



McAlear Sawden Elementary

Annual Education Report

2009-2010



McAlear Sawden Elementary
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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 McAlear Sawden 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 Mr. Michael Connors 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, McAlear Sawden 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.

I would like to congratulate McAlear's students, parents, and staff for accomplishing the goal of making Adequate Yearly Progress. This accomplishment not only exhibits the continued support and involvement of our parents, but displays how our students value the importance of education and the dedication of our staff in delivering a quality education. Although this is encouraging, we all must continue to grow and strive towards excellence.

Sincerely,

Michael Connors

Michael Connors,
Principal

McAlear-Sawden Elementary School

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

Mission

We will provide a safe learning environment and equip children for productive, successful, happy lives.

McAlear-Sawden Belief System

1. We will have high expectations for all.
2. We will work together in a spirit of trust and respect.
3. We will address and resolve issues in a positive and constructive manner.
4. We will continue to search for the most effective methods for impacting student learning.
5. We choose to make a difference and make our mission a reality.

McAlear-Sawden School at a Glance...

Enrollment:	580
<u>Professional Staff</u>	
Teachers:	31
Administrators:	2
Administrative Support:	2
Educational Assistants:	5
Custodians:	3

Specialized Programs

McAlear-Sawden Elementary School offers a cluster classroom in grades 1, 2, 3, 4, and 5 as part of the district's "Gifted & Talented Program" (G/T). The Gifted and Talented Program is specially designed to serve the educational and social-emotional needs of our academically advanced learners. For more information about the Gifted and Talented program, please contact Brian Johnson, Director, at 989/671-8164.

Two Resource Room classrooms and one self-contained, cognitive Impaired classroom are offered at McAlear-Sawden as part of the Special Education Program

Other Specialized Programs include:

Presidential Academic Awards *Mini-Society *Creative Writing Program *Honor Roll Recognition *Pen Pals Program *Fire Awareness/Prevention Program *Cub Scout Program * Girl Scout Program *Community Education Sports Program *MEAP Awards Program *Classroom Productions *Presidential Physical Fitness Program *Professional Author Visitations *Expanded Community Education Program *Parent Volunteer Program *School Spirit Days *Read-A-Thon Program *Outdoor Education Program *Parent Advisory Council *Smart Moves Program *Career Presentations, *Art Goes to School, and *Character Counts.

School Improvement Plan

McAlear-Sawden Elementary staff continues to assess our ELA and math data to determine areas in need of improvement.

During the 2009-2010 school year, the School Improvement Team studied disaggregated data and developed a process to address this information.

ELA Goal Statement for McAlear-Sawden:

All students will show an increase in writing proficiency.

Strategies:

- A. Teachers used grade level resource notebooks to address writing process areas such as details, organization, and leads and endings. Sample writing samples were also used by students for peer review and revision.
- B. Student work included bound booklets, bulletin board displays, and integrated art presentations was showcased throughout the building.
- C. Following each benchmark assessment, teachers evaluated student progress and used the information to adapt their lesson plans in order to meet the needs of their students.
- D. Teachers at each grade level developed an instructional writing plan that incorporated multiple writing strategies such as the expanding expression tool (E.E.T.), Drop Everything and Write (DEW), and mini writing academies.

Math Objective for McAlear-Sawden:

All students will show an increase in math proficiency.

Strategies:

- A. Teachers reviewed MEAP Released Questions and identified effective teaching strategies involving areas of need.
- B. Student benchmark test data was reviewed through the year to develop intervention strategies and plans.
- C. Math family games were sent home to involve parents in their student's learning process and Math Pentathlon was also offered to our students.

PARENT INFORMATION

McAlear Sawden Elementary has a very active parent group headed by our Volunteer Coordinators that participates in both academic and extra-curricular activities. Over 400 volunteers are in our building annually to perform various tasks and projects that total approximately 4000 hours. Some examples are: Parent Advisory Meetings, Library Aides, Tutors, Computer Lab Aides, Field Trip Chaperones, Fund raiser Helpers, and Classroom Helpers, and academic support tutors.

Additional Components of School Improvement

Role of Community Education:

Many Community Education Programs are offered to students as after school hour activities. These serve as an extension of our school program.

Role of the Library System:

Our students are involved in a summer reading program offered by our county library system. Puppet shows are performed for our students by the county library staff.

Role of Volunteers and Community Resources:

McAlear Sawden Elementary School has a long tradition of community involvement. Volunteer Coordinators in the school assist in involving over 300 adult volunteers who in various ways support the activities in the school. These services are realized as library aides, tutors, project aides, speakers, liaisons to community businesses and organizations, and fundraisers for materials that support the curriculum. Furthermore, partnerships and working relationships are established with community businesses and other institutions (i.e. Dow Corning, Bay City Mall, Math-Science Center, local colleges, and the ISD.).

Building Level Decision Making:

The school improvement process at McAlear Sawden School reflected a collaborative effort involving district personnel, building administrators, teachers, parents and community members. Building administrators attended monthly meetings conducted by the Quality School Improvement Office. At these meetings, frameworks were developed for meetings with the building staff. Teachers met monthly and examined the school improvement process, reviewed data, discussed best practices, set goals, and came to consensus on the entire plan. They worked as a whole staff, in grade level groups, and cross grade level groups. The teaching staff also took part in professional development activities that will support the strategies of the school improvement plan.

Identification of Adult Roles:

Students in the Bay City Public Schools will be literate in each content area and able to live and work in a global environment.

Identification of Education Skills:

Students in the Bay City Public Schools will learn the district's adopted core curriculum aligned with the Michigan State Standards and Benchmarks. Students who participate in the district's educational program will also have developed these additional skills:

- (1) self esteem as a learner, (2) self direction as a learner, (3) understanding of value and role in a democratic society, and
- (4) problem solving, decision making, group process, and accountability.

School Curriculum Providing Pupils with Education & Skills:

The Bay City Public Schools is actively engaged in the process of core curriculum alignment with state standards and benchmarks. Committees representing teachers, principals, parents, and students are actively engaged in review of the curriculum and related resources each year. During the 1999-2000 school year, K-12 Social Studies, 6-12 Science, and 6-8 Mathematics underwent study and revision. During the 2000-2001 school year, the focus was on K-12 Science and 6-12 English Language Arts.

Identification of Changes Needed:

Goal 1: All students will be strategic narrative and informational readers and writers across the curricula.

Goal 2: All students will develop critical Math reasoning skills that are both analytical and logical.

Development of Alternative Manner of Assessment:

McAlear Sawden Elementary School, with support from the Bay City Public Schools' Quality School Improvement and Quality Assessment and Planning Offices, uses several alternative assessments. These include MLPP, benchmark assessments in reading and math, and teacher developed assessments in addition to MEAP.

Effective Technology:

McAlear Sawden Elementary School Staff continues to understand the importance of integrating technology into the curriculum. Student computer stations are established in every classroom as well as a computer lab in the media center. The staff continues to evaluate hardware and software needs. The internet is used as a research tool and all classrooms, the computer lab, and the library have internet access.

On the Job Learning:

McAlear Sawden Elementary School continues to use community people and resources to share with students adult roles and job responsibilities. Instructional lessons are intentionally designed to help students understand the relationship between the skills taught in the classroom and their application to the real world.

Points of Pride

- 5th graders went to Camp Timbers
- 5th grade track meet against Auburn and Mackensen Elementary
- 2nd and 3rd grade Math Pentathlon
- 4th grade visited Lansing and The Capitol Building
- K-5 students and teachers partnered with SVSU in the area of reading instruction
- 2-5 students and teachers partnered with SVSU in the area of writing instruction
- K-5 students received support in math, reading, and writing from volunteer academic coaches
- K-5 Students participated in a variety of field trips to enhance their education
- Fundraising efforts allowed for the purchase of technology pieces to enhance instruction and student achievement
- Many of our 5th grade students were honored with the President's Award for Academic Excellence
- 5th grade "Penny Wars" raised money for St. Jude's Children's Hospital
- School wide food drive for local families
- Students participated in Character Counts! and many were recognized on a monthly basis for their exemplary character
- Mrs. Matulis' room went to Mackinac Island

More information about any of the topics covered regarding McAlear-Sawden is available by calling:

Mr. Michael Connors, Principal
McAlear-Sawden Elementary School
989/684-7702
connorsm@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.