

# Annual Education Report

**2008**  
.....  
**2009**

## **GRAND BLANC ACADEMY**



GBA ALL STARS

Chief Administrative Officer: Zel Seidenberg  
Curriculum Implementation Specialist: Norma Jean Colyer

### **2008-09 Board of Education**

President: Curtis Wood  
Vice President: Robert Blick

Secretary: Peter Sinclair    Treasurer: Mary Spademan  
Trustee: Thomas Riutta    Trustee: Alyssa Broussard

# I. Overview of School

## Accreditation Status & Education YES! Grades

The chart below identifies our building's accreditation status and grades as determined by Education YES! (Scores and grades can be obtained from secure site report cards)

Education Yes! Report Card	2007 – 2008		2008 - 2009	
	Score	Grade	Score	Grade
Mathematics			83.6	B
English Language Arts			70.9	C
Science			64.4	D
Social Studies			63.8	D
Achievement Subtotal			70.7	C
Indicators of School Performance			100	A
Preliminary			80	B
AYP Status	Met AYP? Met		Met AYP? Met	
Composite Grade	C		B	
Michigan Accreditation Status *	Yes		Yes	
Other Accreditation Status (if applicable)	NA		NA	

\* Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan.

## Retention Rates

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not dropped out of school.

Retention Rate	
2007-08	2008-09
NA	NA
NA	NA
NA	NA

This chart reflects the grade levels within our school along with each grade's average class size.

Grade	Avg. Class Size
K	21.5
1	21
2	25
3	26
4	25
5	27
6	19.5
7	18.5
8	19.5

## II. School Improvement Plan

<b>English/Language Arts</b>	
<i>If you have separate reading and writing goals, include both in this box.</i>	
Goal:	All students will be proficient in ELA. OBJECTIVES: All students in grades K-8 will increase their comprehension proficiency by 10% of the previous year; all MEAP grades will increase proficiency on the MEAP ELA test by 10% of the previous year's average score.
Data to support goal selection:	MEAP results, Grades 3-8; ITBS, Grades K-8; DIBELS, Grades 1-6; Developmental Reading Assessment (DRA), Grades K-3
Planned Strategies and Interventions:	All Students: two times per week students will answer higher order thinking questions using Bloom's Taxonomy techniques; Once a week students will utilize graphic organizers to increase comprehension.
Accomplishments:	While we saw some improvement in 3 <sup>rd</sup> and 7 <sup>th</sup> grades, we are continuing to work on this goal.
Implications for next year:	All lesson plans will be reviewed to ensure alignment with the State standards and use of strategies; Pre and Post test will be administered to measure student growth; MEAP-like questions and strategies will be employed at all grade levels; Monitor and record individual student growth and address specific needs for students not showing improvement through use of Title I, reteaching the skill, and tutoring.

<b>Math</b>	
Goal:	All students will be proficient in Math. OBJECTIVES: All students in grades K-8 will increase their measurement proficiency by 10% of the previous year's average scores; All MEAP grades will increase proficiency on the MEAP math test by 10% of the previous year's average scores.
Data to support goal selection:	MEAP Results; ITBS Grades 1-8; Common Grade Level Chapter Assessments Grades K-5.
Planned Strategies and Interventions:	All Students: Two times per week, students will accurately complete 2-3 warm up problems related to measurement; Utilization of manipulatives to introduce and reinforce measurement concepts; Utilize note taking strategies during measurement units.
Accomplishments:	We exceeded our goal in 7 <sup>th</sup> grade; however we are continuing to work on obtaining this goal in all grades.
Implications for next year:	All Lesson Plans will be reviewed ensuring use of State standards and use of strategies; Observations during math lessons, particularly measurement units; pre and post unit test to indicate student growth

<b>Science</b>	
<b>Goal:</b>	All students will be proficient in science. OBJECTIVES: All MEAP science grades (5 <sup>th</sup> & 8 <sup>th</sup> ) will increase their scientific inquiry proficiency by 10% of the previous year's average scores; All MEAP grade (5 <sup>th</sup> & 8 <sup>th</sup> ) will increase proficiency score on the MEAP science by 10% of the previous year's scores.
<b>Data to support goal selection:</b>	MEAP Results, grades 5 <sup>th</sup> and 8 <sup>th</sup> .
<b>Planned Strategies and Interventions:</b>	All students will utilize at least one scientific inquiry graphic organizer per unit; All classrooms will complete one science project per unit utilizing Scientific Method and appropriate vocabulary.
<b>Accomplishments:</b>	We have revamped our Science Curriculum to help meet our goal.
<b>Implications for next year:</b>	Lesson Plans will be reviewed ensuring use of State standards and use of strategies; Classroom observations; Pre and Post classroom tests; Entries in school wide Science Fair. Parent Night focusing on the scientific method which will help parents support science fair projects worked on at home.

<b>Social Studies</b>	
<b>Goal:</b>	All students will be proficient in social studies. OBJECTIVES: All MEAP grades will increase their U.S. historical events proficiency by 5% of the previous year's scores; All MEAP grades will increase proficiency scores on the MEAP social studies test by 10% of the previous year's average scores.
<b>Data to support goal selection:</b>	MEAP Test results.
<b>Planned Strategies and Interventions:</b>	Students will keep an interactive Social Studies Journal twice per week; Students will role play historical situations an average of twice a week; Social studies materials will be presented the multiple intelligences, such as, music, art, etc on an average of once per unit.
<b>Accomplishments:</b>	In the 6 <sup>th</sup> grade, our students' proficiency increased from 39% to 49%.
<b>Implications for next year:</b>	Lesson plans will be review ensuring the Paragon curriculum is being implemented and the State standards are being addressed; Paragon nights; pre and post classroom tests used to measure student progress.

### III. Student Assessment Data

Grand Blanc Academy administers state assessments in the content areas and grades as identified in the charts that follow. These data assist us...

<b>SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)</b>										
<u>Student Group</u> Grade: ____3__	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ____	<u>Percent of Students in School at Each Achievement Level</u>				
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>	
All Students	2007-08	68	NA	81		7	61	25	7	
	2008-09	73		83		2	70	27	0	
African American	2007-08	67		67		5	57	33	5	
	2008-09	65		69		0	65	35	0	
American Indian/ Native Alaskan	2007-08									
	2008-09									
Asian/Pacific Islander	2007-08									
	2008-09									
Hispanic	2007-08									
	2008-09									
White	2007-08	79		85		9	68	15	9	
	2008-09	81		87		4	77	19	0	
Students with Disabilities	2007-08	<		53		<	<	<	<	
	2008-09	<		55		<	<	<	<	
Limited English Proficient	2007-08									
	2008-09									
Economically Disadvantaged	2007-08	63		71		3	57	30	10	
	2008-09	76		74		0	76	24	0	
Migrant	2007-08									
	2008-09									
Male	2007-08	63	78		0	63	26	11		
	2008-09	68	81		0	68	32	0		
Female	2007-08	80	84		13	60	23	3		
	2008-09	77	86		5	73	23	0		

**SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)**

<u>Student Group</u> Grade: ___ 4 ___	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ___	<u>Percent of Students in School at Each Achievement Level</u>				
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>	
All Students	2007-08	69	NA	76		12	58	29	2	
	2008-09	62		77		6	55	32	6	
African American	2007-08	74		56		5	68	26	0	
	2008-09	54		56		4	50	42	4	
American Indian/ Native Alaskan	2007-08									
	2008-09									
Asian/Pacific Islander	2007-08									
	2008-09									
Hispanic	2007-08									
	2008-09									
White	2007-08	71		82		16	55	26	3	
	2008-09	70		83		10	60	20	10	
Students with Disabilities	2007-08	<		43		<	<	<	<	
	2008-09	<		44		<	<	<	<	
Limited English Proficient	2007-08									
	2008-09									
Economically Disadvantaged	2007-08	68		63		7	61	29	4	
	2008-09	61		64		7	54	39	0	
Migrant	2007-08									
	2008-09									
Male	2007-08	67	73		4	63	29	4		
	2008-09	43	74		0	43	48	10		
Female	2007-08	71	80		18	54	29	0		
	2008-09	77	79		12	65	19	4		

**SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)**

<u>Student Group</u> Grade: ___ 5 ___	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span ___</u>	<u>Percent of Students in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	62	NA	78		17	45	24	14
	2008-09	50		78		8	42	48	2
African American	2007-08	40		86		13	27	53	7
	2008-09	39		77		4	35	61	0
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	71		84		20	51	15	15
	2008-09	61		84		13	48	35	4
Students with Disabilities	2007-08	<		42		<	<	<	<
	2008-09	<		42		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	44		65		12	32	32	24
	2008-09	43		66		0	43	53	3
Migrant	2007-08								
	2008-09								
Male	2007-08	58	75		19	39	32	10	
	2008-09	48	76		0	48	48	5	
Female	2007-08	67	81		15	52	15	19	
	2008-09	52	81		15	37	48	0	

**SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)**

<u>Student Group</u> Grade: ___6_	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ___	<u>Percent of Students in School at Each Achievement Level</u>				
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>	
All Students	2007-08	54	NA	80		6	49	37	9	
	2008-09	60		80		10	50	40	0	
African American	2007-08	45		59		0	45	55	0	
	2008-09	57		61		0	57	43	0	
American Indian/ Native Alaskan	2007-08									
	2008-09									
Asian/Pacific Islander	2007-08									
	2008-09									
Hispanic	2007-08									
	2008-09									
White	2007-08	62		86		10	52	29	10	
	2008-09	60		85		16	44	40	0	
Students with Disabilities	2007-08	<		41		<	<	<	<	
	2008-09	<		41		<	<	<	<	
Limited English Proficient	2007-08									
	2008-09									
Economically Disadvantaged	2007-08	40		67		5	35	50	10	
	2008-09	50		68		5	45	50	0	
Migrant	2007-08									
	2008-09									
Male	2007-08	65	76		10	55	30	5		
	2008-09	57	77		9	48	43	0		
Female	2007-08	40	83		0	40	47	13		
	2008-09	65	82		12	53	35	0		

**SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)**

<u>Student Group</u> Grade: <u>  7  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>    </u>	<u>Percent of Students in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	48	NA	74		6	42	33	18
	2008-09	70		80		5	65	24	5
African American	2007-08	31		62		8	23	46	23
	2008-09	63		49		6	47	35	12
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	63		82		5	58	26	11
	2008-09	83		85		6	78	17	0
Students with Disabilities	2007-08	<		32		<	<	<	<
	2008-09	<		41		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	52		59		4	48	35	13
	2008-09	71		69		0	71	24	5
Migrant	2007-08								
	2008-09								
Male	2007-08	33	70		0	33	25	42	
	2008-09	74	76		9	65	17	9	
Female	2007-08	57	79		10	48	38	5	
	2008-09	64	84		0	64	36	0	

**SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)**

<u>Student Group</u> Grade: __8__	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> ___	<u>Percent of Students in School at Each Achievement Level</u>				
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>	
All Students	2007-08	62	NA	75		8	54	33	5	
	2008-09	37		77		2	34	51	12	
African American	2007-08	63		55		6	56	31	6	
	2008-09	30		58		3	27	57	13	
American Indian/ Native Alaskan	2007-08									
	2008-09									
Asian/Pacific Islander	2007-08									
	2008-09									
Hispanic	2007-08									
	2008-09									
White	2007-08	64		82		9	55	32	5	
	2008-09	55		82		0	55	36	9	
Students with Disabilities	2007-08	<		34		<	<	<	<	
	2008-09	<		34		<	<	<	<	
Limited English Proficient	2007-08									
	2008-09									
Economically Disadvantaged	2007-08	57		62		5	52	43	0	
	2008-09	38		64		0	38	52	10	
Migrant	2007-08									
	2008-09									
Male	2007-08	47	69		7	40	40	13		
	2008-09	27	73		0	27	50	23		
Female	2007-08	71	81		8	63	29	0		
	2008-09	47	81		5	42	53	0		

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  3  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>  </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	83	NA	90		48	34	16	2
	2008-09	83		91		43	39	17	0
African American	2007-08	76		76		29	48	24	0
	2008-09	67		79		33	33	33	0
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	91		94		65	26	6	3
	2008-09	93		95		52	41	7	0
Students with Disabilities	2007-08	<		77		<	<	<	<
	2008-09			80					
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	77		84		35	42	19	3
	2008-09	81		86		41	41	19	0
Migrant	2007-08								
	2008-09								
Male	2007-08	85	90		44	41	11	4	
	2008-09	83	92		46	38	17	0	
Female	2007-08	81	90		52	29	19	0	
	2008-09	82	91		41	41	18	0	

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  4  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>  </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	81	NA	86		45	36	17	2
	2008-09	77		88		36	40	23	0
African American	2007-08	80		85		35	45	20	0
	2008-09	72		74		32	40	28	0
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	84		91		55	29	13	3
	2008-09	81		92		38	43	19	0
Students with Disabilities	2007-08	<		65		<	<	<	<
	2008-09	<		68		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	83		77		31	52	17	0
	2008-09	75		80		32	43	25	0
Migrant	2007-08								
	2008-09								
Male	2007-08	76		86		44	32	20	4
	2008-09	71		88		14	57	29	0
Female	2007-08	86	86		46	39	14	0	
	2008-09	81	88		54	27	19	0	

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  5  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>  </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	70	NA	77		25	45	17	13
	2008-09	60		74		15	46	29	10
African American	2007-08	56		51		13	44	38	6
	2008-09	50		55		14	36	32	18
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	79		81		31	48	7	14
	2008-09	67		83		17	50	29	4
Students with Disabilities	2007-08	<		44		<	<	<	<
	2008-09	<		47		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	62		60		19	42	19	19
	2008-09	52		64		7	45	31	17
Migrant	2007-08								
	2008-09								
Male	2007-08	73	75		27	45	18	9	
	2008-09	62	78		19	43	29	14	
Female	2007-08	67	73		22	44	15	19	
	2008-09	59	76		11	48	33	7	

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  6  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>  </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	61	NA	73		31	31	25	14
	2008-09	54		80		41	13	38	8
African American	2007-08	58		48		8	50	25	17
	2008-09	50		61		21	29	43	7
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	62		80		43	19	29	10
	2008-09	58				54	4	33	8
Students with Disabilities	2007-08	<		35		<	<	<	<
	2008-09	<		45		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	48		58		29	19	33	19
	2008-09	40		69		30	10	50	10
Migrant	2007-08								
	2008-09								
Male	2007-08	71	72		43	29	24	5	
	2008-09	52	79		39	13	39	9	
Female	2007-08	47	73		13	33	27	27	
	2008-09	56	81		44	13	38	6	

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  7  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>  </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	41	NA	73		14	27	49	11
	2008-09	79		83		32	47	18	3
African American	2007-08	25		48		6	19	56	19
	2008-09	78		63		22	17	6	6
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	55		80		20	35	40	5
	2008-09	78		88		44	33	22	0
Students with Disabilities	2007-08	<		32		<	<	<	<
	2008-09	<		46		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	33		58		15	19	59	7
	2008-09	73		72		23	50	27	0
Migrant	2007-08								
	2008-09								
Male	2007-08	31	71		0	31	54	15	
	2008-09	96	81		42	54	4	0	
Female	2007-08	46	74		21	25	46	8	
	2008-09	50	84		14	36	43	7	

**SUBJECT: MATH**

<u>Student Group</u> Grade: <u>  8  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>    </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	50	NA	72		15	35	35	15
	2008-09	40		75		2	38	33	26
African American	2007-08	57		67		21	36	29	14
	2008-09	45		52		3	42	29	26
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	44		79		16	32	40	16
	2008-09	27		81		0	27	45	27
Students with Disabilities	2007-08	<		32		<	<	<	<
	2008-09	<		39		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	55		56		15	40	30	15
	2008-09	33		62		0	33	40	27
Migrant	2007-08								
	2008-09								
Male	2007-08	31	71		13	19	44	25	
	2008-09	36	75		0	36	41	23	
Female	2007-08	63	72		17	46	29	8	
	2008-09	45	74		5	40	25	30	

**SUBJECT: SCIENCE**

<u>Student Group</u> Grade: <u>  5  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>    </u>	<u>Percent of Student in School at Each Achievement Level</u>			
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	70	NA	82		25	45	17	13
	2008-09	58		83		20	38	32	10
African American	2007-08	56		59		13	44	38	6
	2008-09	50		62		8	42	38	13
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	79		89		31	48	7	14
	2008-09	67		89		33	33	25	8
Students with Disabilities	2007-08	<		62		<	<	<	<
	2008-09	<		64		<	<	<	<
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	62		70		19	42	19	19
	2008-09	55		72		6	48	32	13
Migrant	2007-08								
	2008-09								
Male	2007-08	73	82		27	45	18	9	
	2008-09	61	83		22	39	30	9	
Female	2007-08	67	82		22	44	15	19	
	2008-09	56	83		19	37	33	11	

**SUBJECT: SCIENCE**

<u>Student Group</u> Grade: <u>  8  </u>	<u>School Year</u>	<u>School Percent of Student Proficient &amp; Advanced</u>	<u>District Percent of Student Proficient &amp; Advanced</u>	<u>State Percent of Student Proficient &amp; Advanced</u>	<u>Percent Tested OR Not Tested in Grade Span</u> <u>    </u>	<u>Percent of Student in School at Each Achievement Level</u>				
						<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>	
All Students	2007-08	65	NA	79		10	55	25	10	
	2008-09	38		76		3	35	25	38	
African American	2007-08	63		54		13	50	31	6	
	2008-09	26		51		3	23	29	45	
American Indian/ Native Alaskan	2007-08									
	2008-09									
Asian/Pacific Islander	2007-08									
	2008-09									
Hispanic	2007-08									
	2008-09									
White	2007-08	65		87		9	57	22	13	
	2008-09	Less than 10		84		<	<	<	<	
Students with Disabilities	2007-08	<		48		<	<	<	<	
	2008-09	<		42		<	<	<	<	
Limited English Proficient	2007-08									
	2008-09									
Economically Disadvantaged	2007-08	62		65		10	52	29	10	
	2008-09	39		62		0	39	29	32	
Migrant	2007-08									
	2008-09									
Male	2007-08	50	79		13	38	31	19		
	2008-09	30	75		0	30	20	50		
Female	2007-08	75	80		8	67	21	4		
	2008-09	45	77		5	40	30	25		

**SUBJECT: SOCIAL STUDIES (Aggregate only required 2007-08)**

Student Group Grade: <u>6</u>	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Percent Tested OR Not Tested in Grade Span <u>    </u>	Percent of Student in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2007-08	45	NA	73		19	26	19	35
	2008-09	49		74		22	27	32	20
African American	2007-08	17		45		8	8	25	58
	2008-09	36		48		14	21	43	21
American Indian/ Native Alaskan	2007-08								
	2008-09								
Asian/Pacific Islander	2007-08								
	2008-09								
Hispanic	2007-08								
	2008-09								
White	2007-08	61		81		28	33	17	22
	2008-09	58		81		27	31	23	19
Students with Disabilities	2007-08			40					
	2008-09			40					
Limited English Proficient	2007-08								
	2008-09								
Economically Disadvantaged	2007-08	29		56		12	18	24	47
	2008-09	43		59		10	33	29	29
Migrant	2007-08								
	2008-09								
Male	2007-08	50	72		25	25	20	30	
	2008-09	54	74		25	26	29	17	
Female	2007-08	36	73		9	27	18	45	
	2008-09	41	73		18	24	35	24	

**Local and Norm Referenced Achievement Data**

At Grand Blanc Academy we administer a variety of assessments to help determine student needs and progress. Examples: Students are assessed in Grades 1 and 2 using....Students are given the Iowa test to determine....Students are given the NWEA to measure....

IOWA Test of Basic Skills: Spring 2008									
Grade	Reading Total								
	# Students Assessed	Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%
<b>K</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>1</b>	58	12	21	22	38	15	26	9	16
<b>2</b>	53	6	11	28	53	16	30	3	6
<b>3</b>	64	17	27	20	31	25	39	2	3
<b>4</b>	52	8	15	25	48	18	35	1	2
<b>5</b>	64	8	13	30	47	22	34	4	6
<b>6</b>	37	11	30	20	54	6	16	0	0
<b>7</b>	45	13	29	28	62	3	7	1	2
<b>8</b>	35	4	11	18	51	13	37	0	0

IOWA Test of Basic Skills: Spring 2008									
Grade	Math Total								
	# Students Assessed	Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%
<b>K</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>1</b>	56	21	38	16	29	16	29	3	4
<b>2</b>	53	8	15	20	38	22	42	3	6
<b>3</b>	63	15	24	20	32	21	33	7	11
<b>4</b>	52	11	21	23	44	14	27	4	8
<b>5</b>	64	15	23	24	38	17	27	8	13
<b>6</b>	37	11	30	19	51	7	19	0	0
<b>7</b>	46	21	45	21	45	5	11	0	0
<b>8</b>	37	10	27	16	43	8	22	3	8

IOWA Test of Basic Skills: Spring 2009									
Grade	Reading Total								
	# Students Assessed	Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%
<b>K</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>1</b>	54	11	20	22	41	15	28	6	11
<b>2</b>	42	3	7	19	45	17	40	3	7
<b>3</b>	42	3	7	15	36	21	50	3	7
<b>4</b>	36	2	6	15	42	18	50	1	3
<b>5</b>	39	2	5	25	64	10	26	2	5
<b>6</b>	31	4	13	19	61	7	23	1	3
<b>7</b>	31	2	6	20	65	8	26	1	3
<b>8</b>	32	12	38	17	53	2	5	1	4

IOWA Test of Basic Skills: Spring 2009									
Grade	Math Total								
	# Students Assessed	Below Basic		Basic		Proficient		Advanced	
		#	%	#	%	#	%	#	%
<b>K</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>1</b>	55	17	31	28	51	10	18	-	-
<b>2</b>	42	11	26	15	36	14	33	2	5
<b>3</b>	42	6	14	15	36	13	31	8	19
<b>4</b>	36	7	19	13	36	13	36	3	8
<b>5</b>	39	3	8	23	59	11	28	2	5
<b>6</b>	31	10	32	13	42	7	23	1	3
<b>7</b>	19	3	16	9	47	7	37	0	0
<b>8</b>	30	19	63	8	27	3	10	0	0

# IV. Adequate Yearly Progress (AYP) Data

## Grades 3-8 Achievement Targets in Relation to AYP Targets and Attendance Rate

<b>Student Group</b> (if N ≥ 30)	English Language Arts				Mathematics				Additional Academic Indicators			
	Percent Tested		Percent Proficient & Advanced		Percent Tested		Percent Proficient & Advanced		Attendance Rate 2007-08		Attendance Rate 2008-09	
	Goal: 95%		Goal: 54%		Goal: 95%		Goal: 54%		Goal 85%		Goal 90%	
	School	State	School	State	School	State	School	State	School	State	School	State
All Students	97.4		87.8		97.4		92.2		97.6		98.6	
African American	97.7		84.3		97.7		91.2		98.1		99.5	
American Indian/ Native Alaskan												
Asian/Pacific Islander												
Hispanic												
White	96.2		91.4		91.4		92.1		97.4		98.6	
Students with Disabilities	96.0		73.0		96.0		83.8		96.8		98.8	
Limited English Proficient												
Economically Disadvantaged	96.9		85.2		96.9		91.1		97.2		98.5	

# V. Parent Involvement

## Parent Teacher Conference

Parents are provided...

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2007-08	327	250	85	75
2008-09	415	275	90	78

## **Parent Involvement Policy**

### **BOARD OF DIRECTORS GRAND BLANC ACADEMY**

#### **Title I School Parent Involvement Policy**

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Chief Administrative Officer shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the public school academy expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the public school academy may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language that parents can understand;
- C. parents will be involved in the planning, review and improvement of the schoolwide programs;
- D. information concerning Academy performance profiles and their child's individual performance will be communicated to parents;
- E. a review and explanation of the curriculum in use at the Academy, means of assessment, and the proficiency levels students are expected to achieve and maintain are communicated to parents;
- F. opportunities to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan as requested by parents;
- G. if the schoolwide program plan is not satisfactory to the parents of participating children, parent comments on the plan will be submitted when the plan is made available to the Academy;
- H. parents will be assisted in providing help to their children in achieving the objectives of the program with use of the Parent-School Compact by such means as monitoring attendance and making appropriate decisions relating to the education of their children and positive use of extracurricular time;
- I. the public school academy will provide coordination, technical assistance and other support necessary to assist Title I Academy to develop effective parental participation activities to improve academic achievement;

- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English proficiency, parents with disabilities, parents of migratory children, etc.) and devising strategies to improve parental involvement in a language that parents can understand;
- K. the parental involvement plan will be coordinated with community programs to increase parental involvement;
- L. other activities will be conducted to support parental involvement activities as appropriate to the plan, per parent request, and State or Federal requirements;

The Chief Administrative Officer shall also assure that each Title I participating Academy develops a specific plan with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the right of the parents to be involved our school's participation and the Academy's obligations to develop a parent involvement plan;
- B. will devise a flexible meeting schedule and provide assistance to encourage parental involvement, such as child care, transportation, home visits, interpreter services as needed, or similar aid;
- C. will involve parents in an organized, ongoing and timely way in development, review and improvement of parent involvement activities including the planning, review and improvement of Title I programs, improvement of the school parental involvement policy, and the joint development of the school wide program plan;
- D. will provide participating students' parents with:
  - a. timely responses to parental questions, concerns, and recommendations about Title I programs;
  - b. a review and explanation of the curriculum in use at the Academy, means of assessment, and the proficiency levels students are expected to achieve and maintain;
  - c. opportunities to formulate suggestions, interact and share experiences with other parents, make suggestions and receive responses regarding their student's education, and participate appropriately in the decision-making about the program and revisions in the plan as requested by parents;
- E. will provide an opportunity for parent input to determine level of parent satisfaction and submit parent comments on the schoolwide plan;
- F. develops jointly with parents a Parent-School Compact which outlines the shared responsibilities of the Academy staff, the parents, and the student for high student academic achievement including:

- a. the Academy will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's students academic achievement standards;
  - b. the Academy will hold parent-teacher conferences at least twice annually, at which time the Parent-School Compact and the student's PSAP will be discussed as it relates to the individual child's achievement;
  - c. the Academy will provide parents with frequent reports on their children's progress;
  - d. the Academy will provide reasonable parent access to staff and opportunities to observe and participate in classroom activities;
- G. the Academy will provide assistance to parents of children in understanding topics such as the state's academic content standards, the state's student achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I Part A, how to monitor their child's progress, and how to work with educators;
- H. provide materials and training to help parents work with their children to improve student achievement, such as literacy training and using technology to foster parental involvement;
- I. educate and guide all staff in the value and the utility of parents' contribution, parent communication and relationships to build ties between parents and the school;
- J. the parental involvement plan will be coordinated with community programs, such as Girl Scouts, Boy Scouts, GBA Parent Teacher Organization, Nurturing Parenting Program, Love & Logic and local universities;
- K. Provide information related to Title I programs to parents in a format and language that parents (including parents with limited English proficiency, parents with disabilities, etc.) can understand;

## VI. Core Curriculum

The curricula implemented in our school are based on the on the Michigan State Standards.

To help determine continued needs in regard to its implementation, the following data help to support...

### English Language Arts, Math, Science, Social Studies

**As a Charter School, our management company Mosaica Education Inc. prescribes, reviews, and revises the curriculum annually. We do not have control at the building level over revisions of curriculum**

## VII. Teacher Qualifications

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects...

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	16	8	8			
Percentage of Teachers in the School who are Highly Qualified	100%					
Percentage of Teachers in the School with Emergency Credentials	0%					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers	0%					

### Highly Qualified Progress Plan

**Grand Blanc Academy will only hire teachers who meet the letter of NCLB. In areas where there may be a shortage of qualified teachers those hired are required to attend class leading to the needed endorsement and are issued a full year permit from the Michigan Department of Education.**

## **Parent Right-to-Know Provisions of “No Child Left Behind” Legislation**

Our school receives funds from Title 1 Part A programs. Title 1, Part A is a federally funded supplemental program designed to help children reach high academic standards. In receiving funds from this program the school is required to inform parents of information available to them regarding the professional qualifications of their child’s classroom teacher(s). The following information will be provided to parents upon request and in a timely manner:

- ▶ Whether the childrens' teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ▶ Whether the childrens' teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- ▶ The baccalaureate degree major of the childrens' teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- ▶ Whether the children are provided services by paraprofessionals and, if so, their qualifications.

Parents may request additional information on the level of achievement of their children in each of Michigan’s assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement.

Parents will also receive timely notice if their child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher is defined as a teacher that meets Michigan’s qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.