



Crissman Elementary

June 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 Crissman Elementary. 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 the school principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.macomb.k12.mi.us/utica/crissman> or you may review a copy at your child's school.

For 2010-2011, Crissman Elementary 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 parents, staff, and community. The reports below demonstrate our commitment to student achievement and the continuous improvement in our planning efforts.

School Improvement Plan

Crissman Elementary School's Tier II Indicators:

Increase the number of students scoring proficient in mathematics as measured by district benchmark assessments and MEAP assessments.

Increase the number of students scoring proficient in reading as measured by district benchmark assessments and MEAP assessments.

Increase the number of students scoring proficient in writing as measured by district benchmark assessments and MEAP assessments.

Crissman Elementary School's Tier III Indicators:

Crissman Elementary School had a successful 2010-2011 school year. Student showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the UCS Indicators of Excellence School Improvement Plan and our school's Tier II goals.

Crissman Elementary data teams utilized a variety of resources to analyze data, including DataDirector, MEAP summary reports, Golden Package, and district benchmark and classroom assessments. Teachers met on regular bases with the principal in grade-level data teams to analyze data and assist in planning classroom lessons and intervention strategies.

School Improvement

Crissman Elementary had a successful 2010-2011 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the UCS Indicators of Excellence school improvement plan and our school's Tier II goals.

Crissman data teams utilized a variety of resources to analyze data, including DataDirector, MEAP summary reports, Golden Package, and district benchmarks and classroom assessments. Teachers meet on a regular basis in grade-level data teams, as well as vertical grade level teams, to analyze data and assist in planning classroom lessons

and intervention strategies. District and quarterly assessments were administered and analyzed, and instruction was target to student needs, based on the results.

In reading, teachers implemented Close and Critical Reading strategies to assist students in improving their reading skills. A variety of reading interventions were utilized by all classroom teachers to target students' needs, including guided highlighting that enabled students to focus on comprehending key concepts and ideas. Teachers utilized best practices, including differentiated instruction to maximize student learning.

In math, differentiated instruction with flexible grouping, as all grade levels, was our focus. Teachers engaged students in concrete learning experiences, utilizing hands-on materials, and integrated technology to enable students to strengthen the concepts taught and assist students with real world application.

In writing, teachers incorporated the 6+1 Writing Traits into instruction across all content areas at all grade levels to enable students to build their writing skills from grade to grade. Vertical and horizontal alignment of instruction, grade level data teams, and collaborative common scoring of student assessments continued throughout the school year.

Teachers received professional development in the Data Director program that enables teachers to track student performance and therefore analyze student instructional needs. Teachers also received extensive professional development in Close and Critical Reading, as well as additional training in best practices for delivering math and writing instruction.

Our school will continue to stay focused on providing challenging curriculum for students to become college and career ready and student achievement expectations will align with the newly adopted Common Core State Standards.

Points of Pride

- Continued high achievement on MEAP assessments.
- Recognitions for Michigan Social Studies, Science, and Math Olympiads, 3 Lego-Robotics teams, and district Art and Music shows.
- Dedicated and involved parents and volunteers.
- Popular after-school enrichment program geared to diverse student interests and talents.
- Student humanitarian projects, including Crissman Care Club and other altruistic activities.

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 non-resident students may attend thorough 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 continue to follow the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE) and are aligning the expectations with the Common Core State Standards. 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 95%

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 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,
Renee Fiema
Principal

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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	2008-09	100%	86.4%	91.8%	94.2%	46.6%	47.6%	5.8%	0%
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	94.6%	93.9%	42.4%	51.5%	5.1%	1%
English Language Arts / Reading	03	Female	2008-09	100%	88.3%	94.1%	96.4%	52.7%	43.6%	3.6%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	95.4%	97.7%	52.3%	45.5%	2.3%	0%
English Language Arts / Reading	03	Male	2008-09	100%	84.6%	89.7%	91.7%	39.6%	52.1%	8.3%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	93.9%	90.9%	34.5%	56.4%	7.3%	1.8%
English Language Arts / Reading	03	Black or African American	2008-09	<10	75.1%	85.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	<10	80.6%	88%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	95.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2008-09	<10	79%	75%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	84.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2008-09	100%	90%	92.4%	95%	47.5%	47.5%	5%	0%
English Language Arts / Reading	03	White	2009-10	100%	92.7%	95%	93.5%	40.9%	52.7%	5.4%	1.1%
English Language Arts / Reading	03	Multiracial	2009-10	<10	88.7%	100%	<10	<10	<10	<10	<10

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English Language Arts / Reading	03	Limited English Proficient	2008-09	<10	74.9%	76.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Limited English Proficient	2009-10	<10	82.2%	80.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2008-09	100%	63.4%	74.4%	81.8%	0%	81.8%	18.2%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	88.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Economically Disadvantaged	2008-09	<10	79.1%	83.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	89.4%	100%	40%	60%	0%	0%
English Language Arts / Reading	04	All Students	2008-09	100%	82.8%	89.1%	86%	36%	50%	12.8%	1.2%
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	91.4%	93.1%	40.2%	52.9%	6.9%	0%
English Language Arts / Reading	04	Female	2008-09	100%	84.7%	89.8%	86%	37.2%	48.8%	14%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	92.5%	89.1%	41.8%	47.3%	10.9%	0%
English Language Arts / Reading	04	Male	2008-09	100%	80.9%	88.4%	86%	34.9%	51.2%	11.6%	2.3%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	90.4%	97.9%	38.3%	59.6%	2.1%	0%
English Language Arts / Reading	04	Black or African American	2009-10	<10	68.6%	75%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	91.6%	91.4%	<10	<10	<10	<10	<10

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English Language Arts / Reading	04	Hispanic or Latino	2008-09	<10	72.6%	90.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	69.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2008-09	100%	88%	89.6%	85.7%	35.7%	50%	13.1%	1.2%
English Language Arts / Reading	04	White	2009-10	100%	88.9%	92.5%	93%	41%	52%	7%	0%
English Language Arts / Reading	04	Limited English Proficient	2008-09	<10	61.2%	64.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Limited English Proficient	2009-10	<10	64.3%	63.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2008-09	100%	54.7%	68.1%	50%	20%	30%	40%	10%
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	77.6%	72.7%	0%	72.7%	27.3%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2008-09	<10	72.9%	79.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	<10	75.7%	84.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2008-09	100%	81.5%	88.3%	83.5%	37.1%	46.4%	11.3%	5.2%
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	92.9%	91.2%	48.4%	42.9%	4.4%	4.4%
English Language Arts / Reading	05	Female	2008-09	100%	83.4%	90.6%	82.6%	30.4%	52.2%	6.5%	10.9%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	94.3%	95.6%	57.8%	37.8%	2.2%	2.2%

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English Language Arts / Reading	05	Male	2008-09	100%	79.8%	85.9%	84.3%	43.1%	41.2%	15.7%	0%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	91.6%	87%	39.1%	47.8%	6.5%	6.5%
English Language Arts / Reading	05	Black or African American	2008-09	<10	63.5%	80.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	97.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	87.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2008-09	100%	86.9%	88.6%	85.3%	37.9%	47.4%	11.6%	3.2%
English Language Arts / Reading	05	White	2009-10	100%	89.8%	93.7%	91%	47.2%	43.8%	4.5%	4.5%
English Language Arts / Reading	05	Limited English Proficient	2008-09	<10	56.2%	64.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Limited English Proficient	2009-10	<10	61.8%	69.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2008-09	100%	49.2%	61%	42.9%	7.1%	35.7%	28.6%	28.6%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	83.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Economically Disadvantaged	2008-09	<10	70.5%	78.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	86.5%	81.8%	27.3%	54.5%	9.1%	9.1%
English Language Arts / Reading	06	All Students	2008-09	100%	80.5%	89.3%	88.9%	42.6%	46.3%	6.5%	4.6%

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English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	95.1%	89.7%	27.8%	61.9%	6.2%	4.1%
English Language Arts / Reading	06	Female	2008-09	100%	82.9%	90.2%	85.2%	40.7%	44.4%	9.3%	5.6%
English Language Arts / Reading	06	Female	2009-10	100%	90%	97.2%	95.5%	27.3%	68.2%	4.5%	0%
English Language Arts / Reading	06	Male	2008-09	100%	78.2%	88.5%	92.6%	44.4%	48.1%	3.7%	3.7%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	93%	84.9%	28.3%	56.6%	7.5%	7.5%
English Language Arts / Reading	06	Black or African American	2008-09	<10	63.5%	82.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	<10	75.8%	93.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Hispanic or Latino	2008-09	<10	68.7%	85.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2008-09	100%	85.7%	89.9%	89.5%	43.8%	45.7%	5.7%	4.8%
English Language Arts / Reading	06	White	2009-10	100%	91.1%	95.1%	89.6%	28.1%	61.5%	6.3%	4.2%
English Language Arts / Reading	06	Limited English Proficient	2009-10	<10	70%	82.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2008-09	100%	44.7%	60.5%	58.8%	23.5%	35.3%	23.5%	17.6%
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	82.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Economically Disadvantaged	2008-09	<10	69.2%	79.4%	<10	<10	<10	<10	<10

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English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	92.6%	76.9%	7.7%	69.2%	7.7%	15.4%
Mathematics	03	All Students	2008-09	100%	91.3%	94.9%	92.2%	59.2%	33%	7.8%	0%
Mathematics	03	All Students	2009-10	100%	94.8%	97.3%	98%	57.6%	40.4%	2%	0%
Mathematics	03	Female	2008-09	100%	90.9%	94.4%	89.1%	58.2%	30.9%	10.9%	0%
Mathematics	03	Female	2009-10	100%	94.8%	96.6%	97.7%	61.4%	36.4%	2.3%	0%
Mathematics	03	Male	2008-09	100%	91.6%	95.4%	95.8%	60.4%	35.4%	4.2%	0%
Mathematics	03	Male	2009-10	100%	94.8%	97.8%	98.2%	54.5%	43.6%	1.8%	0%
Mathematics	03	Black or African American	2008-09	<10	78.9%	85.9%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	87.7%	93.3%	<10	<10	<10	<10	<10
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	100%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2008-09	<10	86.9%	72.7%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	93.6%	<10	<10	<10	<10	<10
Mathematics	03	White	2008-09	100%	94.9%	95.6%	93.1%	60.4%	32.7%	6.9%	0%
Mathematics	03	White	2009-10	100%	96.9%	97.5%	97.8%	55.9%	41.9%	2.2%	0%
Mathematics	03	Multiracial	2009-10	<10	94.3%	95.5%	<10	<10	<10	<10	<10
Mathematics	03	Limited English Proficient	2008-09	<10	85.1%	80.7%	<10	<10	<10	<10	<10
Mathematics	03	Limited English Proficient	2009-10	<10	92.1%	88.8%	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2008-09	100%	79.7%	84.4%	72.7%	9.1%	63.6%	27.3%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	96%	<10	<10	<10	<10	<10
Mathematics	03	Economically Disadvantaged	2008-09	<10	85.7%	89.1%	<10	<10	<10	<10	<10
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	93.3%	90%	40%	50%	10%	0%
Mathematics	04	All Students	2008-09	100%	87.9%	93.1%	96.5%	37.2%	59.3%	3.5%	0%
Mathematics	04	All Students	2009-10	100%	92.3%	96.2%	97.1%	52.9%	44.1%	2.9%	0%
Mathematics	04	Female	2008-09	100%	87.9%	92.3%	95.3%	20.9%	74.4%	4.7%	0%

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Mathematics	04	Female	2009-10	100%	92.9%	96.5%	98.2%	49.1%	49.1%	1.8%	0%
Mathematics	04	Male	2008-09	100%	87.8%	93.8%	97.7%	53.5%	44.2%	2.3%	0%
Mathematics	04	Male	2009-10	100%	91.6%	96%	95.7%	57.4%	38.3%	4.3%	0%
Mathematics	04	Black or African American	2009-10	<10	82.3%	78.2%	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	95.1%	92.1%	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2008-09	<10	81%	84.8%	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	83.3%	<10	<10	<10	<10	<10
Mathematics	04	White	2008-09	100%	92%	93.7%	96.4%	36.9%	59.5%	3.6%	0%
Mathematics	04	White	2009-10	100%	95.1%	97.2%	97%	54%	43%	3%	0%
Mathematics	04	Limited English Proficient	2008-09	<10	75.7%	77%	<10	<10	<10	<10	<10
Mathematics	04	Limited English Proficient	2009-10	<10	86.6%	78.6%	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2008-09	100%	68.1%	80.7%	80%	10%	70%	20%	0%
Mathematics	04	Students with Disabilities	2009-10	100%	80%	91.7%	90.9%	18.2%	72.7%	9.1%	0%
Mathematics	04	Economically Disadvantaged	2008-09	<10	80.4%	85.4%	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2009-10	<10	87.8%	92%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2008-09	100%	76.8%	83.9%	78.4%	35.1%	43.3%	20.6%	1%
Mathematics	05	All Students	2009-10	100%	79.5%	87.3%	90.1%	48.4%	41.8%	9.9%	0%
Mathematics	05	Female	2008-09	100%	75.8%	84%	71.7%	28.3%	43.5%	28.3%	0%
Mathematics	05	Female	2009-10	100%	79.6%	87.2%	88.9%	44.4%	44.4%	11.1%	0%
Mathematics	05	Male	2008-09	100%	77.8%	83.8%	84.3%	41.2%	43.1%	13.7%	2%
Mathematics	05	Male	2009-10	100%	79.4%	87.3%	91.3%	52.2%	39.1%	8.7%	0%
Mathematics	05	Black or African American	2008-09	<10	55.2%	61.7%	<10	<10	<10	<10	<10
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	89.2%	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	90.6%	<10	<10	<10	<10	<10

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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	05	White	2008-09	100%	83%	85.1%	80%	35.8%	44.2%	18.9%	1.1%
Mathematics	05	White	2009-10	100%	84.3%	87.6%	89.9%	48.3%	41.6%	10.1%	0%
Mathematics	05	Limited English Proficient	2008-09	<10	60.7%	62.7%	<10	<10	<10	<10	<10
Mathematics	05	Limited English Proficient	2009-10	<10	67.6%	61.6%	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2008-09	100%	46.9%	52.9%	50%	7.1%	42.9%	50%	0%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	71.9%	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2008-09	<10	64.4%	72.9%	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	79.5%	81.8%	36.4%	45.5%	18.2%	0%
Mathematics	06	All Students	2008-09	100%	79.9%	88.2%	83.3%	49.1%	34.3%	13%	3.7%
Mathematics	06	All Students	2009-10	100%	82%	90.5%	87.6%	46.4%	41.2%	12.4%	0%
Mathematics	06	Female	2008-09	100%	80.9%	87.3%	81.5%	46.3%	35.2%	11.1%	7.4%
Mathematics	06	Female	2009-10	100%	83%	91.4%	88.6%	47.7%	40.9%	11.4%	0%
Mathematics	06	Male	2008-09	100%	78.9%	89%	85.2%	51.9%	33.3%	14.8%	0%
Mathematics	06	Male	2009-10	100%	81.1%	89.6%	86.8%	45.3%	41.5%	13.2%	0%
Mathematics	06	Black or African American	2008-09	<10	61.2%	75.9%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	<10	62.3%	73.6%	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2008-09	<10	71.3%	67.6%	<10	<10	<10	<10	<10
Mathematics	06	White	2008-09	100%	85.2%	88.9%	82.9%	50.5%	32.4%	13.3%	3.8%
Mathematics	06	White	2009-10	100%	87.5%	91.5%	87.5%	45.8%	41.7%	12.5%	0%
Mathematics	06	Limited English Proficient	2009-10	<10	68.7%	62.2%	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2008-09	100%	45.5%	58.4%	58.8%	23.5%	35.3%	29.4%	11.8%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	76.2%	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2008-09	<10	69%	79.8%	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	82.8%	76.9%	30.8%	46.2%	23.1%	0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Science	05	All Students	2008-09	100%	83.1%	90.8%	89.7%	40.2%	49.5%	8.2%	2.1%
Science	05	All Students	2009-10	100%	81%	85.6%	86.8%	39.6%	47.3%	11%	2.2%
Science	05	Female	2008-09	100%	83.3%	91.6%	87%	34.8%	52.2%	10.9%	2.2%
Science	05	Female	2009-10	100%	81.1%	84.4%	86.7%	26.7%	60%	11.1%	2.2%
Science	05	Male	2008-09	100%	82.9%	90.1%	92.2%	45.1%	47.1%	5.9%	2%
Science	05	Male	2009-10	100%	80.8%	86.7%	87%	52.2%	34.8%	10.9%	2.2%
Science	05	Black or African American	2008-09	<10	61.8%	77.9%	<10	<10	<10	<10	<10
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	82.1%	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2009-10	<10	68.8%	71%	<10	<10	<10	<10	<10
Science	05	White	2008-09	100%	89.4%	91.6%	91.6%	41.1%	50.5%	6.3%	2.1%
Science	05	White	2009-10	100%	87.5%	86.6%	86.5%	39.3%	47.2%	11.2%	2.2%
Science	05	Limited English Proficient	2008-09	<10	59%	60%	<10	<10	<10	<10	<10
Science	05	Limited English Proficient	2009-10	<10	56.7%	52.4%	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2008-09	100%	63.6%	72.7%	57.1%	7.1%	50%	35.7%	7.1%
Science	05	Students with Disabilities	2009-10	<10	60.7%	73.8%	<10	<10	<10	<10	<10
Science	05	Economically Disadvantaged	2008-09	<10	72.3%	81.1%	<10	<10	<10	<10	<10
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	75.5%	72.7%	18.2%	54.5%	18.2%	9.1%

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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)
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Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - MI-Access : Functional Independence

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	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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Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - MI-Access : Participation

Subject	Grade	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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Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Student Assessment Data - MEAP-Access

Subject	Grade	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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Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	99.1%	93.9%
All Students	State	Mathematics	98.9%	93.7%
All Students	District	English Language Arts / Reading	99.9%	95.7%
All Students	District	Mathematics	99.7%	95.5%
All Students	School	English Language Arts / Reading	100%	97.3%
All Students	School	Mathematics	100%	99%
Black or African American	State	English Language Arts / Reading	97.7%	88.4%
Black or African American	State	Mathematics	97.4%	88%
Black or African American	District	English Language Arts / Reading	100.3%	90.4%
Black or African American	District	Mathematics	100.3%	89.4%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	99.2%	93.2%
American Indian or Alaska Native	State	Mathematics	99%	92.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	99.5%	96.8%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.6%	97.5%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	99.5%	97%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	99.8%	97%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	99.3%	91.3%
Hispanic or Latino	State	Mathematics	98.9%	92.4%
Hispanic or Latino	District	English Language Arts / Reading	99.2%	90.5%
Hispanic or Latino	District	Mathematics	99.2%	94.8%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.3%
White	State	Mathematics	99.3%	95.1%
White	District	English Language Arts / Reading	99.9%	95.9%
White	District	Mathematics	99.7%	95.7%
White	School	English Language Arts / Reading	100%	97.2%
White	School	Mathematics	100%	98.9%
Multiracial	State	English Language Arts / Reading	102.4%	93.5%
Multiracial	State	Mathematics	102.3%	94.3%
Multiracial	District	English Language Arts / Reading	98.9%	94%
Multiracial	District	Mathematics	98.9%	96.4%
Multiracial	School	English Language Arts / Reading	<30	<30

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial	School	Mathematics	<30	<30
Limited English Proficient	State	English Language Arts / Reading	123.6%	86.9%
Limited English Proficient	State	Mathematics	126.3%	92.3%
Limited English Proficient	District	English Language Arts / Reading	141.8%	88.4%
Limited English Proficient	District	Mathematics	149.3%	91.2%
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
Students with Disabilities	State	English Language Arts / Reading	102.6%	73.1%
Students with Disabilities	State	Mathematics	102.2%	76.5%
Students with Disabilities	District	English Language Arts / Reading	104.9%	77.7%
Students with Disabilities	District	Mathematics	104.3%	79.7%
Students with Disabilities	School	English Language Arts / Reading	100%	88.9%
Students with Disabilities	School	Mathematics	100%	96.3%
Economically Disadvantaged	State	English Language Arts / Reading	102.6%	90.6%
Economically Disadvantaged	State	Mathematics	102.5%	91.1%
Economically Disadvantaged	District	English Language Arts / Reading	104.1%	92.3%
Economically Disadvantaged	District	Mathematics	104.8%	92.9%
Economically Disadvantaged	School	English Language Arts / Reading	121.9%	93.6%
Economically Disadvantaged	School	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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.39%
All Students	District	91.82%
Black or African American	State	56.59%
Black or African American	District	76.64%
American Indian or Alaska Native	State	65%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	84.47%
Asian, Native Hawaiian, or Pacific Islander	District	>95%
Hispanic or Latino	State	59.94%
Hispanic or Latino	District	87.5%
White	State	81.85%
White	District	92.5%
Multiracial	State	71.12%
Multiracial	District	<10
Limited English Proficient	State	65.51%
Limited English Proficient	District	77.78%
Students with Disabilities	State	57.61%
Students with Disabilities	District	75.12%
Economically Disadvantaged	State	59.8%
Economically Disadvantaged	District	78.57%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.7%
All Students	District	95.7%
All Students	School	96.3%
Black or African American	State	91%
Black or African American	District	93.9%
Black or African American	School	88.7%
American Indian or Alaska Native	State	93.7%
American Indian or Alaska Native	District	96%
Asian, Native Hawaiian, or Pacific Islander	State	96.5%
Asian, Native Hawaiian, or Pacific Islander	District	96.4%
Asian, Native Hawaiian, or Pacific Islander	School	96.8%
Hispanic or Latino	State	94.1%
Hispanic or Latino	District	94.1%
Hispanic or Latino	School	93.2%
White	State	95.7%
White	District	95.8%
White	School	96.4%
Multiracial	State	94.8%
Multiracial	District	93.6%
Multiracial	School	94.4%
Limited English Proficient	State	94.6%
Limited English Proficient	District	95.1%
Limited English Proficient	School	96.1%
Students with Disabilities	State	93.5%
Students with Disabilities	District	94.6%
Students with Disabilities	School	95.7%
Economically Disadvantaged	State	94.8%
Economically Disadvantaged	District	95.8%
Economically Disadvantaged	School	96%

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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%
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%

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data 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

% of Schools making AYP: 100%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 100%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 100%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	34	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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Teacher Quality Data

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

Teacher Quality Data

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

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
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	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ 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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
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	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ 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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
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	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
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	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

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.

Combined Reports Data for Macomb ISD, Utica Community Schools, Crissman Elementary School

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 Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505