

Thornton Creek Elementary

2009-10 Annual Education Report



August 23, 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 Thornton Creek 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 our office at (248) 349-7602 anytime for assistance.

The AER is available for you to review electronically by visiting our school website at <http://www.northville.k12.mi.us/schools/elementary/thorntoncreek/thorntoncreek.asp>. You may also choose to review a printed copy available in the school office. The Northville Public Schools District Annual Report is available on the District website at <http://www.northville.k12.mi.us/district.asp>, with a copy of this report also available in our school office.

Thornton Creek Elementary is a neighborhood school. Pupils are primarily assigned based on residency; however, Northville Public Schools has an open enrollment process available for district residents who would like to attend a school within the District that is not in their attendance area. Information about this process is available at <http://www.northville.k12.mi.us/instruction/openenrollment.asp>.

For 2009-2010, Thornton Creek Elementary School made Adequate Yearly Progress (AYP), at a level of 100%, A, 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.

Our 2009-2010 goals toward School Improvement included the following areas of focus:

1. Thornton Creek students will improve their knowledge and application of civics

- a) At the end of each grade, students will master the assigned grade level Core Democratic Values and apply them in developmentally appropriate authentic contexts.
- b) By fifth grade all students will identify the Core Democratic Values and apply them to authentic contexts beyond their personal experience.
- c) Students will participate in a democratic process through student council connecting the experience to broader democratic principles.

2. Thornton Creek Elementary will promote a school culture that supports the development of the whole child

- a) Emotionally: increasing demonstration of socially optimal behaviors and individual emotional confidence through Bucketfillers.
- b) Physically: increasing the frequency of physical activity, water consumption, and utilizing Brain Gym to promote optimal attention, reception, and integration of academic instruction.

- c) Cognitively: increasing the frequency of habits that promote learning: listening, persisting, communicating with empathy, accuracy and precision, and reducing impulsivity. The school theme is built around these Habits of Mind.

3. Thornton Creek students' writing will improve.

- a) Improve metacognition in writing.
- b) Improve quality of student writing to a formal prompt.
- c) Increase writing for authentic purposes.

Our curriculum is aligned with the Michigan Department of Education Grade Level Content Standards. Each subject area committee analyzes our curriculum to make sure that it is aligned with state grade level expectations. Curriculum may be reviewed by contacting the Northville Public Schools Office of Instruction - Curriculum Resource Center. The Michigan Department of Education (MDE) also has information about the K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at: http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Thornton Creek Elementary School, together with Northville Public Schools, has achieved District Accreditation from the prestigious North Central Association Commission on Accreditation and School Improvement (NCA CASI). For more information regarding this process, including a copy of the Report of the 2010 Quality Assurance Review, please visit our website at: <http://www.northville.k12.mi.us/district/nps-accreditation.asp>.

District Accreditation supports Northville's ongoing, overarching goal for student learning and provides a nationally-recognized mark of quality for our district and all the schools within the district. Our students and families are the ultimate beneficiaries of this rigorous process. When an entire school community is aligned and focused on a shared vision for learning, students thrive.

We are proud to share that Thornton Creek achieved "A's" in all areas on the Education Yes Report Card from the State of Michigan. The areas being reported on include indicators around student achievement, school performance, and AYP status, which result in an overall composite grade when compiled. This outstanding score is in great part due to the shared vision and high level of collaboration that exists between all stakeholders, including students, parents, staff, and the community. The level of support from our Parent Teacher Association is tremendous lending right into our ability to consistently report having 100% of our parents attend parent-teacher conferences.

As always, I am tremendously proud of the accomplishments of our students and community. We are looking forward to another tremendous year ahead.

Sincerely,

Sharon Irvine

Ms. Sharon Irvine, Principal
Thornton Creek Elementary School
Northville Public Schools

Full Annual Education Report

School-Level Student Assessment Data for Wayne RESA, Northville Public Schools, Thornton Creek Elementary School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	100%	86.4%	96%	94.9%	60.8%	34.2%	3.8%	1.3%
All Students	2009-10	100%	89.8%	98.1%	95.9%	58.1%	37.8%	4.1%	0%
Female	2008-09	100%	88.3%	97.5%	93.3%	64.4%	28.9%	6.7%	0%
Female	2009-10	100%	91.9%	98%	93.9%	69.7%	24.2%	6.1%	0%
Male	2008-09	100%	84.6%	94.7%	97.1%	55.9%	41.2%	0%	2.9%
Male	2009-10	100%	87.9%	98.2%	97.6%	48.8%	48.8%	2.4%	0%
Black or African American	2008-09	<10	75.1%	100%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	<10	80.6%	90.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93.1%	97.4%	91.7%	66.7%	25%	8.3%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	95.1%	98.9%	90.9%	27.3%	63.6%	9.1%	0%
Hispanic or Latino	2008-09	<10	79%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	95.6%	95.2%	58.7%	36.5%	3.2%	1.6%
White	2009-10	100%	92.7%	98.1%	96.8%	64.5%	32.3%	3.2%	0%
Limited English Proficient	2008-09	<10	74.9%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	82.2%	95.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	63.4%	76.2%	90%	30%	60%	0%	10%
Students with Disabilities	2009-10	100%	71%	94.6%	100%	50%	50%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
White	2008-09	100%	88%	96.4%	96.8%	69.4%	27.4%	3.2%	0%
White	2009-10	100%	88.9%	96.6%	98.3%	65.5%	32.8%	1.7%	0%
Limited English Proficient	2008-09	<10	61.2%	78.6%	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	64.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	54.7%	75.7%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	69%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.9%	86.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	75.7%	94.1%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	81.5%	96.1%	97.9%	66.3%	31.6%	2.1%	0%
All Students	2009-10	100%	85.2%	96.1%	97.5%	77.5%	20%	1.3%	1.3%
Female	2008-09	100%	83.4%	96.4%	100%	64.4%	35.6%	0%	0%
Female	2009-10	100%	86.8%	98%	100%	83.8%	16.2%	0%	0%
Male	2008-09	100%	79.8%	95.9%	96%	68%	28%	4%	0%
Male	2009-10	100%	83.5%	94%	95.3%	72.1%	23.3%	2.3%	2.3%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2008-09	<10	63.5%	68.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.4%	83.3%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	90.8%	97.3%	90.9%	63.6%	27.3%	9.1%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	90.6%	95.7%	93.8%	75%	18.8%	0%	6.3%
White	2008-09	100%	86.9%	96.9%	98.8%	68.3%	30.5%	1.2%	0%
White	2009-10	100%	89.8%	96.8%	98.4%	77.4%	21%	1.6%	0%
Limited English Proficient	2008-09	<10	56.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	61.8%	73.3%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	49.2%	77.4%	<10	<10	<10	<10	<10
Students with	2009-10	<10	57.6%	66.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities									
Economically Disadvantaged	2008-09	<10	70.5%	71.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	76.6%	82.6%	<10	<10	<10	<10	<10
Mathematics									
Grade: 03									
All Students	2008-09	100%	91.3%	98.2%	97.4%	83.3%	14.1%	2.6%	0%
All Students	2009-10	100%	94.8%	99.8%	100%	73%	27%	0%	0%
Female	2008-09	100%	90.9%	97.1%	95.5%	77.3%	18.2%	4.5%	0%
Female	2009-10	100%	94.8%	99.6%	100%	78.8%	21.2%	0%	0%
Male	2008-09	100%	91.6%	99.3%	100%	91.2%	8.8%	0%	0%
Male	2009-10	100%	94.8%	100%	100%	68.3%	31.7%	0%	0%
Black or African American	2008-09	<10	78.9%	93.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	87.7%	100%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	96%	100%	100%	91.7%	8.3%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	98%	100%	100%	63.6%	36.4%	0%	0%
Hispanic or Latino	2008-09	<10	86.9%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	98.3%	96.8%	82.3%	14.5%	3.2%	0%
White	2009-10	100%	96.9%	99.8%	100%	74.2%	25.8%	0%	0%
Limited English Proficient	2008-09	<10	85.1%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	92.1%	100%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	79.7%	92.7%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	100%	87.8%	100%	100%	66.7%	33.3%	0%	0%
Economically Disadvantaged	2008-09	<10	85.7%	<10	<10	<10	<10	<10	<10
Grade: 04									
All Students	2008-09	100%	87.9%	95.9%	97.5%	75.3%	22.2%	2.5%	0%
All Students	2009-10	100%	92.3%	98.8%	100%	57.1%	42.9%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Proficient									
Students with Disabilities	2008-09	<10	68.1%	78.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	92.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	80.4%	72.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	87.8%	94.1%	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	100%	76.8%	89.6%	90.4%	47.9%	42.6%	8.5%	1.1%
All Students	2009-10	100%	79.5%	95%	98.8%	81.5%	17.3%	1.2%	0%
Female	2008-09	100%	75.8%	88%	91.1%	42.2%	48.9%	8.9%	0%
Female	2009-10	100%	79.6%	95.9%	100%	81.1%	18.9%	0%	0%
Male	2008-09	100%	77.8%	91.2%	89.8%	53.1%	36.7%	8.2%	2%
Male	2009-10	100%	79.4%	94%	97.7%	81.8%	15.9%	2.3%	0%
Black or African American	2008-09	<10	55.2%	50%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.5%	70.6%	<10	<10	<10	<10	<10
Asian,	2008-09	100%	92.3%	97.4%	90.9%	72.7%	18.2%	9.1%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Native Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93%	97.8%	100%	93.8%	6.3%	0%	0%
White	2008-09	100%	83%	89.7%	92.6%	45.7%	46.9%	6.2%	1.2%
White	2009-10	100%	84.3%	95.5%	98.4%	77.8%	20.6%	1.6%	0%
Limited English Proficient	2008-09	<10	60.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	67.6%	87.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	46.9%	51.6%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	80.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	64.4%	57.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	69.8%	87%	<10	<10	<10	<10	<10
Science									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Proficient									
Limited English Proficient	2009-10	<10	56.7%	68.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.6%	90.3%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	65.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.3%	90.5%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	70.6%	84%	<10	<10	<10	<10	<10

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

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

2009-10 School-Level Accountability (AYP) Detail Reporting

for Wayne RESA, Northville Public Schools, Thornton Creek Elementary School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.8%	97.6%
Mathematics	99.7%	97%
School		
English Language Arts / Reading	100%	99%
Mathematics	100%	99%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	97.4%	88%
District		
English Language Arts / Reading	97.9%	88.5%
Mathematics	98.6%	83.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	99.6%	98.8%
Mathematics	99.6%	99%
School		
English Language Arts / Reading	100%	95.7%
Mathematics	100%	100%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	95.5%
Mathematics	100%	97.7%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.8%	97.8%
Mathematics	99.8%	97.2%
School		
English Language Arts / Reading	100%	99.6%
Mathematics	100%	99.2%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	93.6%	91.7%
Mathematics	102.6%	96.7%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	101%	75.2%
Mathematics	101.3%	72.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	104%	87.5%
Mathematics	104.6%	86.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

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

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

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
75.39%	
District	

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

>95%

Black or African American

State

56.59%

District

72%

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

>95%

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

Hispanic or Latino

State

59.94%

District

90%

White

State

81.85%

District

>95%

Multiracial

State

71.12%

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

Limited English Proficient

State

65.51%

District

<10

Students with Disabilities

State

57.61%

District

50%

Economically Disadvantaged

State

59.8%

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

District

50%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

97%

School

96.4%

Black or African American

State

91%

District

Attendance Rate (Goal 90%)	
	96.1%
School	
	96.2%
American Indian or Alaska Native	
State	
	93.7%
District	
	96.3%
School	
	94.4%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	

Attendance Rate (Goal 90%)	
	97.2%
School	
	95.8%
Hispanic or Latino	
State	
	94.1%
District	
	96.5%
School	
	93.3%
White	
State	
	95.7%
District	

Attendance Rate (Goal 90%)	
	97%
School	
	96.5%
Multiracial	
State	
	94.8%
District	
	96.1%
Limited English Proficient	
State	
	94.6%
District	
	95.7%
School	

Attendance Rate (Goal 90%)	
	93.1%
Students with Disabilities	
State	
	93.5%
District	
	96.2%
School	
	97.1%
Economically Disadvantaged	
State	
	94.8%
District	
	97.1%
School	

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Wayne RESA, Northville Public Schools, Thornton Creek Elementary School

School AYP Status

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

December, 2009 School-Level Teacher Quality Reporting for Wayne RESA, Northville Public Schools, Thornton Creek Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	5	34	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.6%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

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

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

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

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

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

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