

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009 – 2010 educational progress for Crissman Elementary School. The AER demonstrates our progress toward implementing our district's vision of student achievement and meets all of the federal and state reporting guidelines for Michigan schools. 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 the school principal for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.uticak12.org/schools/sc_crissman.asp or you may review a copy at your child's school.

For 2009 – 2010, Crissman Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. Our school enjoyed a very successful year and we greatly appreciate the support from our school community. The reports below demonstrate our commitment to student achievement and the continuous improvement in our planning efforts.

School Improvement Plan

The 2009-10 school year was a success in many respects for the Crissman Community. Students, parents, and staff are proud of the continued academic growth. We are pleased that Crissman received an 'A' on Michigan's EdYES! School Report Card, and we continue to make Annual Yearly Progress.

We remain focused on increasing the number of students who scored proficient or higher in the area of written language and mathematics. Our building writing plan and professional development activities concentrated on the "6 + 1 Traits of Writing." We increased writing proficiency benchmarks in our SMART goals, and all K-6 teachers were trained in the use of anchor papers for instruction, as well as in scoring writing assessments collaboratively. Much progress was made in improving writing lessons and in scoring assessments using anchor papers. A collaborative model of sharing strategies and discussing common assessments has been established through the data team process.

Our second Tier II Indicator for mathematics included professional development on differentiated instruction and Universal Design for Learning, expanding the use of concrete and representational materials and research-based strategies for mathematical communication, strategizing for high achievers in math and exploring available technologies as tools for computation, construction and visual representation to enhance students' mathematical competency. Our Instructional Support teachers continue to focus on mathematics. Mathematical concepts taught in the classroom were reviewed and reinforced with concrete and representational activities. The percentage of third through sixth grade students who scored at a proficient level or higher in mathematics on the Fall 2009 MEAP increased in third, fifth and sixth grades, and was maintained in fourth grade. MEAP scores in mathematics ranged from 87% to 98% for 3rd-6th grade students.

Our staff is a dedicated group of professionals focused on academic achievement. We continue to revise our instruction based on data, and review the research for the most effective instructional strategies in order to plan professional development opportunities in our focus areas.

Student Enrollment

Students attend Crissman Elementary School based on the attendance areas serviced by our school community. A number of Utica students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Specialized Programs

Utica Center for Math Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation. Students are selected based on their academic record and performance on tests of aptitude and achievement.

Utica Academy for International Studies

This is a four-year high school academy designed to prepare students for completion of the International Baccalaureate (IB) Diploma Program. All students are expected to take part in artistic activities (*creativity*); sports or physical activity (*action*); and community or social service projects (*service*). This unique curriculum and the personal growth it requires of its students will provide them a mobility and adaptability that prepare students to successfully lead in the global workforce of the 21st century.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Project CLIME (Critical Language Initiative in Mandarin Education)

Project CLIME is focused on developing a strategic initiative to promote a K-12 foreign language program within Utica Community Schools. The goal will be accomplished by establishing a grades K-6 partial immersion Mandarin program at Oakbrook Elementary School feeding into a 7-12

secondary target language program housed at Heritage Junior High School, Stevenson High School and the Utica Academy for International Studies.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE). These standards can be accessed on <http://www.macomb.k12.mi.us/utica/info/>. The district's vision document entitled Indicators of Excellence can be accessed at: <http://www.uticak12.org> under the district information tab, the annual reports link.

District Assessments

Utica Community Schools not only looks at state assessments but we go above and beyond in monitoring the progress of our students. The following assessments are also given at each of the different levels to follow each student's academic progress.

Michigan Literacy Progress Profile (MLPP) is given in grades K-6 to assess students' progress in reading comprehension, phonics and fluency.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is used in grades K-6 to monitor a student's reading growth on a more frequent basis. These assessments are quick snapshots of a child's improvement in literacy.

EXPLORE is a preliminary ACT assessment given to all ninth grade students in Utica Community Schools to help students prepare for high school coursework, higher education and ACT success.. It assesses students' skills in English, reading, mathematics and science.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The PSAT/NMSQT is a standardized test given to all 10th graders in Utica Community Schools. It measures a student's skills in the areas of critical reading, math problem-solving and writing skills. It also gives the student a chance as an 11th grader to take the test and possibly qualify for the National Merit Scholarship program.

Parent/Teacher Conference Attendance

Percentage 97%

We are pleased to provide this annual education report to our school community. The information contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by

volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Crissman Elementary School is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

LouAnne Pisha

Principal

Full Annual Education Report

School-Level Student Assessment Data for Macomb ISD, Utica Community Schools, Crissman 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 | | | | | | | | | |
| Grade: 03 | | | | | | | | | |
| All Students | 2008-09 | 100% | 86.4% | 91.8% | 94.2% | 46.6% | 47.6% | 5.8% | 0% |
| All Students | 2009-10 | 100% | 89.8% | 94.6% | 93.9% | 42.4% | 51.5% | 5.1% | 1% |
| Female | 2008-09 | 100% | 88.3% | 94.1% | 96.4% | 52.7% | 43.6% | 3.6% | 0% |
| Female | 2009-10 | 100% | 91.9% | 95.4% | 97.7% | 52.3% | 45.5% | 2.3% | 0% |
| Male | 2008-09 | 100% | 84.6% | 89.7% | 91.7% | 39.6% | 52.1% | 8.3% | 0% |
| Male | 2009-10 | 100% | 87.9% | 93.9% | 90.9% | 34.5% | 56.4% | 7.3% | 1.8% |
| Black or African American | 2008-09 | <10 | 75.1% | 85.4% | <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) |
|---|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Black or African American | 2009-10 | <10 | 80.6% | 88% | <10 | <10 | <10 | <10 | <10 |
| Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 95.1% | 95.8% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 79% | 75% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 84.6% | 84.8% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 90% | 92.4% | 95% | 47.5% | 47.5% | 5% | 0% |
| White | 2009-10 | 100% | 92.7% | 95% | 93.5% | 40.9% | 52.7% | 5.4% | 1.1% |
| Multiracial | 2009-10 | <10 | 88.7% | 100% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2008-09 | <10 | 74.9% | 76.4% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 82.2% | 80.7% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 63.4% | 74.4% | 81.8% | 0% | 81.8% | 18.2% | 0% |
| Students with Disabilities | 2009-10 | <10 | 71% | 88.2% | <10 | <10 | <10 | <10 | <10 |
| Economically | 2008-09 | <10 | 79.1% | 83.2% | <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) |
|---|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Disadvantaged | | | | | | | | | |
| Economically Disadvantaged | 2009-10 | 100% | 84.5% | 89.4% | 100% | 40% | 60% | 0% | 0% |
| Grade: 04 | | | | | | | | | |
| All Students | 2008-09 | 100% | 82.8% | 89.1% | 86% | 36% | 50% | 12.8% | 1.2% |
| All Students | 2009-10 | 100% | 84.1% | 91.4% | 93.1% | 40.2% | 52.9% | 6.9% | 0% |
| Female | 2008-09 | 100% | 84.7% | 89.8% | 86% | 37.2% | 48.8% | 14% | 0% |
| Female | 2009-10 | 100% | 86.1% | 92.5% | 89.1% | 41.8% | 47.3% | 10.9% | 0% |
| Male | 2008-09 | 100% | 80.9% | 88.4% | 86% | 34.9% | 51.2% | 11.6% | 2.3% |
| Male | 2009-10 | 100% | 82.1% | 90.4% | 97.9% | 38.3% | 59.6% | 2.1% | 0% |
| Black or African American | 2009-10 | <10 | 68.6% | 75% | <10 | <10 | <10 | <10 | <10 |
| Asian, Native Hawaiian, or Pacific Islander | 2008-09 | <10 | 91.6% | 91.4% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 72.6% | 90.6% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 74.3% | 69.4% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 88% | 89.6% | 85.7% | 35.7% | 50% | 13.1% | 1.2% |
| White | 2009-10 | 100% | 88.9% | 92.5% | 93% | 41% | 52% | 7% | 0% |
| Limited English | 2008-09 | <10 | 61.2% | 64.4% | <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) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Proficient | | | | | | | | | |
| Limited English Proficient | 2009-10 | <10 | 64.3% | 63.4% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 54.7% | 68.1% | 50% | 20% | 30% | 40% | 10% |
| Students with Disabilities | 2009-10 | 100% | 58% | 77.6% | 72.7% | 0% | 72.7% | 27.3% | 0% |
| Economically Disadvantaged | 2008-09 | <10 | 72.9% | 79.8% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | <10 | 75.7% | 84.7% | <10 | <10 | <10 | <10 | <10 |
| Grade: 05 | | | | | | | | | |
| All Students | 2008-09 | 100% | 81.5% | 88.3% | 83.5% | 37.1% | 46.4% | 11.3% | 5.2% |
| All Students | 2009-10 | 100% | 85.2% | 92.9% | 91.2% | 48.4% | 42.9% | 4.4% | 4.4% |
| Female | 2008-09 | 100% | 83.4% | 90.6% | 82.6% | 30.4% | 52.2% | 6.5% | 10.9% |
| Female | 2009-10 | 100% | 86.8% | 94.3% | 95.6% | 57.8% | 37.8% | 2.2% | 2.2% |
| Male | 2008-09 | 100% | 79.8% | 85.9% | 84.3% | 43.1% | 41.2% | 15.7% | 0% |
| Male | 2009-10 | 100% | 83.5% | 91.6% | 87% | 39.1% | 47.8% | 6.5% | 6.5% |
| Black or African American | 2008-09 | <10 | 63.5% | 80.4% | <10 | <10 | <10 | <10 | <10 |
| Asian, Native | 2009-10 | <10 | 90.6% | 97.1% | <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) |
|-------------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Hawaiian, or Pacific Islander | | | | | | | | | |
| Hispanic or Latino | 2009-10 | <10 | 74.6% | 87.1% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 86.9% | 88.6% | 85.3% | 37.9% | 47.4% | 11.6% | 3.2% |
| White | 2009-10 | 100% | 89.8% | 93.7% | 91% | 47.2% | 43.8% | 4.5% | 4.5% |
| Limited English Proficient | 2008-09 | <10 | 56.2% | 64.4% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 61.8% | 69.7% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 49.2% | 61% | 42.9% | 7.1% | 35.7% | 28.6% | 28.6% |
| Students with Disabilities | 2009-10 | <10 | 57.6% | 83.2% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 70.5% | 78.6% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 76.6% | 86.5% | 81.8% | 27.3% | 54.5% | 9.1% | 9.1% |
| Grade: 06 | | | | | | | | | |
| All Students | 2008-09 | 100% | 80.5% | 89.3% | 88.9% | 42.6% | 46.3% | 6.5% | 4.6% |
| All Students | 2009-10 | 100% | 87.7% | 95.1% | 89.7% | 27.8% | 61.9% | 6.2% | 4.1% |

| 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 | 2008-09 | 100% | 82.9% | 90.2% | 85.2% | 40.7% | 44.4% | 9.3% | 5.6% |
| Female | 2009-10 | 100% | 90% | 97.2% | 95.5% | 27.3% | 68.2% | 4.5% | 0% |
| Male | 2008-09 | 100% | 78.2% | 88.5% | 92.6% | 44.4% | 48.1% | 3.7% | 3.7% |
| Male | 2009-10 | 100% | 85.4% | 93% | 84.9% | 28.3% | 56.6% | 7.5% | 7.5% |
| Black or African American | 2008-09 | <10 | 63.5% | 82.3% | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 75.8% | 93.3% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 68.7% | 85.3% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 85.7% | 89.9% | 89.5% | 43.8% | 45.7% | 5.7% | 4.8% |
| White | 2009-10 | 100% | 91.1% | 95.1% | 89.6% | 28.1% | 61.5% | 6.3% | 4.2% |
| Limited English Proficient | 2009-10 | <10 | 70% | 82.3% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 44.7% | 60.5% | 58.8% | 23.5% | 35.3% | 23.5% | 17.6% |
| Students with Disabilities | 2009-10 | <10 | 59.9% | 82.4% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 69.2% | 79.4% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 81.1% | 92.6% | 76.9% | 7.7% | 69.2% | 7.7% | 15.4% |

| 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) |
|---|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Mathematics | | | | | | | | | |
| Grade: 03 | | | | | | | | | |
| All Students | 2008-09 | 100% | 91.3% | 94.9% | 92.2% | 59.2% | 33% | 7.8% | 0% |
| All Students | 2009-10 | 100% | 94.8% | 97.3% | 98% | 57.6% | 40.4% | 2% | 0% |
| Female | 2008-09 | 100% | 90.9% | 94.4% | 89.1% | 58.2% | 30.9% | 10.9% | 0% |
| Female | 2009-10 | 100% | 94.8% | 96.6% | 97.7% | 61.4% | 36.4% | 2.3% | 0% |
| Male | 2008-09 | 100% | 91.6% | 95.4% | 95.8% | 60.4% | 35.4% | 4.2% | 0% |
| Male | 2009-10 | 100% | 94.8% | 97.8% | 98.2% | 54.5% | 43.6% | 1.8% | 0% |
| Black or African American | 2008-09 | <10 | 78.9% | 85.9% | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 87.7% | 93.3% | <10 | <10 | <10 | <10 | <10 |
| Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 98% | 100% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 86.9% | 72.7% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 92.3% | 93.6% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 94.9% | 95.6% | 93.1% | 60.4% | 32.7% | 6.9% | 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) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| White | 2009-10 | 100% | 96.9% | 97.5% | 97.8% | 55.9% | 41.9% | 2.2% | 0% |
| Multiracial | 2009-10 | <10 | 94.3% | 95.5% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2008-09 | <10 | 85.1% | 80.7% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 92.1% | 88.8% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 79.7% | 84.4% | 72.7% | 9.1% | 63.6% | 27.3% | 0% |
| Students with Disabilities | 2009-10 | <10 | 87.8% | 96% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 85.7% | 89.1% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 91.9% | 93.3% | 90% | 40% | 50% | 10% | 0% |
| Grade: 04 | | | | | | | | | |
| All Students | 2008-09 | 100% | 87.9% | 93.1% | 96.5% | 37.2% | 59.3% | 3.5% | 0% |
| All Students | 2009-10 | 100% | 92.3% | 96.2% | 97.1% | 52.9% | 44.1% | 2.9% | 0% |
| Female | 2008-09 | 100% | 87.9% | 92.3% | 95.3% | 20.9% | 74.4% | 4.7% | 0% |
| Female | 2009-10 | 100% | 92.9% | 96.5% | 98.2% | 49.1% | 49.1% | 1.8% | 0% |
| Male | 2008-09 | 100% | 87.8% | 93.8% | 97.7% | 53.5% | 44.2% | 2.3% | 0% |
| Male | 2009-10 | 100% | 91.6% | 96% | 95.7% | 57.4% | 38.3% | 4.3% | 0% |
| Black or | 2009-10 | <10 | 82.3% | 78.2% | <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) |
|---|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| African American | | | | | | | | | |
| Asian, Native Hawaiian, or Pacific Islander | 2008-09 | <10 | 95.1% | 92.1% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 81% | 84.8% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 89.3% | 83.3% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 92% | 93.7% | 96.4% | 36.9% | 59.5% | 3.6% | 0% |
| White | 2009-10 | 100% | 95.1% | 97.2% | 97% | 54% | 43% | 3% | 0% |
| Limited English Proficient | 2008-09 | <10 | 75.7% | 77% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 86.6% | 78.6% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 68.1% | 80.7% | 80% | 10% | 70% | 20% | 0% |
| Students with Disabilities | 2009-10 | 100% | 80% | 91.7% | 90.9% | 18.2% | 72.7% | 9.1% | 0% |
| Economically Disadvantaged | 2008-09 | <10 | 80.4% | 85.4% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | <10 | 87.8% | 92% | <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) |
|---|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Disadvantaged | | | | | | | | | |
| Grade: 05 | | | | | | | | | |
| All Students | 2008-09 | 100% | 76.8% | 83.9% | 78.4% | 35.1% | 43.3% | 20.6% | 1% |
| All Students | 2009-10 | 100% | 79.5% | 87.3% | 90.1% | 48.4% | 41.8% | 9.9% | 0% |
| Female | 2008-09 | 100% | 75.8% | 84% | 71.7% | 28.3% | 43.5% | 28.3% | 0% |
| Female | 2009-10 | 100% | 79.6% | 87.2% | 88.9% | 44.4% | 44.4% | 11.1% | 0% |
| Male | 2008-09 | 100% | 77.8% | 83.8% | 84.3% | 41.2% | 43.1% | 13.7% | 2% |
| Male | 2009-10 | 100% | 79.4% | 87.3% | 91.3% | 52.2% | 39.1% | 8.7% | 0% |
| Black or African American | 2008-09 | <10 | 55.2% | 61.7% | <10 | <10 | <10 | <10 | <10 |
| Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 93% | 89.2% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 71% | 90.6% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 83% | 85.1% | 80% | 35.8% | 44.2% | 18.9% | 1.1% |
| White | 2009-10 | 100% | 84.3% | 87.6% | 89.9% | 48.3% | 41.6% | 10.1% | 0% |
| Limited English Proficient | 2008-09 | <10 | 60.7% | 62.7% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 67.6% | 61.6% | <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) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Students with Disabilities | 2008-09 | 100% | 46.9% | 52.9% | 50% | 7.1% | 42.9% | 50% | 0% |
| Students with Disabilities | 2009-10 | <10 | 52.8% | 71.9% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 64.4% | 72.9% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 69.8% | 79.5% | 81.8% | 36.4% | 45.5% | 18.2% | 0% |
| Grade: 06 | | | | | | | | | |
| All Students | 2008-09 | 100% | 79.9% | 88.2% | 83.3% | 49.1% | 34.3% | 13% | 3.7% |
| All Students | 2009-10 | 100% | 82% | 90.5% | 87.6% | 46.4% | 41.2% | 12.4% | 0% |
| Female | 2008-09 | 100% | 80.9% | 87.3% | 81.5% | 46.3% | 35.2% | 11.1% | 7.4% |
| Female | 2009-10 | 100% | 83% | 91.4% | 88.6% | 47.7% | 40.9% | 11.4% | 0% |
| Male | 2008-09 | 100% | 78.9% | 89% | 85.2% | 51.9% | 33.3% | 14.8% | 0% |
| Male | 2009-10 | 100% | 81.1% | 89.6% | 86.8% | 45.3% | 41.5% | 13.2% | 0% |
| Black or African American | 2008-09 | <10 | 61.2% | 75.9% | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 62.3% | 73.6% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 71.3% | 67.6% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 85.2% | 88.9% | 82.9% | 50.5% | 32.4% | 13.3% | 3.8% |

| 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) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| White | 2009-10 | 100% | 87.5% | 91.5% | 87.5% | 45.8% | 41.7% | 12.5% | 0% |
| Limited English Proficient | 2009-10 | <10 | 68.7% | 62.2% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 45.5% | 58.4% | 58.8% | 23.5% | 35.3% | 29.4% | 11.8% |
| Students with Disabilities | 2009-10 | <10 | 52.3% | 76.2% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 69% | 79.8% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 72.5% | 82.8% | 76.9% | 30.8% | 46.2% | 23.1% | 0% |
| Science | | | | | | | | | |
| Grade: 05 | | | | | | | | | |
| All Students | 2008-09 | 100% | 83.1% | 90.8% | 89.7% | 40.2% | 49.5% | 8.2% | 2.1% |
| All Students | 2009-10 | 100% | 81% | 85.6% | 86.8% | 39.6% | 47.3% | 11% | 2.2% |
| Female | 2008-09 | 100% | 83.3% | 91.6% | 87% | 34.8% | 52.2% | 10.9% | 2.2% |
| Female | 2009-10 | 100% | 81.1% | 84.4% | 86.7% | 26.7% | 60% | 11.1% | 2.2% |
| Male | 2008-09 | 100% | 82.9% | 90.1% | 92.2% | 45.1% | 47.1% | 5.9% | 2% |
| Male | 2009-10 | 100% | 80.8% | 86.7% | 87% | 52.2% | 34.8% | 10.9% | 2.2% |
| Black or African | 2008-09 | <10 | 61.8% | 77.9% | <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 | | | | | | | | | |
| Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 88.8% | 82.1% | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 68.8% | 71% | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 89.4% | 91.6% | 91.6% | 41.1% | 50.5% | 6.3% | 2.1% |
| White | 2009-10 | 100% | 87.5% | 86.6% | 86.5% | 39.3% | 47.2% | 11.2% | 2.2% |
| Limited English Proficient | 2008-09 | <10 | 59% | 60% | <10 | <10 | <10 | <10 | <10 |
| Limited English Proficient | 2009-10 | <10 | 56.7% | 52.4% | <10 | <10 | <10 | <10 | <10 |
| Students with Disabilities | 2008-09 | 100% | 63.6% | 72.7% | 57.1% | 7.1% | 50% | 35.7% | 7.1% |
| Students with Disabilities | 2009-10 | <10 | 60.7% | 73.8% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | <10 | 72.3% | 81.1% | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2009-10 | 100% | 70.6% | 75.5% | 72.7% | 18.2% | 54.5% | 18.2% | 9.1% |

Michigan Merit Examination (MME)

| 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) |
|------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| No records to display. | | | | | | | | | |

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) |
|-----------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| English Language Arts | | | | | | | | |
| Grade: 05 | | | | | | | | |
| All Students | 2008-09 | <10 | 83.1% | 94.9% | <10 | <10 | <10 | <10 |
| Male | 2008-09 | <10 | 83% | 92.1% | <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) |
|----------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| White | 2008-09 | <10 | 84.8% | 97.9% | <10 | <10 | <10 | <10 |
| Mathematics | | | | | | | | |
| Grade: 05 | | | | | | | | |
| All Students | 2008-09 | <10 | 74.6% | 93% | <10 | <10 | <10 | <10 |
| Male | 2008-09 | <10 | 75.9% | 88.5% | <10 | <10 | <10 | <10 |
| White | 2008-09 | <10 | 78.3% | 93.9% | <10 | <10 | <10 | <10 |
| Science | | | | | | | | |
| Grade: 05 | | | | | | | | |
| All Students | 2008-09 | <10 | 59.6% | 67.7% | <10 | <10 | <10 | <10 |
| Male | 2008-09 | <10 | 60.6% | 69.6% | <10 | <10 | <10 | <10 |
| White | 2008-09 | <10 | 65.8% | 75% | <10 | <10 | <10 | <10 |

Supported 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) |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| No records to display. | | | | | | | | |

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) |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| No records to display. | | | | | | | | |

MEAP-Access

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Level 1 | % Level 2 | % Level 3 |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------|------------------|------------------|
| No records to display. | | | | | | | | |

2009-10 School-Level Accountability (AYP) Detail Reporting for Macomb ISD, Utica Community Schools, Crissman Elementary School

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|---------------------|-----------------------|
| All Students | | |
| State | | |
| English Language Arts / Reading | 99.1% | 93.9% |
| Mathematics | 98.9% | 93.7% |
| District | | |
| English Language Arts / Reading | 99.9% | 95.7% |
| Mathematics | 99.7% | 95.5% |
| School | | |
| English Language Arts / Reading | 100% | 97.3% |
| Mathematics | 100% | 99% |
| Black or African American | | |
| State | | |
| English Language Arts / Reading | 97.7% | 88.4% |
| Mathematics | 97.4% | 88% |
| District | | |
| English Language Arts / Reading | 100.3% | 90.4% |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---|----------------------------|------------------------------|
| Mathematics | 100.3% | 89.4% |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| American Indian or Alaska Native | | |
| State | | |
| English Language Arts / Reading | 99.2% | 93.2% |
| Mathematics | 99% | 92.4% |
| District | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| Asian, Native Hawaiian, or Pacific Islander | | |
| State | | |
| English Language Arts / Reading | 99.5% | 96.8% |
| Mathematics | 99.6% | 97.5% |
| District | | |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| English Language Arts / Reading | 99.5% | 97% |
| Mathematics | 99.8% | 97% |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| Hispanic or Latino | | |
| State | | |
| English Language Arts / Reading | 99.3% | 91.3% |
| Mathematics | 98.9% | 92.4% |
| District | | |
| English Language Arts / Reading | 99.2% | 90.5% |
| Mathematics | 99.2% | 94.8% |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| White | | |
| State | | |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| English Language Arts / Reading | 99.4% | 95.3% |
| Mathematics | 99.3% | 95.1% |
| District | | |
| English Language Arts / Reading | 99.9% | 95.9% |
| Mathematics | 99.7% | 95.7% |
| School | | |
| English Language Arts / Reading | 100% | 97.2% |
| Mathematics | 100% | 98.9% |
| Multiracial | | |
| State | | |
| English Language Arts / Reading | 102.4% | 93.5% |
| Mathematics | 102.3% | 94.3% |
| District | | |
| English Language Arts / Reading | 98.9% | 94% |
| Mathematics | 98.9% | 96.4% |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|---------------------|-----------------------|
| Limited English Proficient | | |
| State | | |
| English Language Arts / Reading | 123.6% | 86.9% |
| Mathematics | 126.3% | 92.3% |
| District | | |
| English Language Arts / Reading | 141.8% | 88.4% |
| Mathematics | 149.3% | 91.2% |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| Students with Disabilities | | |
| State | | |
| English Language Arts / Reading | 102.6% | 73.1% |
| Mathematics | 102.2% | 76.5% |
| District | | |
| English Language Arts / Reading | 104.9% | 77.7% |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| Mathematics | 104.3% | 79.7% |
| School | | |
| English Language Arts / Reading | 100% | 88.9% |
| Mathematics | 100% | 96.3% |
| Economically Disadvantaged | | |
| State | | |
| English Language Arts / Reading | 102.6% | 90.6% |
| Mathematics | 102.5% | 91.1% |
| District | | |
| English Language Arts / Reading | 104.1% | 92.3% |
| Mathematics | 104.8% | 92.9% |
| School | | |
| English Language Arts / Reading | 121.9% | 93.6% |
| Mathematics | 121.9% | 91.5% |

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

| Graduation Rate (High Schools only) (Goal 80%) |
|---|
| All Students |

Graduation Rate (High Schools only)
(Goal 80%)

State

75.39%

District

91.82%

Black or African American

State

56.59%

District

76.64%

American Indian or Alaska Native

State

65%

District

<10

Graduation Rate (High Schools only)
(Goal 80%)

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

>95%

Hispanic or Latino

State

59.94%

District

87.5%

White

State

81.85%

Graduation Rate (High Schools only)
(Goal 80%)

District

92.5%

Multiracial

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

77.78%

Students with Disabilities

Graduation Rate (High Schools only)
(Goal 80%)

State

57.61%

District

75.12%

Economically Disadvantaged

State

59.8%

District

78.57%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

| Attendance Rate (Goal 90%) | |
|---------------------------------------|-------|
| | 95.7% |
| School | |
| | 96.3% |
| Black or African American | |
| State | |
| | 91% |
| District | |
| | 93.9% |
| School | |
| | 88.7% |
| American Indian or Alaska Native | |
| State | |
| | 93.7% |
| District | |

| Attendance Rate (Goal 90%) | |
|---|-------|
| | 96% |
| Asian, Native Hawaiian, or Pacific Islander | |
| State | |
| | 96.5% |
| District | |
| | 96.4% |
| School | |
| | 96.8% |
| Hispanic or Latino | |
| State | |
| | 94.1% |
| District | |
| | 94.1% |
| School | |

| Attendance Rate (Goal 90%) | |
|---------------------------------------|-------|
| | 93.2% |
| White | |
| State | |
| | 95.7% |
| District | |
| | 95.8% |
| School | |
| | 96.4% |
| Multiracial | |
| State | |
| | 94.8% |
| District | |
| | 93.6% |
| School | |

| Attendance Rate (Goal 90%) | |
|---------------------------------------|-------|
| | 94.4% |
| Limited English Proficient | |
| State | |
| | 94.6% |
| District | |
| | 95.1% |
| School | |
| | 96.1% |
| Students with Disabilities | |
| State | |
| | 93.5% |
| District | |
| | 94.6% |
| School | |

| | |
|---------------------------------------|--|
| Attendance Rate (Goal 90%) | |
| 95.7% | |
| Economically Disadvantaged | |
| State | |
| 94.8% | |
| District | |
| 95.8% | |
| School | |
| 96% | |

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 38% | | | 31% | | 42% |
| 2002-03 | | 38% | | | 31% | | 42% |

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2003-04 | | 38% | | | 31% | | 42% |
| 2004-05 | | 48% | | | 43% | | 52% |
| 2005-06 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2006-07 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2007-08 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2008-09 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2009-10 | 70% | 69% | 68% | 67% | 66% | 65% | 71% |
| 2010-11 | 78% | 77% | 76% | 75% | 74% | 73% | 79% |
| 2011-12 | 86% | 85% | 84% | 83% | 82% | 82% | 86% |
| 2012-13 | 93% | 92% | 92% | 91% | 91% | 91% | 93% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Michigan Annual AYP Objectives for Mathematics

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 47% | | | | 31% | 33% |
| 2002-03 | | 47% | | | | 31% | 33% |
| 2003-04 | | 47% | | | | 31% | 33% |
| 2004-05 | | 56% | | | | 43% | 44% |
| 2005-06 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2006-07 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2007-08 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2008-09 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2009-10 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2010-11 | 75% | 74% | 71% | 70% | 67% | 66% | 67% |
| 2011-12 | 83% | 82% | 81% | 80% | 78% | 77% | 78% |
| 2012-13 | 91% | 91% | 90% | 90% | 89% | 89% | 89% |

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Utica Community Schools, Crissman Elementary School

School AYP Status

| Title 1 Status | AYP ELA/Reading Status | AYP Mathematics Status | AYP Overall Status | Education Yes Report Card Grade | School Improvement Status | Years in Improvement |
|----------------|------------------------|------------------------|--------------------|---------------------------------|---------------------------|----------------------|
| No | Met | Met | Met | A | N/A | 0 |

December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Utica Community Schools, Crissman Elementary School

| | Other | B.A. | M.A. | Ph.D |
|------------------------------------|-------|------|------|------|
| Professional Qualifications of All | 0 | 4 | 34 | 0 |

| | Other | B.A. | M.A. | Ph.D |
|---|-------|------|------|------|
| Public Elementary and Secondary School Teachers in the School | | | | |

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

| | |
|---|-------------------------|
| 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% |

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 22 | 43 | 30 | 5 |
| Male | 50 | 22 | 41 | 30 | 7 |
| Female | 50 | 22 | 45 | 29 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 43 | 36 | 47 | 16 | 1 |
| Not Eligible | 56 | 11 | 40 | 40 | 9 |
| Info not available | † | † | † | † | † |
| Race Ethnicity | | | | | |
| White | 71 | 14 | 43 | 37 | 6 |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Black | 20 | 52 | 39 | 9 | 0 |
| Hispanic | 5 | 29 | 51 | 19 | 1 |
| Asian Amer/Pacif Isl | 3 | 13 | 32 | 36 | 19 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 12 | 42 | 39 | 17 | 2 |
| Not SD | 88 | 19 | 44 | 31 | 6 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 48 | 40 | 11 | 1 |
| Not ELL | 97 | 21 | 43 | 31 | 5 |

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 32 | 37 | 24 | 7 |
| Male | 51 | 31 | 37 | 24 | 8 |
| Female | 49 | 33 | 38 | 24 | 5 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 38 | 50 | 37 | 12 | 1 |
| Not Eligible | 62 | 21 | 38 | 31 | 10 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |
| Race Ethnicity | | | | | |
| White | 74 | 23 | 40 | 29 | 8 |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|----------------------------|----------------------------|----------------------|---------------------------|-------------------------|
| Black | 18 | 68 | 27 | 4 | 1 |
| Hispanic | 4 | 38 | 45 | 15 | 2 |
| Asian Amer/Pacif Isl | 2 | 11 | 30 | 31 | 28 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | ‡ | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 75 | 22 | 2 | 1 |
| Not SD | 90 | 27 | 39 | 27 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 58 | 32 | 10 | 0 |
| Not ELL | 98 | 32 | 37 | 24 | 7 |

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|----------------------------|----------------------------|----------------------|---------------------------|-------------------------|
| All Students | 100 | 36 | 34 | 23 | 6 |
| Male | 50 | 39 | 35 | 21 | 5 |
| Female | 50 | 32 | 34 | 26 | 8 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 43 | 52 | 33 | 13 | 2 |
| Not Eligible | 57 | 24 | 36 | 31 | 10 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race Ethnicity | | | | | |
| White | 71 | 28 | 36 | 28 | 8 |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Black | 19 | 65 | 26 | 7 | 1 |
| Hispanic | 5 | 49 | 34 | 15 | 2 |
| Asian Amer/Pacif Isl | 3 | 21 | 37 | 25 | 17 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 66 | 24 | 8 | 3 |
| Not SD | 90 | 32 | 36 | 25 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 65 | 26 | 9 | 1 |
| Not ELL | 97 | 35 | 35 | 24 | 7 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 28 | 41 | 28 | 3 |
| Male | 51 | 33 | 42 | 23 | 2 |
| Female | 49 | 23 | 41 | 32 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 37 | 44 | 41 | 14 | 1 |
| Not Eligible | 62 | 18 | 42 | 36 | 4 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |
| Race Ethnicity | | | | | |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| White | 74 | 21 | 32 | 32 | 3 |
| Black | 18 | 54 | 37 | 9 | # |
| Hispanic | 4 | 40 | 34 | 24 | 2 |
| Asian Amer/Pacif Isl | 2 | ‡ | ‡ | ‡ | ‡ |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 9 | 73 | 22 | 4 | # |
| Not SD | 91 | 23 | 43 | 30 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 60 | 33 | 8 | # |
| Not ELL | 98 | 27 | 42 | 28 | 3 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for IEP Students | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|-------|---------|---|----------------|-------------------------------------|----------------|--|----------------|
| 4 | Math | 82.08 | 2.771 | 81.98 | 2.786 | 91.89 | 3.063 |
| | Reading | 72.05 | 2.592 | 72.01 | 2.63 | 81.16 | 3.53 |
| 8 | Math | 76.39 | 2.561 | 76.21 | 2.578 | 93.13 | 4.12 |
| | Reading | 70.72 | 3.239 | 70.46 | 3.298 | 85.15 | 4.505 |