



**Washington Elementary
Annual Education Report
2009-2010**



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Douglas L. Newcombe, MBA/CPA
Superintendent

August 4, 2010

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 Washington Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mrs. Judy Cox for assistance. The AER is available for you to review electronically by visiting the following web site www.bcschools.net or you may review a copy from the Principal's office at your child's school.

For 2009-2010, Washington Elementary made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information. This information can be found in our Annual Education Report attached.

Congratulations to all the students, families and staff for their hard work and dedication for a successful 2009-2010 school year. It is truly a team effort! We will continue to work together and strive for academic excellence.

Sincerely,

Judy Cox

Judy Cox,
Principal

Washington Elementary School

*Accredited by the State of Michigan
~Education YES! Grade "B"~*

Mission

It is the mission of Washington Elementary to provide parents with a safe and nurturing school community, where their children can obtain a quality education.

Welcome to Washington Elementary...

The staff at Washington extends a warm welcome to all our new and returning families. Our dedicated and highly qualified staff along with our parent community work toward making Washington the best possible place for children to learn and grow.

Washington is a K-5 Elementary school with an approximate enrollment of 500 students. As part of the Bay City Public Schools, the Washington staff implements instruction based on standards established by the state and embedded in the district curriculum.

We welcome you to our school community and hope that you will join us in supporting children and learning.

Washington School at a Glance...

Professional Staff

Teachers:	32
Administrators:	2
Administrative Support:	2
School Service Worker:	1
School Nurse:	1
Social Worker:	1
Media Specialist:	1
Content Coaches:	.5
Psychologist:	1
Educational Assistants:	6
School Counselor:	1
Speech and Language:	2
Intervention Teacher:	.5

SCHOOL IMPROVEMENT

Administration, teachers, and support staff have developed our school improvement plan based on data reviewed annually. Data cited in our plan includes: MLPP, District Benchmark, and MEAP. Student centered goals and activities have been written based on areas of need in the data.

Our school improvement goals and their status for the 2010-2011 school year were as follows:

❖ The students at Washington will improve their writing proficiency.

Teachers have implemented a universal writing program called Write Steps. They attend grade level professional developments to enhance their knowledge of the program and to ensure consistent quality instruction. Several teachers became trained in Thinking Maps and implementation will begin in the 2010-2011 school year.

❖ The students at Washington will improve their math achievement.

All teachers have 70-90 minutes of math instruction each day. Some of the activities during that time may include the use of Fastt math, Math Games, Daily 4 (guided math groups), Skill grouping and whole group lessons. Teachers in grades 1-5 use Fastt Math to build students fluency in math number sense. Teachers also created Math Game for students to practice concepts. Teachers are also exploring Math Daily 4 and it is a topic covered during School Improvement Implementation Meetings (SIIMs). Teachers use a supplement program called 'Drop in a Bucket' to review previously taught math concepts.

❖ The students at Washington will improve their reading skills.

Teachers will have a 90 minute reading block each day. Teachers use the Daily 5 structure and = reading strategies and skill grouping acquired from Café. Teachers continue to build knowledge on incorporating Café in their classroom by attending SIIMS and doing classroom observations of other teachers. Interventions in place for reading include: educational assistants, Headsprouts, Read 180, and Systems 44.

Additional Components of School Improvement

Through the school improvement plan, the following Added Components will be achieved:

Role of Adult and Community Education, Libraries, Community colleges:

Washington is in collaboration with a number of community agencies. Local colleges and universities including Delta College, Saginaw Valley State University and Central Michigan University provide us with student teachers and students participating in educational fieldwork experiences. They also provide professional development opportunities and extended learning opportunities to our staff to ensure best educational practices are in place. Partnerships with local libraries have been established and both books and field trip opportunities are available. Community and recreation activities are available for our school age children, preschool children and adults.

Role of Volunteers and Community Resources:

Washington volunteers are dedicated to the success of our students. Washington values the importance of volunteers and community resources in providing a safe and effective learning environment for our students. From our parents that stuff Easter eggs, make popcorn or shelve library books to our many business partners that provide priceless opportunities to our students is why Washington can provide a well rounded educational experience to all students.

Building Level Decision-making:

Washington has three primary groups working on our building improvement process:

- A. School Improvement Team and parent representatives meet to identify needs and set goals.
- B. TALK team-School representatives meet monthly to assess the quality of services provided to students, discuss issues that relate to Washington and to implement Title I spending to enhance the core curriculum.
- C. Parent Advisory Council-Parents meet monthly with building administrators, and staff members to celebrate successes and to discuss issues that affect our students learning and their safety.

Identification of Adult Roles:

Washington has identified the following areas to help children grow to be successful adults:

1. Demonstrate positive self-esteem as a learner and person.
2. Exhibit mastery of the core curriculum.
3. Demonstrate higher level thinking skills and problem solving skills.
4. Self motivated to be a lifelong learner.
5. Ability to adapt to life's challenges.
6. Demonstrate appropriate communication skills to be a collaborative worker and community contributor.

Identification of Educational Skills:

Students in the Bay City Public Schools will learn the adopted core curriculum which is aligned with the states grade level content expectations. Students who participate in the educational program will also develop the following skills:

1. Self esteem as a learner
2. Self direction as a learner
3. Understanding the role and value of a democratic society
4. Problem solving, decision making, accountability and group process

Identification of Change Needed:

The Washington educational plans continue to emphasize on best instructional practices. The staff identified a need to meet cross grade level to ensure seamless instruction as students move from grade to grade. The staff also identified the need to continue to develop the writing skills, higher level reading comprehension skills and fluency of math facts.

Development of Alternative Manner of Assessment:

In order to meet the needs of the variety of learners, teachers and staff will use a variety of assessments such as teacher observations, writing samples, teacher made assessments, projects and performances.

Business Participation

Washington has a long history of inviting parents and the larger community to join the life of our schools. During the year, we host a variety of people from local agencies, businesses and organizations who meet and work with students. We also draw on the resources of our Math-Science Center, local colleges and universities along with the Intermediate School District to train, and otherwise assist our teachers as they work with students. Finally, we tap the excellent resources of our own staff to help us with our active and growing local professional development efforts.

Our collaboration and support from the following organizations and our community is vital.

- | | | |
|--|---|--------------------------------|
| ❖ Parent Advisory Group | ❖ Junior Achievement | ❖ Financial Edge Credit Union |
| ❖ Girl Scouts and Boy Scouts of America | ❖ Volunteer coordinators and volunteers | ❖ Rolling Readers |
| ❖ Bay County Library System | ❖ Midland Center of the Arts | ❖ Delta College |
| ❖ Department of Natural Resources | ❖ Bay Area Community Foundation | ❖ Dental Bus |
| ❖ Boys and Girls Club of Bay County | ❖ Bay Regional Medical Center | ❖ Double Tree Hotel |
| ❖ Bay City State Park and Recreation Area | ❖ Jennison Nature Center | ❖ Dow Coming |
| ❖ Bay County Historical Museum/City Hall | ❖ Bay City Police Department | ❖ Bay City Fire Department |
| ❖ Saginaw Valley State University | ❖ United Way American Dream | ❖ Saginaw Neuro Science Center |
| ❖ Central Michigan University | ❖ Order of Ancient Hibernians | ❖ Rotary of Bay County |
| ❖ Bay City Times "Newspapers in Education Program" | | ❖ Stock Pot Restaurant |

Parent Information

The staff at Washington Elementary recognizes that parent involvement is a key factor for the success of our students and our school. We have built a parent involvement plan around Epstein's six types of parent involvement. Epstein's concept is to develop a partnership between school and family that will facilitate success in school and through their entire life. The staff has used Epstein's work to evaluate the current plan and make adjustments. The plan incorporates all six types of Parent Involvement.

- * Type 1-Parenting: Assist Families with parenting skills and setting home conditions to support children as students and to assist schools to better understand families.
Ex) Child Study Meetings and participation in professional developments.
- * Type 2-Communicating: Conduct effective communications from school-to-home and from home-to-school about school programs and school progress.
Ex) Monthly newsletters, good news postcards, mid-term reports and parent teacher conferences.
- * Type 3-Volunteering: Organize volunteers and audiences to support the school and students.
Ex) Parent Advisory Council, Popcorn Fridays, Monthly volunteer Award
- * Type 4-Learning at Home: Involve Families with their children on homework and other curriculum related activities and decisions.
Ex) Grade level parent meetings and take home reading bags with activities.
- * Type 5-Decision Making: Include Families as participants in school decisions and develop parent leaders and representatives.
Ex) Surveys and parent advisory council
- * Type 6-Collaborating with the Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
Ex) Financial Edge Credit Union, United Way American Dream and Junior Achievement

Washington Elementary Points of Pride

Technology

At Washington, we believe that technology has become a necessary tool to effectively educate and engage students. We have an up to date computer lab that is available to all students. We have 2 READ 180/Headsprout labs that are available to students receiving intervention in the area of Reading. Students also will have access to FASTT math to improve their math fact fluency. Classrooms have ELMOS and or Interwrite Boards.

School Credit Union

Washington has a partnership with Financial Edge Credit Union. The Credit Union provides an opportunity for our 5th grade students to get a taste of the working world. They get the opportunity to apply, interview and work as a Washington/Financial Edge Credit Union Employee. The Credit Union opens bi weekly right here at Washington. All students are able to open accounts, deposit money and participate in fun learning experiences. The employees end their year with a day of work at Financial Edge Credit Union, it has proven to be a great learning experience.

Victories and Opportunities

Our V&O assemblies have become a big hit with students and staff. It is our chance to honor students based on academics and core democratic values such as responsibility, hard work, courtesy, and kindness. During the assembly we touch on recent behavioral issues. Through roll playing we teach students how to problem solve effectively and handle conflict peacefully. We also are able to showcase students that excel in the special area classes that Washington provides.

Expectations

Washington Elementary Students understand the clearly established learning expectations. Daily 'family' meetings, Victory and Opportunity assemblies, posted visual guidelines, student created videos along with individual and small group discussions provide behavioral supports at all levels for all students. Our focus on learning expectations has shown to be beneficial as we see our students becoming more and more successful in the academic areas. Our school counselor works with students to provide additional support and continues to develop school wide strategies and programs to eliminate bullying.

Student Council


The Student Council at Washington School was made up of nine 5th graders, three 4th graders and three 3rd graders. The Council worked on a variety of projects. Some of the projects were: Food Drive, ice cream sales for Toys for Tots, Blood Drive for parents, collecting pennies for Muscular Dystrophy to send a student to summer camp, a school clean-up day, started a paper recycling program, and Mugs of Love (cups of candy) for area senior citizens. Students learned that performing services for others are rewarding for both themselves and the people that receive the service.

Intervention Opportunities

Washington's goal is to have students achieve to their potential. Kindergarten students are provided additional intervention opportunities within their classrooms by the educational assistants. The assistants keep individual intervention goals and document student progress for every student they provide support to in reading, writing and math. The educational assistants also attend professional development by the building content coach to enrich their knowledge in implementing and documenting interventions.

Headsprout Early Reading is a supplemental program that ensures reading success for every child, guaranteed. The program takes a non-reader or beginning reader up to mid-2nd Grade reading skills in less than 30 hours of individualized online instruction. This program is implemented by our RTI coordinator to struggling 1st grade students based on the most recent MLPP data.

READ 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. *READ 180* is proven to meet the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. *System 44* is the breakthrough foundational reading program for our most challenged readers in Grades 3-5. *System 44* includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling. The Intervention teacher and special education teachers implement Read 180 and Systems 44 to qualifying student in grades 3-5.



More information about any of the topics covered regarding Washington Elementary is available by calling:

Mrs. Judy Cox, Principal
Dr. Bill Tithof, Asst. Principal
Washington Elementary School
989/894-2744

coxj@bcschools.net / tithofb@bcschools.net

District School Improvement Plan

The District School Improvement plan focused on curriculum, instruction and assessment in Mathematics, Social Studies, Science and English Language Arts. An additional goal was established linking positive behavior to student achievement.

Goal 1: All students will be proficient in Mathematics

Goal 2: All students will be proficient in Social Studies

Goal 3: All students will be proficient in Science

Goal 4: All students will be proficient in English Language Arts

Goal 5: All student academic performance will increase with positive behavior

In addition, three elementary schools implemented Michigan's Integrated Behavior and Learning Support Initiative, (MiBLSi) to help schools develop school wide support systems in reading and behavior.

Building Level Decision Making- Each building develops/modifies a school improvement plan based on student achievement results. The plan is developed at the building level impacting all staff members.

Staff Development – Each professional staff member attends 30 hours of district professional development to improve his/her skills in the classroom.

CORE CURRICULUM

During the 2009-2010 school year, Bay City Public Schools made progress in the four core curriculum areas.

English/Language Arts

The English Language Arts Curriculum K-12 was supported through professional development and district aligned resources. Writing across the curriculum was emphasized in grades 6-12 with professional development sessions for teachers throughout the year. Grade level meetings for elementary teachers in grades K-5 focused on analyzing student achievement data in developing targeted teaching strategies for English/Language Arts. High school English teachers worked on the development of a pacing guide and common end of course exams.

Mathematics

The Mathematics Curriculum was supported through professional development for teachers. Middle School and High School math teachers participated in content focused professional development to support student achievement in grades 6-9 and high school Algebra II. Secondary math teachers met throughout the year to become proficient in the use of the new math resources. High school mathematic teachers worked on the development of a pacing guide and common end of course exams.

Science

The K-7 science kit program was re-aligned with the new grade level content expectations along with the purchase of new resources for implementation in 2009-2010. High school science teachers worked on the development of a pacing guide and common end of course exams.

Social Studies

District implementers and content coaches worked together to develop pacing guides aligned with core content. Middle School social studies teachers selected new resources for grades 6 and 7 to be implemented in 2009-2010. High School social studies teachers participated in the new social studies resources in U.S. History and World History.

The District K-12 Curriculum Council met four times during the school year to discuss the curriculum, instruction and assessment of the four core areas.

How can a parent or community member be involved?

Bay City Public Schools welcomes involvement from parents and community members. You can choose from a wide variety of volunteer opportunities...

In a particular school...many volunteers prefer to focus their efforts helping in a classroom, working in a school library, accompanying field trips, serving on a school improvement committee, working on fund-raisers or special events. Contact your school office or building principal for more information.

In any school...individuals can register as a Community Resource Volunteer to be a guest speaker sharing information about an occupation or special talent, sign up to be a tutor, or help with special projects. Contact District Volunteer Coordinator, Irene Holcomb at (989) 671-8107.

In our school system...parents and community members serve on committees for facilities, curriculum, technology, school/community relations, and, of course, school board members are volunteers, too.

As a school/business partner...local businesses can become involved by providing a student with a one day job-shadowing, employing co-op students for a semester or school year, providing volunteer opportunities to employees, or donating resources for school use. For more information, contact District Volunteer Coordinator, Amy Basket, at (989) 671-8148.

Bay City Public Schools Parent Involvement Policy

In accordance with *No Child Left Behind Act*, the Bay City Board of Education encourages parent/guardian participation in Title I programs by offering substantial and meaningful opportunities to participate in the education of their children.

The Board directs the following: (Summation)

- Parent/guardian involvement in planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams
- Invitations to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information/program services, and to solicit suggestions on program development, planning, evaluation and operation
- Assistance in understanding Title I
- Notification of Title I student selection and criteria for selection
- Information regarding child's achievement and progress
- A provision for input by Title I staff at parent/guardian-teacher conferences
- Opportunities to enhance the capacity to work with children in the home on school learning teachers and staff to enhance their understanding of effective parent/guardian involvement strategies
- Ongoing communication
- Other appropriate activities (i.e. Family Math Nights, etc.)

Bay City Public Schools Parent Involvement Written Plan Policy (Summation)

The Bay City Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent/guardian involvement activities to improve student academic achievement and school performance
- Integrate/coordinate plans/policies for parent/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start
- Review/evaluate the District's plan annually and share the results with the Board
- Assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement
- Distribute District plan to parents/guardians of participating children and the local community

Limited English Proficiency (LEP) Parent/Guardian Involvement (Summation)

Parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program and will be notified of their rights regarding program content and participation, including the right to choose among programs if alternatives are available. The notice must also:

- Include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.
- Include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
- Be in a format families can comprehend and, if possible, in a language understood by the family.

Individual Building MEAP Results Disaggregated by Subgroups % Proficient

Elementary

Elementary	2010 Reading - 3rd									2010 Math - 3rd								
	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE
All	95.2	95.7	87.2	91.5	79.7	98.4	90.8	80.6	89.8	95.2	95.7	97.9	89.8	93.7	100	99	92.5	94.8
Male	93.6	94.1	85.5	95.8	72.7	97.1	87.5	72.2	87.9	93.6	96.1	96.4	88.5	93.2	100	100	88.9	94.8
Female	97.3	97.6	89.7	87	88.6	100	94	90.3	91.9	97.3	95.2	100	91.3	94.3	100	98	96.8	94.8
Am. Ind.	NA	NA	<	NA	<	NA	<	<	84.9	NA	NA	<	NA	<	NA	<	<	92.8
Asian	NA	NA	<	<	NA	<	<	NA	95.1	NA	NA	<	<	NA	<	<	NA	98
Black	NA	<	<	<	<	NA	NA	57.1	80.6	NA	<	<	<	<	NA	NA	78.6	87.7
Hispanic	<	<	<	<	<	<	<	<	84.6	<	<	<	<	<	<	<	<	92.3
White	95	97.7	88.6	89.5	77	98.4	92.3	88.6	92.7	95	95.4	98.7	89.7	93.4	100	98.9	95.5	96.9
Multi-Racial	<	NA	<	<	<	NA	<	NA	88.7	<	NA	<	<	<	NA	<	NA	94.3
Economic Disadvantaged	89.3	95.9	81.8	88.9	76.9	94.4	83.9	80	84.5	96.4	98	100	86.8	93.8	100	96.8	91.7	91.9
LEP	NA	<	<	<	<	<	<	<	82.2	NA	<	<	<	<	<	<	<	92.1
Sp. Ed.	83.3	90.9	63.6	<	40.9	<	72.7	57.1	71	100	81.8	81.8	<	90.9	<	100	92.9	87.8

Elementary	2010 Reading - 4th									2010 Math - 4th								
	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE
All	92	90.9	81.2	86.2	58.3	96.4	83.9	71.7	84.1	94.2	97.7	96.4	94.9	88.9	100	96.8	88.6	94.7
Male	80	89.2	82.6	89.3	61.1	96.4	84.4	73.9	82.1	91.2	97.3	100	93.3	91.7	100	97.8	87.1	91.6
Female	100	92.2	79.5	83.3	55.6	96.4	83.3	70.3	86.1	96.2	98	92.3	96.6	86.1	100	95.8	89.7	92.9
Am. Ind.	<	NA	<	NA	<	NA	<	<	83.5	<	NA	<	NA	<	NA	<	<	85.9
Asian	<	<	<	NA	NA	<	NA	NA	90.5	<	<	<	NA	NA	<	NA	NA	96.9
Black	<	<	<	<	<	NA	NA	<	68.6	<	<	<	<	<	NA	NA	<	82.3
Hispanic	<	<	<	<	38.5	<	<	<	74.3	<	<	<	<	69.2	<	<		89.3
White	91.3	92	82.4	86.5	61.8	96.2	85.6	76.7	88.9	93.7	98.6	97.3	96.3	92.7	100	96.7	90	95.1
Multi-Racial	<	<	NA	<	NA	NA	<	<	81.1	<	<	NA	<	NA	NA	<	NA	91
Economic Disadvantaged	85.2	82.9	75.5	87.2	58.1	<	81.6	68.6	75.7	88.5	97.1	93.9	93.8	87.1	<	92.3	87.7	87.8
LEP	NA	<	<	<	30	<	NA	<	64.3	NA	<	<	<	70	<	NA	<	86.6
Sp. Ed.	<	<	18.2	66.7	25	<	69.2	<	58	<	<	90	84.2	90	<	92.9	85.7	80

Elementary	2010 Reading - 5th									2010 MATH - 5th									2010 SCI. - 5th								
	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington	STATE
All	92.1	84.8	92.8	94.2	72.1	96.2	90.8	75	85.2	89.9	84.9	85.3	90.6	75	96.2	88.8	75.3	79.5	92.1	85.9	88.4	92.5	75.6	96.2	92.9	70.1	81
Male	90	78.7	93.3	88.9	76.7	96.3	91.7	73	83.5	94	80.9	82.8	92.9	83.3	96.3	85.4	79.5	79.4	90	82.6	93.3	96.4	83.7	100	97.9	70.7	80.8
Female	94.9	91.1	92.3	100	67.4	96.2	90	76.7	86.8	84.6	89.1	87.2	88	66.7	96.2	92	71.7	79.6	94.9	89.1	84.6	88	67.4	92.3	88	69.6	81.1
Am. Ind.	NA	<	NA	NA	<	NA	<	<	82.5	NA	<	NA	<	<	NA	<	<	71.7	NA	<	NA	<	<	NA	<	<	77.2
Asian	<	NA	NA	<	<	NA	NA	NA	90.5	<	<	NA	<	<	NA	NA	NA	93	<	NA	NA	<	<	NA	NA	NA	88.8
Black	<	<	<	<	<	NA	<	<	70.4	NA	NA	<	<	<	NA	<	75	62.5	<	<	<	<	<	NA	<	58.3	59.6
Hispanic	<	<	<	<	54.5	NA	<	54.5	74.6	<	<	<	<	63.6	NA	<	45.5	71	<	<	<	<	<	NA	<	54.5	68.8
White	92.7	83.8	91.9	93.3	74.2	96.2	92.6	78.2	89.8	89	84	85.2	90.9	75	96.2	90.4	78.9	84.3	93.9	85	88.7	91.1	79	96.2	92.6	72.9	87.5
Multi-Racial	<	<	<	<	<	NA	NA	NA	83.9	<	<	<	<	NA	NA	NA	NA	78.2	<	<	<	<	NA	NA	NA	NA	79.3
Economic Disadvantaged	90.6	78.4	91.7	93.2	67.6	90	80.6	74	76.6	81.3	82.4	80.6	91.1	71	100	80.6	75.3	69.8	87.5	80	83.3	93.3	70.4	90	86.1	68.4	70.6
LEP	<	<	<	<	<	NA	<	<	61.8	<	<	<	<	<	NA	<	<	67.6	<	<	<	<	<	NA	<	<	56.7
Sp. Ed.	72.7	57.1	<	70	32	<	53.3	27.8	57.6	72.7	57.1	<	81.8	50	<	53.3	42.9	52.8	81.8	78.6	<	90.9	56	<	80	30.4	60.7

Student Achievement Results based on the District ELA and Math Benchmark Assessments and the MLPP (Michigan Literacy Progress Profile.)

Results Aggregated by Building by Grade								
Math Benchmark								
% Proficient Based on District Assessment								
Grade	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington
Kdg.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	98%	95%	98%	92%	87%	98%	93%	83%
2	94%	87%	80%	65%	72%	87%	91%	76%
3	71%	65%	64%	62%	51%	77%	70%	39%
4	74%	83%	81%	62%	50%	95%	74%	41%
5	75%	60%	71%	66%	48%	91%	71%	68%

Results Aggregated by Building by Grade								
Literacy								
% Proficient Based on MLPP K-1st District Assessment 2nd-5th								
Grade	Auburn	Hampton	Kolb	Linsday	MacGregor	Mackensen	McAlear	Washington
Kdg.	98%	96%	89%	86%	78%	93%	87%	71%
1	72%	62%	71%	62%	30%	75%	69%	36%
2	88%	87%	83%	82%	65%	82%	87%	68%
3	66%	67%	55%	62%	43%	87%	65%	51%
4	88%	91%	84%	81%	71%	100%	94%	86%
5	99%	93%	93%	95%	81%	96%	92%	82%

Michigan Report Card for the National Assessment of Educational Progress (NAEP)

NAEP, or the National Assessment of Educational Progress, produces the Nation's Report Card, to inform the public about the academic achievement of elementary and secondary students in the United States. Sponsored by the department of Education, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects, beginning in 1969. NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and district levels. The results are widely reported by the national and local media, and are an integral part of our nation's evaluation of the condition and progress of education.

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
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

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
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

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
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

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					
White	74	21	32	32	3
Black	18	54	37	9	0
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	0
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	0
Not ELL	98	27	42	28	3

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
4	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
8	Reading	70.72	3.239	70.46	3.298	85.15	4.505

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding.

Parent/Teacher Conference Attendance Percentage:

ELEMENTARY	<u>FALL 2009</u>	<u>SPRING 2010</u>
Auburn	97%	95%
Hampton	95%	94%
Kolb	93%	91%
Linsday	85%	80%
MacGregor	89%	87%
Mackensen	98%	96%
McAlear-Sawden	96%	90%
Washington	93%	88%
MIDDLE SCHOOL	<u>FALL 2009</u>	<u>SPRING 2010</u>
Handy MS	66%	52%
Western MS	47%	35%

HIGH SCHOOL	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 3</u>
Central HS	38%	31%	26%
Western HS	48%	27%	33%
Wenona @ Eside	57%	39%	30%

PROCESS FOR ASSIGNING PUPILS TO BUILDINGS

The Process for assigning pupils to each individual school in the Bay City Public School District is based on the student's "Attendance Area" or current street address.