

# SWARTZ CREEK COMMUNITY SCHOOLS

## ANNUAL REPORT 2008-2009

### MISSION STATEMENT:

SWARTZ CREEK COMMUNITY SCHOOLS IS A STUDENT-CENTERED DISTRICT WHICH TRULY MAXIMIZES ALL LEARNERS' POTENTIAL, PREPARING THEM TO BECOME PRODUCTIVE PARTICIPATING MEMBERS OF SOCIETY.

THIS ANNUAL REPORT HAS BEEN PREPARED FOR THE RESIDENTS OF THE SWARTZ CREEK COMMUNITY SCHOOL DISTRICT AS REQUIRED UNDER MICHIGAN'S PA 25 AND FEDERAL NO CHILD LEFT BEHIND.

THE REPORT WILL INFORM YOU OF THE ACADEMIC ACHIEVEMENTS OF ALL EIGHT OF THE DISTRICT'S SCHOOLS AND WILL HIGHLIGHT SOME OF THE SIGNIFICANT ACCOMPLISHMENTS THAT OCCURRED DURING THE 2008-2009 SCHOOL YEAR.



**Swartz Creek employs approximately 546 full time or part time staff.  
The following table includes job titles and number of employees per work category:**

Category	#	Category	#	Category	#	Category	#
Administration	5	Student Services	4	Differentiated Instruction Spec.	3	Custodians	28
Directors	4	Child Development & Pre-K	13	Alternative H.S.	12	Career Prep	2
Principals	13	SKIP	4	Secretarial	29	Tech Admin.	1
Teachers	186	MSRP	3	Cafeteria	39	Webmaster	1
Special Education	38	Counselors	5	Para pros	28		
Special Education Aides	24	Co-op	18	Bus Drivers	27		
Aides	56	Psychologist	1	Mechanics	3		

As of June 1, 2009:	#
Administrators w/ B.A.	1
Administrators w/ M.A.	6
Administrators w/ M.A.+15	5
Administrators w/ M.A.+30	6
Administrators w/ Ed.S	2
Administrators w/ Phd.	1

*As of June 1, 2009:*

**There are a total of 180 Highly Qualified teachers employed at Swartz Creek Community Schools.**

**Swartz Creek Community Schools has:**  
*\* Technology Plan (2009-2012)*  
*\* School Improvement Plan (2009-2012)*  
*\* Core Curriculum*  
**that complies with the state requirements and has been accepted by the Michigan Department of Education.**

School	2009 Education YES! Grade	2009 AYP Status
Dieck Elementary	A	Met AYP
Elms Road Elementary	A	Met AYP
Gaines Elementary	A	Met AYP
Morrish Elementary	A	Met AYP
Syring Elementary	A	Met AYP
SC Middle School	A	Met AYP
SC High School	B	Met AYP
SC Alternative Ed.	No Grade	Did Not Make AYP-Phase 5

The "four-year adjusted cohort graduation rate" is calculated by tracking individual students from the time they were enrolled as first-time ninth-graders, with a four-year expected completion rate. The formula accounts for students who leave school and return later, for students retained in a grade and stay in school, and for students who transferred into and out of the public school system. Thus, this is a more accurate measure of the graduation rate. Students included in building rates must have been reported to the state for two or more count days.

4-Year Report	Graduation Rate 07	Graduation Rate 08	Dropout Rate 07	Dropout Rate 08	Cohort Total 07	Cohort Total 08
SC High School	96.24%	95.27%	3.76%	3.79%	254	317
SC Academy	48.57%	30.95%	40%	26.19%	35	42
<b>State of Michigan</b>	<b>75.45%</b>	<b>75.5%</b>	<b>15.09%</b>	<b>14.19%</b>	<b>140,353</b>	<b>145,097</b>

Swartz Creek adopted the STAR achievement testing program as a means for determining student abilities. Software and computer technology produce immediate feedback that is valuable to teachers, administrators and parents. Reports may be used in conjunction with other test scores to diagnose reading and math difficulties. STAR is administered two times annually to Elementary and Middle School students. Parents can learn more about STAR testing by contacting their building principals.

School Year	Enrollment K-12
2007-2008	4236
2008-2009	4158

Grade	2007-2008 Fall Parent/Teacher Conference % Participation	2008-2009 Fall Parent/Teacher Conference % Participation	Grade	2007-2008 Fall Parent/Teacher Conference % Participation	2008-2009 Fall Parent/Teacher Conference % Participation
E5	94%	100%	* 6	72%	71%
Full Day KD	96%	83%	* 7	69%	55%
KD	93%	94%	* 8	51%	51%
1	92%	94%	* 9	47%	35%
2	92%	91%	* 10	43%	36%
3	91%	89%	* 11	33%	31%
4	93%	93%	* 12	30%	24%
5	92%	90%	<b>* ParentWeb available for HS &amp; Middle School</b>		

Average Daily Attendance By Building	2007-2008	2008-2009
High School	98.1%	97.81%
Middle School	98%	96.14%
Dieck	94.6%	95.12%
Elms Road	94.6%	90.07%
Gaines	93.8%	96.43%
Morrish	96%	96.08%
Syring	97.2%	92.33%
Alternative Academy	86.6%	87.06%
<b>District Wide</b>	<b>96.5%</b>	<b>89%</b>

School Attended Beyond District Borders	# Students Attending
Elmer K. Knoph Learning Center	19
Marion D. Crouse Instructional Center	15
Michigan School for the Deaf and Blind	7
Flint & GISD Day Treatment Program	1
EKLC Transition Center	5
Genesee Area Skill Center	196- 1st Semester 190- 2nd Semester

**MICHIGAN MERIT EXAM (MME):**

Subject	Spring 2008 District	Spring 2008 State	Spring 2009 District	Spring 2009 State
Math	49%	46%	54%	49%
Science	61%	57%	62%	56%
Social Studies	82%	80%	87%	81%
Reading	62%	62%	65%	60%
Writing	40%	41%	46%	44%
ELA	52%	52%	57%	52%

**HIGH SCHOOL ADVANCED PLACEMENT:**

HS Advanced Placement Courses	Number/Percentage Students Enrolled in A.P. Courses 2007-2008	Number/Percentage Students Enrolled in A.P. Courses 2008-2009
Biology	23 / 8%	21 / 8 %
Calculus	44 / 15%	40 / 14 %
Chemistry	22 / 8%	18 / 6 %
Literature	22 / 8%	32 / 11 %
<b>Total</b>	111 / 38%	111 / 39%
<b>Dual Enrollment</b>	15 / 5%	4 / 1 %

**SCHOOL IMPROVEMENT TEAMS**

**2008-2009:**

**Dieck:** Cathy Stuber, Heather Holtz, Vona Harper, Kim Sanders, Kelly Swales, Mary Tallman, Martin Trudgeon, Diane Heidl, Brian Sepanek, Bruce Fuller

**Elms Road:** Sandra Cook, Mary Ann Deschaine, Terriane Harnden, Daneen Malott, Kay McCullough, Janet Neddermeyer, Tracy Stewart, Susan Schultz, Valerie Tylus, Michael Vanderlip, Jennifer Vander Laan, Kevin West, Jamie Wood, Dallas Gatlin, Paul Ray, Lois Smith, Dr. Mike Syropoulos

**Gaines:** Lynn Atherton, Lynn Brewington, Luann Stackpole, Lisa Rader, Cindy Gilbert, Maureen McCann, Gary Richards, Lori Melville, Lynn Sherman, Heather Loney, Margaret Ann Rose, Teresa Upcraft, Annette Smith, Barbie Wykes, Jodi Goff, Michael Gibbons

**Morrish:** Rodney Hetherton, Amy Brimmer, Rebecca Pyle, Becky Harris, Brenda Peters, Michele Culver, Melinda Hopton, Shelia Bearden, Kryst Horst

**Syring:** Jodie Morgan, Ellen McNaughton, Julie Clark, Amy Paul, Michele Corbat, Ginny Yuschak, Mary Rock, Heather Miller, Annette Buza, Jane Flarity-Gram

**Middle School:** Kevin Klaeren, Teri Bush, Suetta Freeman, Bonnie Swain, Dave Simonsen, Amber Carey, Brandy Haldy, Stephanie Silpoch, John Michailo, Jodi Spalding

**High School:** Pamela Vredevoogd, Nicholas Bierman, Gloria Jerke, Carrie Church

Swartz Creek's early elementary students participate in annual year-end mathematics testing. The purpose of first and second grade teacher-made tests is to determine students' understanding of core curriculum benchmarks. Areas tested include number sentences, clocks, calendars, coins, estimation, measurement, counting patterns, geometric patterns, graphs, shapes, fractions and number operations. Students perform well on most items. District and building results allow staff to target weak areas. Parents may contact building principals to discuss results of testing.

Swartz Creek uses STAR Reading and Math software technology to assess students' reading comprehension and math skills. **Grade Equivalence** reflects the year and month at which a student is performing math skills. **Percentile Rank** indicates the national ranking determined by test results. 2008-2009 STAR achievement test results include:

Grade	Reading 2007-2008 G.E.	Reading 2007-2008 P.R.	Reading 2008-2009 G.E.	Reading 2008-2009 P.R.	Math 2007-2008 G.E.	Math 2007-2008 P.R.	Math 2008-2009 G.E.	Math 2008-2009 P.R.
MS-6th	6.3	47	6.7	52	6.7	53	6.6	51.3
MS-7th	7.7	51	7.9	52.3	8.3	57	7.6	50
MS-8th	7	37	9	53	7.2	40	8.9	53.6
<u>Dieck:</u> 2nd	2.8	49	2.5	36	NA	NA	NA	NA
3rd	3.8	49	3.5	43	3.5	45	3.6	47
4th	5.3	58	4.8	48	4.4	47	4.3	46
5th	6	51	5.9	48	5.9	55	5.1	46
<u>Elms:</u> 2nd	2.6	44	2.6	42	NA	NA	NA	NA
3rd	3.6	47	4.0	58	3.7	50	4.0	54
4th	5.0	49	5.0	50	4.5	48	4.9	57
5th	5.8	43	6.0	47	5.1	42	5.1	39
<u>Gaines:</u> 2nd	3.2	59	3.3	67	NA	NA	NA	NA
3rd	5.1	72	4.9	69	4.5	76	4.1	62
4th	5.9	67	6	72	5.2	65	5.4	71
5th	7	70	6.6	63	6	59	6.7	71
<u>Morrish:</u> 2nd	3.5	71	3.5	74	NA	NA	NA	NA
3rd	4.6	63	4.4	58	4.1	64	4.0	68
4th	5.5	60	5.6	64	5.3	70	5.3	71
5th	6.6	63	6.3	55	7.3	80	6.2	63
<u>Syring:</u> 2nd	3.0	59	3.4	69	NA	NA	NA	NA
3rd	3.7	50	4.5	63	4.0	60	4.2	64
4th	5.6	59	5.6	63	5.0	60	4.9	58
5th	6.3	57	6.5	60	5.6	52	6	58

**MEAP Results:** The following charts reflect the percentages of students in each sub-group who achieved a “proficient” status on the MEAP.

- MEAP Data NA = not a sufficient number of students in subgroup to report

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK ELA GRADE 3</b>				
Boys	79%	78%	85%	81%
Girls	96%	84%	100%	86%
Total	88%	81%	89%	83%
Black, not of Hispanic Origin	NA	67%	NA	69%
White, not of Hispanic Origin	88%	85%	90%	87%
American Indian/Native American	NA	NA	NA	80%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	74%
Multiracial	NA	NA	NA	82%
Economically Disadvantaged	89%	71%	90%	74%
Non-Economically Disadvantaged	87%	88%	89%	90%
Students with Disabilities	NA	53%	NA	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	64%
<b>DIECK WRITING GRADE 3</b>				
Boys	54%	53%	45%	56%
Girls	77%	62%	71%	66%
Total	66%	57%	53%	61%
Black, not of Hispanic Origin	NA	43%	NA	43%
White, not of Hispanic Origin	67%	62%	54%	67%
American Indian/Native American	NA	NA	NA	54%
Asian/Pacific Islander	NA	NA	NA	77%
Hispanic	NA	NA	NA	47%
Multiracial	NA	NA	NA	61%
Economically Disadvantaged	47%	45%	50%	48%
Non-Economically Disadvantaged	77%	66%	56%	72%
Students with Disabilities	NA	28%	NA	31%
Limited English Proficient	NA	NA	NA	71%
Migrant	NA	NA	NA	35%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK READING GRADE 3</b>				
Boys	83%	84%	88%	85%
Girls	96%	89%	100%	88%
Total	90%	86%	91%	86%
Black, not of Hispanic Origin	NA	76%	NA	75%
White, not of Hispanic Origin	91%	90%	90%	90%
American Indian/Native American	NA	NA	NA	85%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	79%
Multiracial	NA	NA	NA	85%
Economically Disadvantaged	89%	79%	90%	79%
Non-Economically Disadvantaged	90%	92%	93%	92%
Students with Disabilities	NA	63%	NA	63%
Limited English Proficient	NA	NA	NA	91%
Migrant	NA	NA	NA	73%
<b>DIECK MATH GRADE 3</b>				
Boys	92%	90%	97%	92%
Girls	100%	90%	93%	91%
Total	96%	90%	96%	91%
Black, not of Hispanic Origin	NA	76%	NA	79%
White, not of Hispanic Origin	66%	94%	95%	95%
American Indian/Native American	NA	NA	NA	92%
Asian/Pacific Islander	NA	NA	NA	96%
Hispanic	NA	NA	NA	87%
Multiracial	NA	NA	NA	92%
Economically Disadvantaged	95%	84%	90%	86%
Non-Economically Disadvantaged	97%	95%	100%	96%
Students with Disabilities	NA	77%	NA	80%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	80%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK ELA GRADE 4</b>				
Boys	77%	73%	63%	74%
Girls	86%	80%	96%	79%
Total	81%	76%	81%	77%
Black, not of Hispanic Origin	NA	56%	NA	56%
White, not of Hispanic Origin	84%	82%	82%	83%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	59%	63%	65%	64%
Non-Economically Disadvantaged	92%	85%	92%	86%
Students with Disabilities	NA	43%	NA	44%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%
<b>DIECK WRITING GRADE 4</b>				
Boys	39%	39%	42%	39%
Girls	59%	50%	67%	50%
Total	47%	44%	56%	44%
Black, not of Hispanic Origin	NA	27%	NA	26%
White, not of Hispanic Origin	51%	50%	61%	50%
American Indian/Native American	NA	NA	NA	36%
Asian/Pacific Islander	NA	NA	NA	63%
Hispanic	NA	NA	NA	31%
Multiracial	NA	NA	NA	42%
Economically Disadvantaged	29%	30%	35%	30%
Non-Economically Disadvantaged	56%	55%	69%	55%
Students with Disabilities	NA	17%	NA	17%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK READING GRADE 4</b>				
Boys	90%	82%	70%	81%
Girls	95%	87%	96%	85%
Total	92%	84%	84%	83%
Black, not of Hispanic Origin	NA	69%	NA	66%
White, not of Hispanic Origin	96%	89%	85%	88%
American Indian/Native American	NA	NA	NA	82%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	88%	75%	71%	73%
Non-Economically Disadvantaged	94%	91%	93%	91%
Students with Disabilities	NA	57%	NA	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	63%
<b>DIECK MATH GRADE 4</b>				
Boys	84%	86%	85%	88%
Girls	88%	86%	92%	88%
Total	86%	86%	89%	88%
Black, not of Hispanic Origin	NA	69%	NA	74%
White, not of Hispanic Origin	88%	91%	90%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	72%	77%	76%	80%
Non-Economically Disadvantaged	92%	92%	96%	94%
Students with Disabilities	NA	65%	NA	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK ELA GRADE 5</b>				
Boys	80%	75%	80%	76%
Girls	95%	81%	95%	81%
Total	86%	78%	86%	78%
Black, not of Hispanic Origin	NA	58%	NA	58%
White, not of Hispanic Origin	85%	84%	88%	84%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	71%	65%	76%	66%
Non-Economically Disadvantaged	93%	86%	91%	88%
Students with Disabilities	73%	42%	NA	42%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	54%
<b>DIECK WRITING GRADE 5</b>				
Boys	37%	54%	63%	58%
Girls	91%	64%	79%	69%
Total	59%	59%	69%	63%
Black, not of Hispanic Origin	NA	40%	NA	43%
White, not of Hispanic Origin	59%	65%	70%	69%
American Indian/Native American	NA	NA	NA	58%
Asian/Pacific Islander	NA	NA	NA	79%
Hispanic	NA	NA	NA	49%
Multiracial	NA	NA	NA	64%
Economically Disadvantaged	29%	24%	47%	49%
Non-Economically Disadvantaged	71%	44%	81%	74%
Students with Disabilities	25%	69%	NA	26%
Limited English Proficient	NA	NA	NA	67%
Migrant	NA	NA	NA	31%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK READING GRADE 5</b>				
Boys	83%	79%	83%	80%
Girls	95%	84%	95%	83%
Total	88%	82%	88%	82%
Black, not of Hispanic Origin	NA	65%	NA	64%
White, not of Hispanic Origin	87%	87%	91%	87%
American Indian/Native American	NA	NA	NA	81%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	76%	71%	76%	70%
Non-Economically Disadvantaged	93%	89%	94%	90%
Students with Disabilities	73%	49%	NA	49%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	59%
<b>DIECK MATH GRADE 5</b>				
Boys	81%	75%	81%	78%
Girls	82%	73%	70%	76%
Total	81%	74%	76%	77%
Black, not of Hispanic Origin	NA	51%	NA	55%
White, not of Hispanic Origin	80%	81%	78%	83%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	71%	60%	61%	64%
Non-Economically Disadvantaged	85%	84%	85%	86%
Students with Disabilities	71%	44%	NA	47%
Limited English Proficient	NA	NA	NA	83%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>DIECK SCIENCE GRADE 5</b>				
Boys	92%	82%	87%	83%
Girls	100%	82%	90%	83%
Total	95%	82%	88%	83%
Black, not of Hispanic Origin	NA	59%	NA	62%
White, not of Hispanic Origin	95%	89%	89%	89%
American Indian/Native American	NA	NA	NA	84%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	84%
Economically Disadvantaged	94%	70%	88%	72%
Non-Economically Disadvantaged	95%	90%	88%	91%
Students with Disabilities	86%	62%	NA	64%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	63%
<b>ELMS ELA GRADE 3</b>				
Boys	79%	78%	87%	81%
Girls	80%	84%	79%	86%
Total	80%	81%	84%	83%
Black, not of Hispanic Origin	NA	67%	NA	69%
White, not of Hispanic Origin	83%	85%	88%	87%
American Indian/Native American	NA	NA	NA	80%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	74%
Multiracial	NA	NA	NA	82%
Economically Disadvantaged	70%	71%	73%	74%
Non-Economically Disadvantaged	87%	88%	93%	90%
Students with Disabilities	NA	53%	82%	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	64%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS WRITING GRADE 3</b>				
Boys	54%	53%	57%	56%
Girls	49%	62%	46%	66%
Total	51%	57%	52%	61%
Black, not of Hispanic Origin	NA	43%	NA	43%
White, not of Hispanic Origin	54%	62%	57%	67%
American Indian/Native American	NA	NA	NA	54%
Asian/Pacific Islander	NA	NA	NA	77%
Hispanic	NA	NA	NA	47%
Multiracial	NA	NA	NA	61%
Economically Disadvantaged	50%	45%	44%	48%
Non-Economically Disadvantaged	51%	66%	59%	72%
Students with Disabilities	NA	28%	45%	31%
Limited English Proficient	NA	NA	NA	71%
Migrant	NA	NA	NA	35%
<b>ELMS READING GRADE 3</b>				
Boys	88%	84%	89%	85%
Girls	86%	89%	77%	88%
Total	87%	86%	84%	86%
Black, not of Hispanic Origin	NA	76%	NA	75%
White, not of Hispanic Origin	89%	90%	86%	90%
American Indian/Native American	NA	NA	NA	85%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	79%
Multiracial	NA	NA	NA	85%
Economically Disadvantaged	77%	79%	76%	79%
Non-Economically Disadvantaged	93%	92%	91%	92%
Students with Disabilities	NA	63%	82%	63%
Limited English Proficient	NA	NA	NA	91%
Migrant	NA	NA	NA	73%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS MATH GRADE 3</b>				
Boys	96%	90%	93%	92%
Girls	94%	90%	82%	91%
Total	95%	90%	88%	91%
Black, not of Hispanic Origin	NA	76%	NA	79%
White, not of Hispanic Origin	95%	94%	91%	95%
American Indian/Native American	NA	NA	NA	92%
Asian/Pacific Islander	NA	NA	NA	96%
Hispanic	NA	NA	NA	87%
Multiracial	NA	NA	NA	92%
Economically Disadvantaged	93%	84%	83%	86%
Non-Economically Disadvantaged	96%	95%	93%	96%
Students with Disabilities	NA	77%	91%	80%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	80%
<b>ELMS ELA GRADE 4</b>				
Boys	78%	73%	75%	74%
Girls	73%	80%	71%	79%
Total	76%	76%	73%	77%
Black, not of Hispanic Origin	62%	56%	NA	56%
White, not of Hispanic Origin	79%	82%	75%	83%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	67%	63%	69%	64%
Non-Economically Disadvantaged	85%	85%	76%	86%
Students with Disabilities	38%	43%	25%	44%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS WRITING GRADE 4</b>				
Boys	32%	39%	29%	39%
Girls	39%	50%	55%	50%
Total	36%	44%	45%	44%
Black, not of Hispanic Origin	23%	27%	NA	26%
White, not of Hispanic Origin	39%	50%	47%	50%
American Indian/Native American	NA	NA	NA	36%
Asian/Pacific Islander	NA	NA	NA	63%
Hispanic	NA	NA	NA	31%
Multiracial	NA	NA	NA	42%
Economically Disadvantaged	26%	30%	41%	30%
Non-Economically Disadvantaged	48%	55%	49%	55%
Students with Disabilities	31%	17%	13%	17%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%
<b>ELMS READING GRADE 4</b>				
Boys	89%	82%	82%	88%
Girls	84%	87%	86%	88%
Total	86%	84%	84%	88%
Black, not of Hispanic Origin	85%	69%	NA	74%
White, not of Hispanic Origin	88%	89%	87%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	78%	75%	78%	80%
Non-Economically Disadvantaged	95%	91%	89%	94%
Students with Disabilities	69%	57%	56%	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS MATH GRADE 4</b>				
Boys	89%	86%	86%	88%
Girls	86%	86%	86%	88%
Total	87%	86%	86%	88%
Black, not of Hispanic Origin	77%	69%	NA	74%
White, not of Hispanic Origin	90%	91%	88%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	83%	77%	88%	80%
Non-Economically Disadvantaged	93%	92%	84%	94%
Students with Disabilities	62%	65%	69%	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%
<b>ELMS ELA GRADE 5</b>				
Boys	83%	75%	77%	76%
Girls	85%	81%	83%	81%
Total	82%	78%	80%	78%
Black, not of Hispanic Origin	62%	58%	64%	58%
White, not of Hispanic Origin	86%	84%	86%	84%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	82%	65%	70%	66%
Non-Economically Disadvantaged	85%	86%	94%	88%
Students with Disabilities	30%	42%	NA	42%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	54%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS WRITING GRADE 5</b>				
Boys	43%	54%	63%	58%
Girls	64%	64%	73%	69%
Total	54%	59%	68%	63%
Black, not of Hispanic Origin	38%	40%	45%	43%
White, not of Hispanic Origin	54%	65%	75%	69%
American Indian/Native American	NA	NA	NA	58%
Asian/Pacific Islander	NA	NA	NA	79%
Hispanic	NA	NA	NA	49%
Multiracial	NA	NA	NA	64%
Economically Disadvantaged	50%	24%	57%	49%
Non-Economically Disadvantaged	58%	44%	84%	74%
Students with Disabilities	20%	69%	NA	26%
Limited English Proficient	NA	NA	NA	67%
Migrant	NA	NA	NA	31%
<b>ELMS READING GRADE 5</b>				
Boys	85%	79%	83%	80%
Girls	84%	84%	88%	83%
Total	85%	82%	86%	82%
Black, not of Hispanic Origin	69%	65%	73%	64%
White, not of Hispanic Origin	86%	87%	89%	87%
American Indian/Native American	NA	NA	NA	81%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	84%	71%	80%	70%
Non-Economically Disadvantaged	85%	89%	94%	90%
Students with Disabilities	30%	49%	NA	49%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	59%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>ELMS MATH GRADE 5</b>				
Boys	85%	75%	80%	78%
Girls	75%	73%	64%	76%
Total	80%	74%	71%	77%
Black, not of Hispanic Origin	46%	51%	64%	55%
White, not of Hispanic Origin	85%	81%	72%	83%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	77%	60%	58%	64%
Non-Economically Disadvantaged	83%	84%	91%	86%
Students with Disabilities	30%	44%	NA	47%
Limited English Proficient	NA	NA	NA	83%
Migrant	NA	NA	NA	63%
<b>ELMS SCIENCE GRADE 5</b>				
Boys	83%	82%	86%	83%
Girls	82%	82%	90%	83%
Total	82%	82%	88%	83%
Black, not of Hispanic Origin	46%	59%	73%	62%
White, not of Hispanic Origin	88%	89%	89%	89%
American Indian/Native American	NA	NA	NA	84%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	84%
Economically Disadvantaged	82%	70%	86%	72%
Non-Economically Disadvantaged	83%	90%	91%	91%
Students with Disabilities	50%	62%	NA	64%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES ELA GRADE 3</b>				
Boys	100%	78%	96%	81%
Girls	94%	84%	96%	86%
Total	98%	81%	96%	83%
Black, not of Hispanic Origin	NA	67%	NA	69%
White, not of Hispanic Origin	96%	85%	96%	87%
American Indian/Native American	NA	NA	NA	80%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	74%
Multiracial	NA	NA	NA	82%
Economically Disadvantaged	100%	71%	95%	74%
Non-Economically Disadvantaged	97%	88%	97%	90%
Students with Disabilities	NA	53%	92%	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	64%
<b>GAINES WRITING GRADE 3</b>				
Boys	87%	53%	81%	56%
Girls	89%	62%	74%	66%
Total	88%	57%	78%	61%
Black, not of Hispanic Origin	NA	43%	NA	43%
White, not of Hispanic Origin	88%	62%	77%	67%
American Indian/Native American	NA	NA	NA	54%
Asian/Pacific Islander	NA	NA	NA	77%
Hispanic	NA	NA	NA	47%
Multiracial	NA	NA	NA	61%
Economically Disadvantaged	92%	45%	63%	48%
Non-Economically Disadvantaged	86%	66%	87%	72%
Students with Disabilities	NA	28%	77%	31%
Limited English Proficient	NA	NA	NA	71%
Migrant	NA	NA	NA	35%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES READING GRADE 3</b>				
Boys	100%	84%	96%	85%
Girls	94%	89%	91%	88%
Total	98%	86%	94%	86%
Black, not of Hispanic Origin	NA	76%	NA	75%
White, not of Hispanic Origin	98%	90%	94%	90%
American Indian/Native American	NA	NA	NA	85%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	79%
Multiracial	NA	NA	NA	85%
Economically Disadvantaged	100%	79%	89%	79%
Non-Economically Disadvantaged	97%	92%	97%	92%
Students with Disabilities	NA	63%	92%	63%
Limited English Proficient	NA	NA	NA	91%
Migrant	NA	NA	NA	73%
<b>GAINES MATH GRADE 3</b>				
Boys	100%	90%	100%	92%
Girls	100%	90%	100%	91%
Total	100%	90%	100%	91%
Black, not of Hispanic Origin	NA	76%	NA	79%
White, not of Hispanic Origin	100%	94%	100%	95%
American Indian/Native American	NA	NA	NA	92%
Asian/Pacific Islander	NA	NA	NA	96%
Hispanic	NA	NA	NA	87%
Multiracial	NA	NA	NA	92%
Economically Disadvantaged	100%	84%	100%	86%
Non-Economically Disadvantaged	100%	95%	100%	96%
Students with Disabilities	NA	77%	100%	80%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	80%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES ELA GRADE 4</b>				
Boys	87%	73%	95%	74%
Girls	96%	80%	89%	79%
Total	91%	76%	93%	77%
Black, not of Hispanic Origin	NA	56%	NA	56%
White, not of Hispanic Origin	91%	82%	92%	83%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	91%	63%	92%	64%
Non-Economically Disadvantaged	91%	85%	93%	86%
Students with Disabilities	NA	43%	NA	44%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%
<b>GAINES WRITING GRADE 4</b>				
Boys	43%	39%	55%	39%
Girls	76%	50%	83%	50%
Total	58%	44%	68%	44%
Black, not of Hispanic Origin	NA	27%	NA	26%
White, not of Hispanic Origin	57%	50%	67%	50%
American Indian/Native American	NA	NA	NA	36%
Asian/Pacific Islander	NA	NA	NA	63%
Hispanic	NA	NA	NA	31%
Multiracial	NA	NA	NA	42%
Economically Disadvantaged	45%	30%	46%	30%
Non-Economically Disadvantaged	61%	55%	78%	55%
Students with Disabilities	NA	17%	NA	17%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES READING GRADE 4</b>				
Boys	93%	82%	95%	81%
Girls	96%	87%	94%	85%
Total	95%	84%	95%	83%
Black, not of Hispanic Origin	NA	69%	NA	66%
White, not of Hispanic Origin	94%	89%	95%	88%
American Indian/Native American	NA	NA	NA	82%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	91%	75%	92%	73%
Non-Economically Disadvantaged	95%	91%	96%	91%
Students with Disabilities	NA	57%	NA	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	63%
<b>GAINES MATH GRADE 4</b>				
Boys	97%	86%	100%	88%
Girls	96%	86%	95%	88%
Total	96%	86%	98%	88%
Black, not of Hispanic Origin	NA	69%	NA	74%
White, not of Hispanic Origin	96%	91%	98%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	91%	77%	100%	80%
Non-Economically Disadvantaged	98%	92%	96%	94%
Students with Disabilities	NA	65%	90%	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES ELA GRADE 5</b>				
Boys	100%	75%	84%	76%
Girls	96%	81%	92%	81%
Total	97%	78%	88%	78%
Black, not of Hispanic Origin	NA	58%	NA	58%
White, not of Hispanic Origin	97%	84%	89%	84%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	100%	65%	86%	66%
Non-Economically Disadvantaged	96%	86%	88%	88%
Students with Disabilities	NA	42%	62%	42%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	54%
<b>GAINES WRITING GRADE 5</b>				
Boys	57%	54%	71%	58%
Girls	84%	64%	76%	69%
Total	74%	59%	73%	63%
Black, not of Hispanic Origin	NA	40%	NA	43%
White, not of Hispanic Origin	72%	65%	74%	69%
American Indian/Native American	NA	NA	NA	58%
Asian/Pacific Islander	NA	NA	NA	79%
Hispanic	NA	NA	NA	49%
Multiracial	NA	NA	NA	64%
Economically Disadvantaged	71%	24%	71%	49%
Non-Economically Disadvantaged	76%	44%	74%	74%
Students with Disabilities	NA	69%	38%	26%
Limited English Proficient	NA	NA	NA	67%
Migrant	NA	NA	NA	31%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES READING GRADE 5</b>				
Boys	100%	79%	90%	80%
Girls	96%	84%	92%	83%
Total	97%	82%	91%	82%
Black, not of Hispanic Origin	NA	65%	NA	64%
White, not of Hispanic Origin	97%	87%	93	87%
American Indian/Native American	NA	NA	NA	81%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	100%	71%	86%	70%
Non-Economically Disadvantaged	96%	89%	93%	90%
Students with Disabilities	NA	49%	69%	49%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	59%
<b>GAINES MATH GRADE 5</b>				
Boys	100%	75%	94%	78%
Girls	88%	73%	88%	76%
Total	92%	74%	91%	77%
Black, not of Hispanic Origin	NA	51%	NA	55%
White, not of Hispanic Origin	94%	81%	93%	83%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	93%	60%	93%	64%
Non-Economically Disadvantaged	92%	84%	90%	86%
Students with Disabilities	NA	44%	85%	47%
Limited English Proficient	NA	NA	NA	83%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>GAINES SCIENCE GRADE 5</b>				
Boys	100%	82%	94%	83%
Girls	96%	82%	100%	83%
Total	97%	82%	96%	83%
Black, not of Hispanic Origin	NA	59%	NA	62%
White, not of Hispanic Origin	97%	89%	96%	89%
American Indian/Native American	NA	NA	NA	84%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	84%
Economically Disadvantaged	100%	70%	93%	72%
Non-Economically Disadvantaged	96%	90%	98%	91%
Students with Disabilities	NA	62%	92%	64%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	63%
<b>MORRISH ELA GRADE 3</b>				
Boys	89%	78%	93%	81%
Girls	90%	84%	96%	86%
Total	90%	81%	95%	83%
Black, not of Hispanic Origin	NA	67%	NA	69%
White, not of Hispanic Origin	91%	85%	94%	87%
American Indian/Native American	NA	NA	NA	80%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	74%
Multiracial	NA	NA	NA	82%
Economically Disadvantaged	73%	71%	93%	74%
Non-Economically Disadvantaged	94%	88%	95%	90%
Students with Disabilities	70%	53%	93%	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	64%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH WRITING GRADE 3</b>				
Boys	68%	53%	74%	56%
Girls	69%	62%	69%	66%
Total	69%	57%	72%	61%
Black, not of Hispanic Origin	NA	43%	NA	43%
White, not of Hispanic Origin	71%	62%	73%	67%
American Indian/Native American	NA	NA	NA	54%
Asian/Pacific Islander	NA	NA	NA	77%
Hispanic	NA	NA	NA	47%
Multiracial	NA	NA	NA	61%
Economically Disadvantaged	33%	45%	55%	48%
Non-Economically Disadvantaged	77%	66%	79%	72%
Students with Disabilities	40%	28%	67%	31%
Limited English Proficient	NA	NA	NA	71%
Migrant	NA	NA	NA	35%
<b>MORRISH READING GRADE 3</b>				
Boys	92%	84%	98%	85%
Girls	95%	89%	96%	88%
Total	94%	86%	97%	86%
Black, not of Hispanic Origin	NA	76%	NA	75%
White, not of Hispanic Origin	93%	90%	96%	90%
American Indian/Native American	NA	NA	NA	85%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	79%
Multiracial	NA	NA	NA	85%
Economically Disadvantaged	80%	79%	97%	79%
Non-Economically Disadvantaged	97%	92%	97%	92%
Students with Disabilities	90%	63%	100%	63%
Limited English Proficient	NA	NA	NA	91%
Migrant	NA	NA	NA	73%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH MATH GRADE 3</b>				
Boys	100%	90%	98%	92%
Girls	100%	90%	96%	91%
Total	100%	90%	97%	91%
Black, not of Hispanic Origin	NA	76%	NA	79%
White, not of Hispanic Origin	100%	94%	96%	95%
American Indian/Native American	NA	NA	NA	92%
Asian/Pacific Islander	NA	NA	NA	96%
Hispanic	NA	NA	NA	87%
Multiracial	NA	NA	NA	92%
Economically Disadvantaged	100%	84%	97%	86%
Non-Economically Disadvantaged	100%	95%	97%	96%
Students with Disabilities	100%	77%	100%	80%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	80%
<b>MORRISH ELA GRADE 4</b>				
Boys	93%	73%	84%	74%
Girls	86%	80%	95%	79%
Total	89%	76%	90%	77%
Black, not of Hispanic Origin	NA	56%	NA	56%
White, not of Hispanic Origin	89%	82%	90%	83%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	76%	63%	76%	64%
Non-Economically Disadvantaged	93%	85%	95%	86%
Students with Disabilities	77%	43%	69%	44%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH WRITING GRADE 4</b>				
Boys	49%	39%	55%	39%
Girls	60%	50%	70%	50%
Total	54%	44%	63%	44%
Black, not of Hispanic Origin	NA	27%	NA	26%
White, not of Hispanic Origin	53%	50%	65%	50%
American Indian/Native American	NA	NA	NA	36%
Asian/Pacific Islander	NA	NA	NA	63%
Hispanic	NA	NA	NA	31%
Multiracial	NA	NA	NA	42%
Economically Disadvantaged	47%	30%	43%	30%
Non-Economically Disadvantaged	56%	55%	70%	55%
Students with Disabilities	35%	17%	38%	17%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%
<b>MORRISH READING GRADE 4</b>				
Boys	95%	82%	92%	81%
Girls	88%	87%	100%	85%
Total	92%	84%	96%	83%
Black, not of Hispanic Origin	NA	69%	NA	66%
White, not of Hispanic Origin	91%	89%	96%	88%
American Indian/Native American	NA	NA	NA	82%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	76%	75%	86%	73%
Non-Economically Disadvantaged	96%	91%	100%	91%
Students with Disabilities	81%	57%	81%	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH MATH GRADE 4</b>				
Boys	100%	86%	100%	88%
Girls	98%	86%	100%	88%
Total	99%	86%	100%	88%
Black, not of Hispanic Origin	NA	69%	NA	74%
White, not of Hispanic Origin	99%	91%	100%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	94%	77%	100%	80%
Non-Economically Disadvantaged	100%	92%	100%	94%
Students with Disabilities	96%	65%	100%	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%
<b>MORRISH ELA GRADE 5</b>				
Boys	95%	75%	91%	76%
Girls	100%	81%	82%	81%
Total	97%	78%	86%	78%
Black, not of Hispanic Origin	NA	58%	NA	58%
White, not of Hispanic Origin	97%	84%	85%	84%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	91%	65%	80%	66%
Non-Economically Disadvantaged	98%	86%	88%	88%
Students with Disabilities	93%	42%	70%	42%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	54%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH WRITING GRADE 5</b>				
Boys	76%	54%	70%	58%
Girls	77%	64%	64%	69%
Total	76%	59%	67%	63%
Black, not of Hispanic Origin	NA	40%	NA	43%
White, not of Hispanic Origin	75%	65%	69%	69%
American Indian/Native American	NA	NA	NA	58%
Asian/Pacific Islander	NA	NA	NA	79%
Hispanic	NA	NA	NA	49%
Multiracial	NA	NA	NA	64%
Economically Disadvantaged	73%	24%	56%	49%
Non-Economically Disadvantaged	77%	44%	71%	74%
Students with Disabilities	43%	69%	47%	26%
Limited English Proficient	NA	NA	NA	67%
Migrant	NA	NA	NA	31%
<b>MORRISH READING GRADE 5</b>				
Boys	100%	79%	93%	80%
Girls	97%	84%	90%	83%
Total	99%	82%	91%	82%
Black, not of Hispanic Origin	NA	65%	NA	64%
White, not of Hispanic Origin	100%	87%	91%	87%
American Indian/Native American	NA	NA	NA	81%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	100%	71%	88%	70%
Non-Economically Disadvantaged	98%	89%	93%	90%
Students with Disabilities	100%	49%	83%	49%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	59%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MORRISH MATH GRADE 5</b>				
Boys	97%	75%	91%	78%
Girls	92%	73%	92%	76%
Total	95%	74%	91%	77%
Black, not of Hispanic Origin	NA	51%	NA	55%
White, not of Hispanic Origin	96%	81%	92%	83%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	100%	60%	84%	64%
Non-Economically Disadvantaged	94%	84%	94%	86%
Students with Disabilities	100%	44%	87%	47%
Limited English Proficient	NA	NA	NA	83%
Migrant	NA	NA	NA	63%
<b>MORRISH SCIENCE GRADE 5</b>				
Boys	97%	82%	89%	83%
Girls	97%	82%	90%	83%
Total	97%	82%	89%	83%
Black, not of Hispanic Origin	NA	59%	NA	62%
White, not of Hispanic Origin	97%	89%	88%	89%
American Indian/Native American	NA	NA	NA	84%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	84%
Economically Disadvantaged	100%	70%	76%	72%
Non-Economically Disadvantaged	97%	90%	94%	91%
Students with Disabilities	100%	62%	77%	64%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING ELA GRADE 3</b>				
Boys	83%	78%	92%	81%
Girls	91%	84%	100%	86%
Total	88%	81%	96%	83%
Black, not of Hispanic Origin	NA	67%	NA	69%
White, not of Hispanic Origin	87%	85%	98%	87%
American Indian/Native American	NA	NA	NA	80%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	74%
Multiracial	NA	NA	NA	82%
Economically Disadvantaged	80%	71%	100%	74%
Non-Economically Disadvantaged	89%	88%	95%	90%
Students with Disabilities	NA	53%	NA	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	64%
<b>SYRING WRITING GRADE 3</b>				
Boys	50%	53%	54%	56%
Girls	64%	62%	80%	66%
Total	58%	57%	67%	61%
Black, not of Hispanic Origin	NA	43%	NA	43%
White, not of Hispanic Origin	59%	62%	73%	67%
American Indian/Native American	NA	NA	NA	54%
Asian/Pacific Islander	NA	NA	NA	77%
Hispanic	NA	NA	NA	47%
Multiracial	NA	NA	NA	61%
Economically Disadvantaged	50%	45%	60%	48%
Non-Economically Disadvantaged	60%	66%	69%	72%
Students with Disabilities	NA	28%	NA	31%
Limited English Proficient	NA	NA	NA	71%
Migrant	NA	NA	NA	35%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING READING GRADE 3</b>				
Boys	92%	84%	96%	85%
Girls	94%	89%	100%	88%
Total	93%	86%	98%	86%
Black, not of Hispanic Origin	NA	76%	NA	75%
White, not of Hispanic Origin	93%	90%	98%	90%
American Indian/Native American	NA	NA	NA	85%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	79%
Multiracial	NA	NA	NA	85%
Economically Disadvantaged	100%	79%	100%	79%
Non-Economically Disadvantaged	91%	92%	97%	92%
Students with Disabilities	NA	63%	NA	63%
Limited English Proficient	NA	NA	NA	91%
Migrant	NA	NA	NA	73%
<b>SYRING MATH GRADE 3</b>				
Boys	96%	90%	100%	92%
Girls	94%	90%	96%	91%
Total	95%	90%	98%	91%
Black, not of Hispanic Origin	NA	76%	NA	79%
White, not of Hispanic Origin	94%	94%	98%	95%
American Indian/Native American	NA	NA	NA	92%
Asian/Pacific Islander	NA	NA	NA	96%
Hispanic	NA	NA	NA	87%
Multiracial	NA	NA	NA	92%
Economically Disadvantaged	90%	84%	90%	86%
Non-Economically Disadvantaged	96%	95%	100%	96%
Students with Disabilities	NA	77%	NA	80%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	80%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING ELA GRADE 4</b>				
Boys	94%	73%	96%	74%
Girls	90%	80%	79%	79%
Total	92%	76%	86%	77%
Black, not of Hispanic Origin	NA	56%	NA	56%
White, not of Hispanic Origin	91%	82%	86%	83%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	NA	63%	82%	64%
Non-Economically Disadvantaged	93%	85%	88%	86%
Students with Disabilities	NA	43%	NA	44%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%
<b>SYRING WRITING GRADE 4</b>				
Boys	50%	39%	46%	39%
Girls	61%	50%	47%	50%
Total	57%	44%	47%	44%
Black, not of Hispanic Origin	NA	27%	NA	26%
White, not of Hispanic Origin	59%	50%	51%	50%
American Indian/Native American	NA	NA	NA	36%
Asian/Pacific Islander	NA	NA	NA	63%
Hispanic	NA	NA	NA	31%
Multiracial	NA	NA	NA	42%
Economically Disadvantaged	NA	30%	41%	30%
Non-Economically Disadvantaged	52%	55%	49%	55%
Students with Disabilities	NA	17%	NA	17%
Limited English Proficient	NA	NA	NA	52%
Migrant	NA	NA	NA	24%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING READING GRADE 4</b>				
Boys	94%	82%	100%	81%
Girls	94%	87%	79%	85%
Total	94%	84%	88%	83%
Black, not of Hispanic Origin	NA	69%	NA	66%
White, not of Hispanic Origin	96%	89%	88%	88%
American Indian/Native American	NA	NA	NA	82%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	NA	75%	82%	73%
Non-Economically Disadvantaged	95%	91%	90%	91%
Students with Disabilities	NA	57%	NA	55%
Limited English Proficient	NA	NA	NA	89%
Migrant	NA	NA	NA	63%
<b>SYRING MATH GRADE 4</b>				
Boys	94%	86%	92%	88%
Girls	94%	86%	91%	88%
Total	94%	86%	91%	88%
Black, not of Hispanic Origin	NA	69%	NA	74%
White, not of Hispanic Origin	93%	91%	92%	92%
American Indian/Native American	NA	NA	NA	87%
Asian/Pacific Islander	NA	NA	NA	95%
Hispanic	NA	NA	NA	81%
Multiracial	NA	NA	NA	87%
Economically Disadvantaged	NA	77%	94%	80%
Non-Economically Disadvantaged	93%	92%	90%	94%
Students with Disabilities	NA	65%	NA	68%
Limited English Proficient	NA	NA	NA	95%
Migrant	NA	NA	NA	82%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING ELA GRADE 5</b>				
Boys	88%	75%	86%	76%
Girls	100%	81%	90%	81%
Total	94%	78%	88%	78%
Black, not of Hispanic Origin	NA	58%	NA	58%
White, not of Hispanic Origin	93%	84%	89%	84%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	NA	65%	88%	66%
Non-Economically Disadvantaged	95%	86%	89%	88%
Students with Disabilities	NA	42%	NA	42%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	54%
<b>SYRING WRITING GRADE 5</b>				
Boys	48%	54%	76%	58%
Girls	73%	64%	77%	69%
Total	60%	59%	76%	63%
Black, not of Hispanic Origin	NA	40%	NA	43%
White, not of Hispanic Origin	61%	65%	81%	69%
American Indian/Native American	NA	NA	NA	58%
Asian/Pacific Islander	NA	NA	NA	79%
Hispanic	NA	NA	NA	49%
Multiracial	NA	NA	NA	64%
Economically Disadvantaged	NA	24%	75%	49%
Non-Economically Disadvantaged	63%	44%	77%	74%
Students with Disabilities	NA	69%	NA	26%
Limited English Proficient	NA	NA	NA	67%
Migrant	NA	NA	NA	31%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING READING GRADE 5</b>				
Boys	88%	79%	90%	80%
Girls	100%	84%	93%	83%
Total	94%	82%	92%	82%
Black, not of Hispanic Origin	NA	65%	NA	64%
White, not of Hispanic Origin	93%	87%	94%	87%
American Indian/Native American	NA	NA	NA	81%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	83%
Economically Disadvantaged	NA	71%	88%	70%
Non-Economically Disadvantaged	95%	89%	94%	90%
Students with Disabilities	NA	49%	NA	49%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	59%
<b>SYRING MATH GRADE 5</b>				
Boys	77%	75%	90%	78%
Girls	77%	73%	90%	76%
Total	77%	74%	90%	77%
Black, not of Hispanic Origin	NA	51%	NA	55%
White, not of Hispanic Origin	79%	81%	94%	83%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	92%
Hispanic	NA	NA	NA	66%
Multiracial	NA	NA	NA	77%
Economically Disadvantaged	NA	60%	81%	64%
Non-Economically Disadvantaged	79%	84%	94%	86%
Students with Disabilities	NA	44%	NA	47%
Limited English Proficient	NA	NA	NA	83%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>SYRING SCIENCE GRADE 5</b>				
Boys	88%	82%	90%	83%
Girls	100%	82%	100%	83%
Total	94%	82%	96%	83%
Black, not of Hispanic Origin	NA	59%	NA	62%
White, not of Hispanic Origin	96%	89%	98%	89%
American Indian/Native American	NA	NA	NA	84%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	NA	NA	NA	73%
Multiracial	NA	NA	NA	84%
Economically Disadvantaged	NA	70%	100%	72%
Non-Economically Disadvantaged	92%	90%	94%	91%
Students with Disabilities	NA	62%	NA	64%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	63%



	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS READING GRADE 6</b>				
Boys	82%	79%	80%	78%
Girls	82%	85%	88%	83%
Total	82%	82%	84%	81%
Black, not of Hispanic Origin	60%	62%	79%	63%
White, not of Hispanic Origin	83%	87%	86%	86%
American Indian/Native American	NA	NA	NA	78%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	69%
Multiracial	NA	NA	NA	80%
Economically Disadvantaged	74%	71%	76%	69%
Non-Economically Disadvantaged	85%	89%	88%	89%
Students with Disabilities	52%	47%	56%	45%
Limited English Proficient	NA	NA	NA	80%
Migrant	NA	NA	NA	62%
<b>MS WRITING GRADE 6</b>				
Boys	75%	66%	70%	71%
Girls	87%	79%	88%	80%
Total	81%	73%	79%	76%
Black, not of Hispanic Origin	70%	56%	50%	58%
White, not of Hispanic Origin	82%	78%	80%	81%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	87%
Hispanic	NA	NA	NA	64%
Multiracial	NA	NA	NA	74%
Economically Disadvantaged	67%	60%	71%	64%
Non-Economically Disadvantaged	85%	81%	83%	84%
Students with Disabilities	50%	33%	46%	37%
Limited English Proficient	NA	NA	NA	78%
Migrant	NA	NA	NA	60%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS ELA GRADE 6</b>				
Boys	81%	76%	76%	77%
Girls	82%	83%	90%	82%
Total	81%	80%	83%	80%
Black, not of Hispanic Origin	70%	59%	71%	61%
White, not of Hispanic Origin	82%	86%	84%	85%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	NA	68%
Multiracial	NA	NA	NA	78%
Economically Disadvantaged	71%	67%	74%	68%
Non-Economically Disadvantaged	85%	88%	87%	88%
Students with Disabilities	52%	41%	46%	41%
Limited English Proficient	NA	NA	NA	80%
Migrant	NA	NA	NA	58%
<b>MS MATH GRADE 6</b>				
Boys	81%	72%	79%	79%
Girls	86%	73%	86%	81%
Total	83%	73%	82%	80%
Black, not of Hispanic Origin	60%	48%	60%	61%
White, not of Hispanic Origin	84%	80%	83%	85%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	93%
Hispanic	NA	NA	NA	71%
Multiracial	NA	NA	NA	79%
Economically Disadvantaged	73%	58%	74%	69%
Non-Economically Disadvantaged	86%	82%	86%	88%
Students with Disabilities	57%	35%	49%	45%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	73%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS SOCIAL STUDIES GRADE 6</b>				
Boys	79%	72%	75%	74%
Girls	84%	73%	83%	73%
Total	91%	73%	79%	74%
Black, not of Hispanic Origin	NA	45%	64%	48%
White, not of Hispanic Origin	83%	81%	79%	81%
American Indian/Native American	NA	NA	NA	71%
Asian/Pacific Islander	NA	NA	NA	84%
Hispanic	NA	NA	NA	59%
Multiracial	NA	NA	NA	71%
Economically Disadvantaged	74%	56%	67%	59%
Non-Economically Disadvantaged	83%	83%	84%	84%
Students with Disabilities	43%	40%	43%	40%
Limited English Proficient	NA	NA	NA	72%
Migrant	NA	NA	NA	48%
<b>MS READING GRADE 7</b>				
Boys	77%	69%	86%	77%
Girls	78%	76%	91%	83%
Total	77%	72%	88%	80%
Black, not of Hispanic Origin	NA	46%	100%	62%
White, not of Hispanic Origin	79%	80%	89%	85%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	90%
Hispanic	67%	60%	NA	70%
Multiracial	NA	NA	67%	78%
Economically Disadvantaged	66%	57%	84%	68%
Non-Economically Disadvantaged	80%	82%	90%	87%
Students with Disabilities	29%	33%	55%	43%
Limited English Proficient	NA	NA	NA	85%
Migrant	NA	NA	NA	66%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS WRITING GRADE 7</b>				
Boys	81%	70%	77%	72%
Girls	89%	84%	90%	84%
Total	85%	77%	83%	78%
Black, not of Hispanic Origin	NA	61%	70%	62%
White, not of Hispanic Origin	85%	81%	85%	82%
American Indian/Native American	NA	NA	NA	74%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	83%	66%	NA	70%
Multiracial	NA	NA	58%	77%
Economically Disadvantaged	78%	65%	70%	67%
Non-Economically Disadvantaged	87%	84%	88%	85%
Students with Disabilities	60%	35%	52%	38%
Limited English Proficient	NA	NA	NA	84%
Migrant	NA	NA	NA	61%
<b>MS ELA GRADE 7</b>				
Boys	79%	70%	86%	76%
Girls	83%	79%	90%	84%
Total	81%	74%	88%	80%
Black, not of Hispanic Origin	NA	49%	100%	62%
White, not of Hispanic Origin	82%	82%	88%	85%
American Indian/Native American	NA	NA	NA	77%
Asian/Pacific Islander	NA	NA	NA	91%
Hispanic	75%	62%	NA	71%
Multiracial	NA	NA	67%	80%
Economically Disadvantaged	71%	59%	83%	69%
Non-Economically Disadvantaged	83%	84%	90%	88%
Students with Disabilities	29%	32%	51%	41%
Limited English Proficient	NA	NA	NA	87%
Migrant	NA	NA	NA	63%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS MATH GRADE 7</b>				
Boys	83%	71%	89%	81%
Girls	73%	74%	89%	84%
Total	78%	73%	89%	83%
Black, not of Hispanic Origin	NA	48%	80%	63%
White, not of Hispanic Origin	80%	80%	90%	88%
American Indian/Native American	NA	NA	NA	79%
Asian/Pacific Islander	NA	NA	NA	94%
Hispanic	67%	61%	NA	75%
Multiracial	NA	NA	83%	80%
Economically Disadvantaged	69%	58%	84%	72%
Non-Economically Disadvantaged	81%	82%	91%	90%
Students with Disabilities	47%	32%	69%	46%
Limited English Proficient	NA	NA	NA	86%
Migrant	NA	NA	NA	72%
<b>MS READING GRADE 8</b>				
Boys	78%	77%	82%	73%
Girls	87%	84%	82%	79%
Total	83%	81%	82%	76%
Black, not of Hispanic Origin	67%	61%	NA	57%
White, not of Hispanic Origin	84%	87%	82%	81%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	86%
Hispanic	NA	NA	82%	65%
Multiracial	NA	NA	NA	75%
Economically Disadvantaged	79%	68%	78%	63%
Non-Economically Disadvantaged	83%	87%	84%	84%
Students with Disabilities	46%	35%	51%	51%
Limited English Proficient	NA	NA	NA	78%
Migrant	NA	NA	NA	54%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS WRITING GRADE 8</b>				
Boys	75%	62%	72%	68%
Girls	89%	77%	87%	81%
Total	82%	70%	79%	74%
Black, not of Hispanic Origin	72%	50%	NA	57%
White, not of Hispanic Origin	83%	76%	825	79%
American Indian/Native American	NA	NA	NA	68%
Asian/Pacific Islander	NA	NA	NA	87%
Hispanic	NA	NA	78%	65%
Multiracial	NA	NA	NA	74%
Economically Disadvantaged	70%	56%	69%	62%
Non-Economically Disadvantaged	86%	78%	82%	82%
Students with Disabilities	42%	28%	44%	44%
Limited English Proficient	NA	NA	NA	79%
Migrant	NA	NA	NA	54%
<b>MS ELA GRADE 8</b>				
Boys	84%	69%	81%	73%
Girls	89%	81%	84%	81%
Total	87%	75%	82%	77%
Black, not of Hispanic Origin	83%	55%	NA	58%
White, not of Hispanic Origin	87%	82%	82%	82%
American Indian/Native American	NA	NA	NA	73%
Asian/Pacific Islander	NA	NA	NA	88%
Hispanic	NA	NA	82%	67%
Multiracial	NA	NA	NA	76%
Economically Disadvantaged	79%	62%	75%	64%
Non-Economically Disadvantaged	89%	83%	85%	85%
Students with Disabilities	56%	34%	44%	44%
Limited English Proficient	NA	NA	NA	80%
Migrant	NA	NA	NA	56%

	2007-2008	2007-2008 State Results	2008-2009	2008-2009 State Results
<b>MS MATH GRADE 8</b>				
Boys	89%	71%	82%	75%
Girls	78%	72%	74%	74%
Total	83%	72%	78%	75%
Black, not of Hispanic Origin	44%	45%	NA	52%
White, not of Hispanic Origin	86%	79%	82%	81%
American Indian/Native American	NA	NA	NA	72%
Asian/Pacific Islander	NA	NA	NA	89%
Hispanic	NA	NA	79%	64%
Multiracial	NA	NA	NA	70%
Economically Disadvantaged	79%	56%	70%	62%
Non-Economically Disadvantaged	84%	81%	81%	83%
Students with Disabilities	35%	32%	57%	57%
Limited English Proficient	NA	NA	NA	74%
Migrant	NA	NA	NA	64%
<b>MS SCIENCE GRADE 8</b>				
Boys	92%	79%	87%	75%
Girls	84%	80%	87%	77%
Total	88%	79%	87%	76%
Black, not of Hispanic Origin	78%	54%	NA	51%
White, not of Hispanic Origin	90%	87%	73%	84%
American Indian/Native American	NA	NA	NA	74%
Asian/Pacific Islander	NA	NA	NA	87%
Hispanic	NA	NA	88%	64%
Multiracial	NA	NA	NA	74%
Economically Disadvantaged	79%	65%	83%	62%
Non-Economically Disadvantaged	90%	87%	88%	86%
Students with Disabilities	64%	48%	56%	56%
Limited English Proficient	NA	NA	NA	78%
Migrant	NA	NA	NA	55%

	2007-2008	2007-08 State Results	2008-2009	2008-09 State Results
<b>HS SOCIAL STUDIES 9</b>				
Boys	79%	70%	84%	73%
Girls	78%	71%	80%	72%
Total	79%	71%	82%	72%
Black, not of Hispanic Origin	56%	43%	44%	47%
White, not of Hispanic Origin	81%	79%	85%	81%
American Indian/Native American	NA	NA	NA	69%
Asian/Pacific Islander	NA	NA	NA	82%
Hispanic	NA	NA	NA	59%
Economically Disadvantaged	63%	54%	69%	57%
Non-Economically Disadvantaged	82%	80%	86%	81%
Students with Disabilities	37%	32%	49%	37%
Limited English Proficient	NA	NA	NA	78%
Migrant	NA	NA	NA	42%
	2007-2008	2007-08 State Results	2008-2009	2008-09 State Results
<b>ALTERNATIVE HS SOCIAL STUDIES 9</b>				
Boys	58%	70%	NA	73%
Girls	NA	71%	NA	72%
Total	71%	71%	NA	72%
Black, not of Hispanic Origin	NA	43%	NA	47%
White, not of Hispanic Origin	65%	79%	NA	81%
American Indian/Native American	NA	NA	NA	69%
Asian/Pacific Islander	NA	NA	NA	82%
Hispanic	NA	NA	NA	59%
Economically Disadvantaged	64%	54%	NA	57%
Non-Economically Disadvantaged	80%	80%	NA	81%
Students with Disabilities	NA	32%	NA	37%
Limited English Proficient	NA	NA	NA	78%
Migrant	NA	NA	NA	42%



**Notice of Title I Parents-Right to Know as required by NCLB**

**To the Parents or Guardians of student attending Swartz Creek Community Schools:**

**As a parent or guardian of a student attending a Title I school in the Swartz Creek School District, you have the right to request information regarding professional qualifications of your child's classroom teacher(s) or paraprofessional.**

**You are entitled to request the following professional information:**

- **Whether your child's teacher(s) holds a state license for the grade level and subject areas in which they provide instruction.**
- **Whether your child's teacher(s) is teaching under a provisional status.**
- **The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, the field of discipline of certification held.**
- **Whether your child is provided services by paraprofessionals and their qualifications.**

The Michigan Educational Assessment Program (MEAP) test assesses students' knowledge and understanding of the core curriculum in the following content areas: mathematics, English/Language arts (reading and writing), science and social studies. *The following chart details District averages on MEAP elementary tests.*

Colors represent: **3rd Grade** 4th Grade 5th Grade

	2007-08 Math	2007-08 Reading	2007-08 Writing	2007-08 ELA	2007-08 Science	2008-09 Math	2008-09 Reading	2008-09 Writing	2008-09 ELA	2008-09 Science
<b>Level 1: Exceeded MI Standards</b>	62% 43% 45%	50% 34% 51%	1% 0% 1%	26% 19% 22%	N/A N/A 53%	64% 54% 41%	46% 40% 48%	0% 0% 0%	17% 10% 22%	N/A N/A 51%
<b>Level 2: Met MI Standards</b>	35% 50% 40%	42% 57% 40%	64% 49% 63%	62% 66% 68%	N/A N/A 39%	31% 38% 43%	46% 49% 41%	64% 55% 70%	74% 73% 63%	N/A N/A 40%
<b>Level 3: At Basic Level</b>	3% 7% 14%	8% 8% 6%	34% 51% 36%	12% 14% 9%	N/A N/A 7%	5% 7% 15%	7% 9% 8%	35% 45% 29%	8% 16% 13%	N/A N/A 7%
<b>Level 4: Apprentice</b>	0% 0% 1%	1% 1% 2%	2% 0% 0%	1% 1% 1%	N/A N/A 1%	0% 0% 1%	1% 1% 2%	1% 0% 1%	0% 0% 2%	N/A N/A 2%
<b>Number Tested</b>	305 330 305	303 328 303	303 328 304	303 328 303	N/A N/A 305	322 298 329	322 297 327	322 297 326	322 297 326	N/A N/A 329
<b>Males Proficient</b>	97% 93% 87%	91% 92% 90%	63% 42% 52%	86% 86% 88%	N/A N/A 91%	97% 64% 87%	93% 89% 88%	62% 46% 68%	90% 83% 84%	N/A N/A 89%
<b>Females Proficient</b>	97% 92% 83%	92% 90% 93%	65% 56% 76%	89% 85% 93%	N/A N/A 93%	93% 47% 81%	91% 90% 91%	66% 62% 72%	93% 84% 87%	N/A N/A 93%

The Michigan Educational Assessment Program (MEAP) test assesses students' knowledge and understanding of the core curriculum in the following content areas: mathematics, English/Language arts (reading and writing), science and social studies. *The following chart details District averages on MEAP elementary tests.*

Colors represent: **6th Grade** 7th Grade 8th Grade 9th Grade

	2007-08 Math	2007-08 Reading	2007-08 Writing	2007-08 ELA	2007-08 Science	2007-2008 Soc. Stu.	2008-09 Math	2008-09 Reading	2008-09 Writing	2008-09 ELA	2008-09 Science	2008-09 Soc. Stu.
<b>Level 1: Exceeded MI Standards</b>	54% 37% 46% NA	29% 34% 28% NA	3% 2% 5% NA	13% 17% 16% NA	NA NA 38% NA	52% NA NA 37%	43% 51% 43% NA	38% 65% 32% NA	0% 0% 1% NA	18% 17% 16% NA	NA NA 45% NA	46% NA NA 38%
<b>Level 2: Met MI Stan- dards</b>	29% 42% 36% NA	53% 44% 59% NA	79% 83% 78% NA	68% 63% 71% NA	NA NA 50% NA	29% NA NA 41%	39% 38% 36% NA	47% 53% 50% NA	79% 83% 78% NA	65% 72% 66% NA	NA NA 42% NA	33% NA NA 42%
<b>Level 3: At Basic Level</b>	13% 20% 12% NA	12% 13% 12% NA	16% 15% 14% NA	17% 18% 12% NA	NA NA 9% NA	12% NA NA 17%	16% 11% 15% NA	12% 9% 14% NA	18% 16% 16% NA	17% 10% 15% NA	NA NA 10% NA	11% NA NA 16%
<b>Level 4: Apprentice</b>	4% 1% 5% NA	6% 9% 1% NA	3% 1% 3% NA	2% 2% 1% NA	NA NA 3% NA	7% NA NA 5%	2% 0% 6% NA	3% 3% 4% NA	3% 1% 5% NA	0% 2% 3% NA	NA NA 3% NA	10% NA NA 4%
<b>Number Tested</b>	309 325 285 NA	307 324 284 NA	307 324 284 NA	307 324 284 NA	NA NA 287 NA	308 NA NA 331	300 310 328 NA	300 310 329 NA	299 310 329 NA	299 309 329 NA	NA NA 329 NA	300 NA NA 300
<b>Males Proficient</b>	81% 83% 89% NA	82% 77% 86% NA	75% 81% 75% NA	81% 79% 84% NA	NA NA 92% NA	79% NA NA 78%	79% 89% 82% NA	80% 86% 82% NA	70% 77% 72% NA	76% 86% 81% NA	NA NA 81% NA	75% NA NA 82%
<b>Females Proficient</b>	86% 73% 78% NA	82% 78% 88% NA	87% 89% 89% NA	82% 83% 89% NA	NA NA 84% NA	84% NA NA 79%	86% 89% 74% NA	88% 91% 82% NA	88% 90% 87% NA	90% 90% 84% NA	NA NA 87% NA	83% NA NA 79%

## Swartz Creek High School

Ms. Sandy Macut, Principal

**Mission Statement:** Swartz Creek Community Schools is a student-centered district that truly maximizes all learners' potential preparing them to become productive participating members of society.

### **Strategies:**

- Most classrooms in the high school have data projectors that teachers are using for a variety of instructional options, changing how students see presentations and how they do presentations.
- An on-line algebra course was available 2nd semester for students who were not successful 1st semester. This was to keep students on track to graduation under the new Michigan Merit Curriculum guidelines.
- Common syllabi and pacing guide development.

### **School Improvement Goals:**

- Swartz Creek High School staff agreed to support participation in a Positive Behavior Support initiative. A large subcommittee worked throughout the year to define appropriate behaviors in a variety of areas. Each student participated in a lesson on appropriate assembly behavior. Positive behavior will be taught in other areas next year.
- Math was an area of intense development this year with an entire series of new textbooks with on-line support for students.
- English teachers continue to develop and improve the writing curriculum to increase students' college readiness skills.

### **How Decisions Are Made:**

Staff input sought in a variety of methods. These include: staff meetings, committee meetings, surveys, written opinions, emails, department specialist meetings, new teacher meetings, wikis and individual meetings.

### **Staff Population & Professional Development:**

Swartz Creek High School faculty participated in five days of professional development in a variety of interest areas. These included: common assessments, diversity awareness, goal setting, Professional Learning Communities, technology integration in the classroom, brain-based learning, differentiated instruction, safety, MEAP, MME and ACT data review, drug awareness, and co-teaching in the general education classroom. Staff also had many learning opportunities at the Genesee Intermediate Skills Center, Kettering University and state conferences.



## Swartz Creek Middle School

Mr. Kevin Klaeren, Principal

### Mission Statement:

Swartz Creek Community Schools is a student-centered district that truly maximizes all learners' potential preparing them to become productive participating members of society.

### Strategies:

Our building implemented MEAP Testing and sustained formal processes to improve instructional delivery in all core areas. Sponsorship of teacher professional learning communities that focused on various forms of assessment data also supported instructional improvements. Differentiation of assessments and instructional approaches were studied and implemented where practical.

Targeted assistance for struggling students was provided through after school programming in the form of mentor-tutors from our high school National Honor Society. During the school day, "at-risk" students were also provided support with goal setting and organizational skills to boost academic and behavioral performance. Our staff continued to explore alternative methods for improving student behavior and performance through Positive Behavior Support systems (e.g. Responsibility Room improvements, video-based lessons, and presentations).

Our Career Resource Center expanded services this year by collaborating with health instructors to provide additional career exploration activities. Continuation of the (Gr. 8) educational development plan process featured parent workshops geared toward teaching them about Career Cruising (online career planning software). Added guidance of students was sustained through the on-line individual potential plans (Gr. 6) and educational development plan process at (Gr. 7).

### How Decisions Are Made:

Staff members have an opportunity to participate in the decision-making process through bi-weekly staff meetings and professional learning communities. Curriculum Specialists and departmentalized groups were also assembled for the purpose of making instructional and budgetary decisions. Parent forums, focus groups, PTSA meetings and on-line surveys provided various platforms for parents to provide feedback and guide decision-making throughout the school year.

### School Improvement Goals:

Improvement efforts centered upon student achievement goals to meet federally established "adequate yearly progress" level along with on-going curriculum alignment efforts by teachers. Implementation of a common assessment program and analysis of collected data was used to measure effectiveness of plans:

- Students will construct graphs via a standardized method and correctly analyze data with 80% accuracy (*Math & Science*).
- 80% of all SCMS students will earn at least a 4 out of 6 using the MEAP rubric to assess their writing by the end of the school year (*ELA*).

### Staff Population & Professional Development:

Our middle school is staffed by a principal, two assistant principals, two counselors, one shared-time social worker, and (37) support staff members (secretaries, food service personnel, custodians and other aides) worked collectively to manage efficient daily operations for the teaching staff and students. Our teaching staff was comprised of (49) general education teachers, (10) special needs teachers and (1) speech/language therapist who strive daily to meet student learning needs.

Middle school staff members attended professional development activities that aligned with district goals. In addition to attending workshops and training offered through the intermediate school district, our staff worked together through on-site trainings developed and hosted by our technology teacher mentors (GenNet Pioneer Program) or through our professional learning communities. Please contact the Office of Instruction for more details regarding those professional development activities experienced by middle school staff during the 2008-09 school year.

## Dieck Elementary School

Mr. Bruce Fuller, Principal

**Mission Statement:** The Dieck Elementary mission is to educate children in a stimulating learning environment, maximize achievement for all and develop problem-solving skills, self-esteem, cooperation and good citizenship. This will be accomplished in a safe, well-equipped building, using advanced technology with involvement between school, home and community. Programs will assist students to be healthy, well-adjusted and eager to learn.

### **Strategies:**

The learning community of Dieck Elementary has developed several methods for helping our students be successful in attaining the knowledge and skills that are identified in our core curriculum. The important first step that we take towards success is to be certain that the state adopted curriculum is taught in our classrooms.

An analysis of MEAP (Michigan Educational Assessment Program) results identifies areas of the curriculum which our students are able to perform with proficiency, as well as those components of the curriculum which they have not mastered. After completing an item analysis of the test, we developed instructional goals and strategies to address the identified instructional deficiencies.

We have equipped a room with the technology necessary to access the on-line instructional support program, Fast ForWord. Fast ForWord is based on the latest brain research that has demonstrated how the brain is able to develop neural pathways for language through targeted practice which pairs phonemics with print. We have been pleased with the success that our students whom have been using the Fast ForWord program have attained.

During the 2007-08 school year we initiated a "Response to Intervention" program at Dieck. This is another research based program that provides additional assistance to the struggling reader which is delivered by members of our instructional staff. Our analysis of the individual growth in reading scores for students in this program has led us to make plans for its expansion in the proceeding school year.

### **How Decisions Are Made:**

The Dieck Elementary staff meets every other Friday to discuss building concerns. This model allows every member of the instructional staff to share in the decision making process. Ad hoc committees are formed when an issue requires additional time and resources to resolve.

### **School Improvement Goals:**

- All students will meet or exceed the state achievement standards in mathematics.
- All students will be reading at grade level.
- All students will be writing at grade level.
- All students will meet grade level expectations in science as measured by local assessments and the MEAP.

### **Staff Population &**

#### **Professional Development:**

17 regular education teachers  
5 special education teachers  
1 social worker  
25 support

#### **Professional Development:**

Web Grader  
Guided Reading  
Writer's Notebooks  
Physical Education Association Annual Meeting  
Gen Net Technology Pioneers  
Science Grade Level Content Expectations  
Balanced Writing Approach  
Reading in the Primary Grades  
Implementing Reader's Workshop  
Lucy Calkin's Units of Study  
Literacy Coach's Institute  
Intervention Groups  
Why Try  
Multiple Intelligences  
Cultures of Thinking  
Tuuri Mental health Conference  
Response to Intervention  
MI Life - 21st Century Leadership  
Positive Behavior Support

# Elms Road Elementary School

Mrs. Mary Ann Deschaine, Principal

## **Mission Statement:**

At Elms Road Elementary we will commit ourselves to learning and respecting others. Everyone will be responsible, safe and kind.

Commit to Learning

Respecting Others

Everyone is Responsible

Everyone is Safe

Kindness Counts

## **Vision Statement:**

The Elms Road Elementary Staff is dedicated to educating all children in a positive learning environment to achieve lifelong success. The educational staff will provide an atmosphere which fosters a love of learning while promoting children's increased self-esteem, self-respect and mutual respect for others. While promoting a clean, safe, and healthy environment for all to enjoy, the employees will provide the tools for students to become productive responsible citizens.

1. The educational team strives to address each student's individual learning style through differentiated instruction and curriculum.
2. The staff promptly addresses concerns of students and parents.
3. The employees encourage and foster open communications between school and home.

## **Educational Beliefs:**

- Learning is our highest priority.
- Each Child has worth and is capable of learning at higher levels.
- Family and community involvement is essential for student learning.
- Diversity is considered a strength.
- Education is a life-long process.
- Teachers are committed to preparing students for success in the 21st century.
- Each child has a right to quality education.

## **How Decisions Are Made:**

The Schoolwide Improvement Committee met throughout the year. During the development of this plan, the committee, which includes staff and parents, met to receive input from each stakeholder group for the purpose of developing a comprehensive plan that heard from all voices of the local school.

Efforts to share information with other stakeholder groups which are not standing members of the decision-making body included:

- Sharing school and curriculum information with parents during the Open House held in September and parent-teacher conferences held in November and March.

- Posting information (contact information, school-related enrollment information, curriculum and testing information, and demographics) through the district website.
- Publishing school information in the monthly district publication, *Cross Section*, and bi-weekly parent/student newsletter, *Expressions*.
- Sharing with the school board.

## **School Improvement Goals:**

The Elms Road Elementary professional family continues to be committed to instructional excellence. The goals for the 2009-2010 school year have been determined utilizing a comprehensive needs assessment. As a result of data derived from the comprehensive needs assessment, the school improvement team determined that there are three areas of focus for the up-coming school year. The three areas of focus are reading, writing and mathematics. Through the incorporation of differentiated instruction strategies, Response to Intervention methodology, and infusion of current best practices it is our goal to improve our test scores on the Michigan Educational Assessment Program (MEAP) by three percent.

## **Staff Population & Professional**

### **Development:**

In the 2008-2009 school year, the Elms Road Elementary School core faculty consisted of seventeen classroom (homeroom) teachers, with the support of one administrator. Three special education teachers and three special class teachers also provided valuable instruction to students throughout the school year. Students who required additional instructional help received support from one Student Success Coordinator and nine paraprofessional instructional personnel, funded by a federal Title I grant. Thirteen other non-instructional support personnel also contributed to an excellent school operation at Elms Road Elementary each day.

Our professional educators were again actively involved in substantial professional development activities throughout the school year. Many of these were provided by our own school district, while others were furnished through our intermediate school district office. Many of these endeavors were related to improving literacy instruction and all the respective components of English/Language Arts, including reading, writing, listening and speaking.

## Gaines Elementary School Mr. Michael Gibbons, Principal

**Mission Statement:** Swartz Creek Community Schools is a student-centered district which truly maximizes all learners' potential preparing them to become productive participating members of society. Additionally, the mission of Gaines Elementary School is to ensure that our students will be effective problem solvers and decision makers, who care about others, who have a healthy sense of self and who exhibit an enjoyment for learning as they contribute to an ever-changing, richly diverse society. We will accomplish this by having a highly skilled and compassionate staff who model an enthusiasm for learning while teaching a relevant, innovative curriculum with an eye toward tomorrow's needs. This will take place in a clean, safe and supportive environment where students and staff treat each other with mutual respect.

### **Strategies:**

#### **Writing Goal:**

- All students will improve their writing skills.
- Teachers will be incorporating the most promising practices to help students include more details and examples in their writing.
- Interventions: small group, whole group, and individual mini-lessons; focus lessons; conferences with writers; Writer's Workshop; and peer responses.
- Interventions will differ with grade level and will be age appropriate.

#### **Science Goal:**

- Improve students' knowledge and understanding of the science curriculum through the use of inquiry science processes and practices.
- Improve science knowledge and scientific thinking through the use of the inquiry science model. The use of the inquiry science model will maintain or increase the students' knowledge of science content as they learn how to become scientific thinkers. Improve science thinking and writing.
- Interventions: science note-booking; hands-on experimentation; discussions held in whole group, small group and in buddy/partner groups; data collection; making math and reading connections with the science; writing and observing; making predictions; drawing conclusions; making charts, diagrams and graphs; and using informational texts. Interventions will differ with grade level and will be age appropriate.

### **How Decisions Are Made:**

Collaboration is a hallmark of the Gaines staff. The staff works closely with the principal to address the important issues facing the school: curriculum, instruction, a safe, orderly and supportive environment and student achievement. The weekly Staff Advisory Council and the School Improvement Team meetings are forums for all collaborative decision making.

### **School Improvement Goals:**

When examining the level of performance that Gaines students demonstrated on various assessments throughout the year a level of overall success and excellence in some areas. One measuring stick of student achievement that is used across the State of Michigan is the MEAP (Michigan Educational Assessment Program). We find that Gaines students scored as much as 30 percentage points higher than the State average in some categories, and scored higher than the State average in all categories of the test. All of the Swartz Creek Community Elementary Schools score well on the MEAP. This year Gaines had the highest overall scores in the school district.

In addition, in the two major measurements used by the State, Gaines passed with high scores. Gaines achieved AYP (Annual Yearly Progress) and received an "A" on the State's "School Report Card".

For the 2008-2009 school year Gaines Elementary School focused on improving students' understanding of literacy elements within both narrative and informational text, and on improving students' ability to better apply a variety of writing strategies. We know that developing excellent readers and writers is of paramount importance to the academic success of our students for years to come.

### **Staff Population & Professional Development:**

- Elementary English-Language Arts Curriculum Review
- Balanced writing instruction for young writers
- Writing instruction in the classroom: writer's workshop, Daily 5, etc.
- Strengthening kindergarten through fifth grade guided reading
- Make grade level adjustments to the FOSS Science program
- Maintaining and monitoring recently adopted programs: "Making Meaning", "Fountas and Pinnell Phonics", and "Words Their Way".
- Continued training in and implementation of "Reader's Workshop" and "Writer's Workshop" in the classroom.
- Support the Pioneer program and train another teacher
- Integration of technology into instruction and collaboration between the technology teacher and the regular education classroom teachers.

## Morrish Elementary School Mr. Rodney Hetheron, Principal

### Mission Statement:

The Morrish Elementary staff, in a combined effort with the community, will provide an enriched educational experience, in a physically and emotionally healthy environment. Our students will reach their potential, develop positive self-esteem and become responsible decision makers. They will possess skills and desires to succeed in future learning experiences.

### Strategies:

The school wide theme for the 2008 – 2009 school year was “Growing Great Citizens!” Plant life and patriotism filled our hallways and classrooms. Our theme was integrated into our positive behavioral support initiatives. Behavior and literacy was the focus as we instituted early intervention strategies for students. Our MiBLSi team helped teach and implement building wide expectations as well as differentiated instruction for all students; especially those students receiving interventions.

### School Improvement Goals:

- All students will write fluently as measured by district rubric expectations in content, organization, style & voice, and conventions.
- All students will read at their expected benchmark level as measured by district literacy assessments.



### How Decisions Are Made:

Decisions at Morrish are made collaboratively. This year we reorganized our School Improvement Team into our MiBLSi (**Michigan's Integrated Behavior and Learning Support Initiative**) Team. This team received extensive training on school wide behavior and literacy intervention. Decisions were based upon student data review and current training. Then they were taken back to the staff for discussion and collaboration. The Morrish Elementary staff also meets on a regular basis to collaborate on decisions regarding school improvement, building programs, student achievement, and building theme implementation.

### Staff Population & Professional Development:

The Morrish staff is comprised of twenty regular education teachers, three special education teachers, a Student Services Coordinator and nineteen support staff members. Our teachers participated in the following professional development activities to increase their expertise in teaching and learning:

- Making Meaning
- Literacy Café
- Differentiated Instruction & Data Analysis
- RTI Development
- PBS Development
- MiBLSi Team Training
- MiBLSi State Conference
- MiBLSi Monthly Meetings
- Advanced Reader's Workshop Training
- Job Embedded Learning through Coaching and Modeling
- Book Studies
- DIBELS Training and Implementation

## Syring Elementary School

Mrs. Jane Flarity-Gram, Principal

### Mission Statement:

Syring Elementary, together with home and community, is committed to providing a superior individualized education that fosters the development of students' full potential intellectually, socially, emotionally and physically.

### Strategies:

This school year Syring Elementary was involved in **Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi)**. The MiBLSi project assists educators in helping students develop social and literacy skills to increase their school success. Through our district and building team leadership, positive behavior support was implemented. Our staff embraced this system of consistent response to clearly defined behavior expectations. Furthermore, the MiBLSi Project has allowed us to take a closer look at our core literacy program and instruction. This process will continue to enable our staff to move forward as a learning community; through the development of common assessments, use of data-driven instruction, and problem solving expertise.

The Syring Community has welcomed several new programs to promote academic and social development for our students. Our "Family Literacy Night", "Readers Are Leaders" and "Student of the Month" activities are just a few of the sustainable programs serving to advance student learning.

In addition, we are pleased to announce our school achieved Adequately Yearly Progress and earned an "A" on the Michigan School Report Card for the 2008-2009 school year. The Syring staff will maintain their focus on student learning by teaching the core curriculum in each subject area. With the assistance of our Director of Elementary Instruction, we will continue to review and update our core curriculum based on the most recent Grade Level Content Expectations. (GLCEs)

### How Decisions Are Made:

Syring staff members meet on a regular basis to consider and discuss important issues. Within Staff Meetings, Leadership Team Meetings, and Grade Level Meetings, a consensus model for decision-making is used to reach conclusions and provide focus.

### School Improvement Goals:

- Using narrative and informational text, students will be able to identify, describe and provide examples of literacy elements. (Character actions & motivations, setting, problem/solution & sequence of events)
- Students will apply a variety of writing strategies for both narrative and informational text, in order to generate, sequence, and structure ideas in an organized manner.
- Students will demonstrate 1 years growth in mathematical skills as measured by the STAR Diagnostic Test and display strategic confidence when faced with mathematical challenges.

### Staff Population & Professional Development:

Syring Elementary is staffed by one principal and 11 full-time classroom teachers. There are 9 teachers of special classes which include physical education, technology, art, music and special education. A total of 14 support staff and a part-time social worker also contribute to our learning community.

Our staff participated in the following professional development activities:

- WebGrader
- Positive Behavior Support
- DIBELS
- "Brain Friendly Teaching and Learning"
- Social Studies Curriculum Review
- Advanced Readers Workshop
- Differentiated Instruction
- Technology Integration
- Response To Intervention
- Words Their Way

## **S.C. Alternative High School**

**Mr. Randy Hoover, Principal**

### **Mission Statement:**

The mission of Swartz Creek Alternative High School is to prepare students to become productive and responsible adults through participation in an individualized, supportive and flexible educational program, which is based on mastery of vital academic skills and focused career or post-high school pathways.

### **Strategies:**

1. To use independent and small reading groups with focus on reviewing, inference and vocabulary to improve student reading ability.
2. To use Fast ForWord to improve grade level performance.
3. To embed lesson that require students to collect, analyze and draw conclusions of various sources of information to take a position on an issue.
4. To embed various math strategies into instruction encouraging the importance of logic as a part of mathematics in everyday life.
5. To utilize an Employability Skills class, EDP, and a Portfolio to develop preparation for future employment.

### **School Improvement Goals:**

1. Students will improve their grade level reading abilities.
2. Students will demonstrate knowledge of the importance of logic as a part of mathematics in everyday life.
3. Students will be able to defend a position by utilizing alternative perspectives and scientific reflection.
4. Students will take a position related to a controversial issue and support their position with information.
5. Students will develop and carry out a plan to graduate on time.  
(IPP)

### **How Decisions Are Made:**

Decisions are made collaboratively based on research, data analysis and the combined input from the staff to assist students in achieving their goals.

### **Staff Population & Professional Development:**

The Alternative program is staffed by one principal, seven full-time teachers and three part-time teachers, one full-time counselor, one aide, one full-time secretary, and one half-time secretary. The entire staff served on the School Improvement Team and met bi-weekly during several months and weekly in others to discuss program needs and student progress.

Students enrolled in the Alternative program require a structured and challenging curriculum with innovative /creative instructional strategies. The staff has worked very diligently in implementing the new Merit Curriculum and Graduation Requirements. This was accomplished through the development of pacing guides and common assessments for core required courses. Staff members participated in the following Professional Development activities during this school year:

Crisis management training, training on EDP's, Book study– Failure in Not an Option!, Developing Pacing Guides, Common Assessment, School Reform and Program Restructuring, Core Curriculum Standards alignment.

**S.C. Athletics**  
**Ms. Sue Calvo, Director**

**Mission Statement:**

The mission of Swartz Creek's Athletic Department is to provide quality individual and team training that supports the Vision of Athletics by attracting, developing and retaining student athletes and quality coaches.

**Vision:** Swartz Creek's interscholastic athletic program is a vital and integral part of the total educational experience. Participation in athletics plays a valuable role in the intellectual, physical, social/emotional growth and development of student-athletes which results in positive contributions to the community.

**Strategic Plan:** Swartz Creek's athletic department has established long term goals to assist in planning and implementation of athletic programs.

- Provide an exemplary athletic program through recruitment, training and retention of quality coaches.
- Maximize and provide a quality athletic experience for all participants.
- Expand the distinction of the Swartz Creek Athletic Program through increased revenues secured through public and private sources.
- Establish Swartz Creek Athletic Program as the standard by which all other programs will be measured.

**Athletics & Academics:**

Swartz Creek's athletic eligibility program supported positive outcomes during the 2008-2009 school year. Our required 2.0 minimum grade point average stressed academic accountability. The appeals process offered 38 students an opportunity to correct deficiencies. Students participated in tutoring after school and carried a weekly eligibility progress report. Of the 38 students, 68% increased their grade point to a 2.0 or higher and were able to participate throughout the season without having to sit a week for dropping below the minimum grade point average.

Our 9-12 athletes' fall grade point average was a 3.13. The winter, 2008-09 grade point average was 3.24. The spring grade point average was 3.14.

**Participation:**

There were 867 student athletes that participated in various sports, grades 9-12, a 4.1% increase from last year. At least 433 student athletes participated in various sports at the middle school level.

Swartz Creek Community Schools sponsors 24 middle school teams, 43 high school teams and 7 club teams. The following table lists 2008-2009, varsity programs.

Sport	# Students	Sport	# Students	Sport	# Students	Sport	# Students
Boys & Girls Basketball	23	Ice Hockey	14	Boys & Girls Soccer	35	Boys & Girls Cross Country	30
Cheerleading	36	Girls Volleyball	12	Boys & Girls Golf	20	Boys & Girls Track	98
Football	39	Wrestling	28	Swimming	24	Boys & Girls Tennis	30
Poms	11	Baseball	14	Girls Softball	14		

## S.C. Community Education

Mrs. Lynn Cavett, Director

### Mission Statement:

*"Community Education, the educational philosophy that underlies community schools, advocates the creation of opportunities for community members. Community education is most easily recognized in the community school, a facility that is open beyond the traditional school day for the purpose of providing academic, recreation, health, social service and work-preparation programs for people of all ages."*

*- National Community Education Association*

### Goals:

- Support youth growth and development through learning opportunities and activities that develop their leadership abilities and connections to their communities.
- Provide adults life long learning opportunities that foster learning, build relationships and contribute to build a stronger community.
- Support families' connections with their children, their children's schools, and with their communities in safe, enriching ways.
- Improve access to school facilities for all members of the community.
- For individuals, schools, businesses and public and private organizations to become partners in addressing community needs.

### Community Participation:

Enrichment Classes	996
Swimming Lessons	472
Open Swim Participation	2,895
Fall Monster Mash Dance	181
Mom & Me Hawaiian Luau	149
Summer Camps	262

### Youth Basketball

Student Athletes	156
B-Ball	67
Coaches	26
Referees	15

### Youth Volleyball

Student Athletes	11
Coaches	3

**Total Participation 5, 233**



## Mary Crapo Child Development Center

Mrs. Lynn Cavett, Director

### Mission Statement:

Educational research has shown that high quality, early childhood and child-care programs help children become well-adjusted, successful, and effectively functioning members of society. Children who attend good programs are more likely to be successful in school, be more competent socially and emotionally and have greater opportunities for good health. The Mary Crapo Child Development Center is dedicated to providing high quality programs that benefit children and the community.

### Goals:

- To provide experiences for children that stimulates learning in all developmental areas – physical, social, emotional and intellectual.
- To design appropriate activities for children in response to individual differences in ability and interests.
- To develop children's self-esteem and positive feelings toward learning.
- To create an environment that is literacy based learning and nurturing.
- To provide available, accessible and affordable programs that are licensed, regulated and dedicated to quality.
- To enable parents to be employed or participate in educational or job training programs while providing educational experiences for their children.
- To encourage parent involvement in the education of their children.
- To work in partnership with parents in building mutual understanding and consistency for children.
- To have a positive effect on the children's school performance by providing activities which promote healthy growth and development and are coordinated with the K through 5 literacy based curriculum.
- To demonstrate a commitment to children based on the needs of families.

### Children Who Attended A CDC Program in 2008-2009:

Nursery School	21
Preschool	17
Pre Kindergarten	69
Michigan School Readiness	43
Treasure Chest	31
Kinder Day	26
Extended Day	59
Camp Creek	46
<b>Total Children</b>	<b>312</b>



### Staff:

The staff of CDC consists of eighteen employees with the following educational levels:

Certified Teachers with ZA Endorsement  
Bachelor of Arts  
Child Development Associate  
Associate Degrees  
Licensing Educational Requirements