



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



**Mackensen Elementary**  
5535 Dennis St.  
Bay City, Michigan 48706  
Tel: (989) 684-4958  
Fax: (989) 684-8598

James Cain, Principal

**Bay City Public Schools**  
910 N. Walnut Street  
Bay City, Michigan 48706  
Tel: (989) 686-9700  
Fax: (989) 686-1047  
Web: [www.bcschools.net](http://www.bcschools.net)

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 Mackensen 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. James Cain for assistance. The AER is available for you to review electronically by visiting the following web site [www.bcschools.net](http://www.bcschools.net) or you may review a copy from the Principal's office at your child's school.

For 2009-2010, Mackensen 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.

The entire Mackensen Elementary School Community should be commended for the annual success and tradition of excellence demonstrated by our students. It takes a true collaborative effort for students to be successful and today we all celebrate together in this accomplishment!

Sincerely,

*James Cain*

James Cain,  
Principal

# Mackensen Elementary School

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

## Mission

**Mackensen will provide a safe and caring environment where all students can succeed academically, socially, and physically.**

### *Mackensen School at a Glance...*

<b>Enrollment:</b>	<b>342</b>
<b><u>Professional Staff</u></b>	
<b>Teachers:</b>	<b>17</b>
<b>Administrators:</b>	<b>1</b>
<b>Administrative Support:</b>	<b>1</b>
<b>Educational Assistants:</b>	<b>3</b>
<b>Custodial:</b>	<b>2</b>

## Specialized Programs

Listed below are additional programs or activities which affect students at Mackensen School:

- September Open House
- Kindergarten Orientation & Stepping Stones to Kindergarten
- Bay City Times "Newspaper in Education" Program
- Fun Fair
- Talent Show
- Holiday & Spring Music Programs, Kindergarten Christmas Songfest
- Fifth Grade Banquet
- Field Day
- Basketball, Flag Football - 4th and 5th grades
- S.V.S.U. and Delta Student-Field Work
- K-5 Accelerated Reader Program & Remarkable Readers
- Family Reading & Family Writing Nights
- Family Fun Night
- 5th grade Camp Timbers Outdoor Education Experience
- Indian Education Support
- Junior Achievement
- Weekly classes in Spanish, Music, Media instruction, Physical Education and Art for all students.
- D.E.W. (Drop Everything and Write) writing program.

## PARENT INFORMATION

Mackensen Elementary School has a highly active parent volunteer group. During the 2008-09 school year, the parents and community at Mackensen Elementary School contributed over 4,000 hours of volunteer time. This time was used performing a variety of tasks including coverage of open library time, tutors, office tasks, scouting, Campbell soup labels and box tops for Education, room moms, read-a-loud grandpas, bulletin boards/show case upkeep, PTO leadership, field day, fun fair, spring dance, popcorn and ice-cream sales, bake sales, and fundraising efforts.

Parents are involved in the decision making process through the Parent-Teacher organization. The PTO meets monthly (more often as needed) to establish fundraising opportunities and determine academic and co-curricular activities supported by fundraising efforts. The PTO and volunteer coordinators meet regularly with the principal to review and plan activities for students and families. The efforts of the PTO and volunteer coordinators are a key factor in student success at Mackensen Elementary School.

## School Improvement Plan

The staff at Mackensen Elementary School is dedicated to providing the best possible educational experience to our students. To that end, the staff continually seeks out best practices and innovative strategies to ensure high levels of academic achievement. The Mackensen staff used data to inform and adjust their instruction to meet the needs of all students.

During the 2009-2010 school year, the school improvement team met to examine the achievement data and determine if the identified goals were met. The primary focus in 2009-2010 was to improve writing skills. The goal was to identify specific areas to improve and implement research based strategies that would benefit our students.

**Goal 1:** Mackensen students will improve MEAP scores on the measurement strand by 5% on the 2011 MEAP.

**Goal 2:** Mackensen students will achieve an 80% proficiency score on the 2009 MEAP writing assessment in 3rd, 4th, and 5th grade.

**Goal 3:** Incorporate an increased use of technology into daily lessons.

**Goal 4:** All students at Mackensen Elementary School will be proficient in Science.

**Goal 5:** All students at Mackensen Elementary School will be proficient in Social Studies.

### Added Components

**Role of Adult and Community Education** is to offer educational opportunities such as:

- \* evening classes for students and adults & youth programs

**Role of the Libraries** is to promote lifelong learning by providing:

- \* access to Inter-Library Loan System, Valley Library Consortium and White Pine
- \* teacher collections on various topics

**Role of Community Colleges** is to enrich the lives of all people in our community by offering educational opportunities such as:

- \* Delta/SVSU students observing/tutoring classrooms
  - \* a variety of course offerings
- \* the Math and Science Center where teachers are trained as specialists
  - \* knowledgeable speakers
- \* training student teachers and exploration students
  - \* research materials

**Role of Volunteers** is to positively touch the lives of Mackensen students by providing:

- \* tutoring services
- \* coaches for our 4th and 5th grade basketball, and flag football teams
- \* assistance at the 5th grade banquet, Talent Show, Fun Fair and Field Day
- \* Library and computer lab volunteers

**Role of Community Resources** is to support the educational lives of Mackensen students by providing:

- \* business partnerships - such as our The Bay City Times Newspaper in Education
- \* educational field trip opportunities such as the Camp Copneconic
- \* participation in Kindergarten Career Day

**Building Level Decision-Making** in the consideration and implementation of Mackensen School Improvement was achieved by:

- \* the Core Team, which consisted of staff members working on curricular concerns in coordination with district school improvement efforts.
- \* the Staff. Grade level meetings were held for input. In addition, monthly Professional Development afternoons were primarily used for these purposes.
- \* the Parent Advisory. A parent group which implements enrichment activities in our school, as well as addresses building management concerns.
- \* daily contact between principal and/or teachers, parents, students and volunteers as concerns arise and become resolved.
- \* District Curriculum Committees where current information was shared with colleagues to advance the district's goals regarding School Improvement and the Core Curriculum.

**Identification of Adult Roles** for which graduates need to be prepared to participate in a democratic society – Mackensen School believes adults must:

- \* comprehend a variety of reading genre.
- \* be able to solve mathematical problems.
- \* possess the attitude and skills of life-long learners.

**Identification of Education Skills** needed to allow graduates to fulfill adult roles – Mackensen School believes students must develop skills in:

- \* problem solving.
- \* decision making.
- \* self directed learners.
- \* oral and written communication.
- \* team work.
- \* self esteem as a learner.

**School Curriculum Providing Pupils with Education and Skills**

The Bay City Public School District provides:

- \* Core Curriculum.
- \* in-service to implement the Core Curriculum.
- \* teacher training to increase student improvement by providing
- \* standardized test information on MEAP and Terra Nova.

**Identification of Changes Needed** within Mackensen to provide graduates the necessary education and skills to fulfill adult roles – The Bay City School District needs to:

- \* provide continual in-service on the implementation and maintenance of “Best Instructional Practices” and the Core Curriculum.
- \* increase the number of trained adults to work with students such as Rolling Readers and tutors in the classrooms.
- \* increase the utilization of technology in the classroom.

**The Development of Alternative Manner of Assessment** to measure authentic assessment of pupils’ achievements, skills and competencies –

The Bay City Public Schools supports authentic assessment through:

- \* journals and writing samples.
- \* teacher observation.
- \* oral and written evaluation.
- \* projects and presentations.
- \* demonstrations and skits.
- \* individual and/or small group assessment.

**Effective Technology** needs of Mackensen School consists of:

- \* offering continual training for staff.
- \* integrating and enhancing curriculum through computers.
- \* providing more classroom computers and computer programs.
- \* additional technology equipment purchased

**On The Job Training**

- \* High school students have the opportunity to work as tutors to Mackensen students.
- \* Mackensen in-school bank in partnership with Citizen’s Bank.

## Points of Pride

Partnership between the school and the parents

School wide field trip opportunities including 5th grade camp, 4th grade camp, Kindergarten to LeCronier’s Animal Farm

Consistently high MEAP scores

\*100% of 3rd graders testing proficient on mathematics test 3 of the last 4 years (2005, 2007 and 2008)

\*100% of 3rd graders testing proficient in reading in 2008

Parent volunteer participation...over 4,000 hours in 2008-2009

Highly qualified teaching staff

Annual Field Day

A variety of family and community activities

The fifty-two 5th grade students earned over 250 academic awards

Partnerships with area businesses: 7-11, Applebees, Uno’s, Wendy’s, Hungry Howies, Begicks, Do-All, Citizen’s Bank and Home Depot

Plant-a-seed, build a community beautification program

More information about any of the topics covered regarding Mackensen School is available by calling:

**Mr. James Cain, Principal**  
Mackensen Elementary School  
989/684-4941  
[cainj@bcschools.net](mailto:cainj@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								
<b>Math Benchmark</b>								
% 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								
<b>Literacy</b>								
% 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
<b>National Lunch Program Eligibility</b>					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
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	†	†	†	†
<b>Student classified as having a disability</b>					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
<b>Student is an English Language Learner</b>					
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
<b>National Lunch Program Eligibility</b>					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
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	†	†	†	†	†
<b>Student classified as having a disability</b>					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
<b>Student is an English Language Learner</b>					
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
<b>National Lunch Program Eligibility</b>					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
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	†	†	†	†
<b>Student classified as having a disability</b>					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
<b>Student is an English Language Learner</b>					
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
<b>National Lunch Program Eligibility</b>					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
<b>Race Ethnicity</b>					
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	†	†	†	†
<b>Student classified as having a disability</b>					
SD	9	73	22	4	0
Not SD	91	23	43	30	3
<b>Student is an English Language Learner</b>					
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:

<b>ELEMENTARY</b>	<b><u>FALL 2009</u></b>	<b><u>SPRING 2010</u></b>
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%
<b>MIDDLE SCHOOL</b>	<b><u>FALL 2009</u></b>	<b><u>SPRING 2010</u></b>
Handy MS	66%	52%
Western MS	47%	35%

<b>HIGH SCHOOL</b>	<b><u>Trimester 1</u></b>	<b><u>Trimester 2</u></b>	<b><u>Trimester 3</u></b>
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.