	26.7%	2.9%
Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	52.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.5%	73%	73%	23.5%	49.6%	22.6%	4.3%
White	2010-11	100%	85.5%	69.6%	69.6%	22.5%	47.1%	27.5%	2.9%
Female	2009-10	100%	81.1%	66%	66%	13.2%	52.8%	28.3%	5.7%
Female	2010-11	100%	78.6%	71.4%	71.4%	18.4%	53.1%	26.5%	2%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Male	2009-10	100%	80.8%	78.8%	78.8%	31.8%	47%	16.7%	4.5%
Male	2010-11	100%	77.5%	69.6%	69.6%	26.8%	42.9%	26.8%	3.6%
Economically Disadvantaged	2009-10	100%	70.6%	73%	73%	21%	52%	22%	5%
Economically Disadvantaged	2010-11	100%	66.6%	69.9%	69.9%	17.8%	52.1%	27.4%	2.7%
Students with Disabilities	2009-10	100%	60.7%	61.3%	61.3%	9.7%	51.6%	32.3%	6.5%
Students with Disabilities	2010-11	100%	54.1%	57.9%	57.9%	10.5%	47.4%	36.8%	5.3%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Mathematics

03

All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Female	2010-11	<10	73.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10

04

All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
American Indian or Alaska	2009-10	<10	85.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Native Black or African American	2010-11	<10	79.1%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Female	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
05								
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
All Students	2010-11	<10	71.6%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
White	2010-11	<10	73.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.4%	<10	<10	<10	<10	<10
Female	2010-11	<10	66.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Male	2010-11	<10	74.4%	<10	<10	<10	<10	<10
SCIENCE								
05								
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
All Students	2010-11	<10	56.8%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<10	<10	<10	<10	<10
White	2010-11	<10	61.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	51.1%	<10	<10	<10	<10	<10
Female	2010-11	<10	51.6%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
	11							
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Male	2010-11	<10	59.6%	<10	<10	<10	<10	<10

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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English Language Arts

05

All Students	2009-10	<10	62.1%	<10	<10	<10	<10	<10
White	2009-10	<10	62.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.3%	<10	<10	<10	<10	<10

Mathematics

05

All Students	2009-10	<10	58.8%	<10	<10	<10	<10	<10
White	2009-10	<10	59.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	60.8%	<10	<10	<10	<10	<10

Science

05

All Students	2009-10	<10	66.7%	<10	<10	<10	<10	<10
White	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	68.6%	<10	<10	<10	<10	<10

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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READING

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
04								
All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
White	2009-10	<10	52.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10

MATH

04

All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10