

NEWAYGO PUBLIC SCHOOLS

ANNUAL REPORT

2008-2009

Newaygo Public Schools strive to meet the needs of a diverse population, focusing on high expectations for student achievement. We believe there is a strong need for basic foundation skills as well as high order thinking skills –both found in our district’s standards based curriculum. We encourage education innovation, accountability and teamwork to accomplish our goal to prepare our students for the future. We value the partnerships that we have with parents and our community that has resulted in higher student achievement. We also appreciate the support that allowed us to build and renovate the buildings that house our learning communities. We are proud of our user friendly schools that provide opportunities from preschool through adult education and community enrichment programs. The following report is a snapshot reflection of the progress of our students, points of pride and other information about our schools.

A full color report is available on our website: www.newaygo.net.



Larry Lethorn
Superintendent of Schools

VISION

Newaygo Public Schools is a district that takes action to ensure a World Class Education for students to become Leaders in a Global Economy.

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MISSION STATEMENT

The mission of the NPS is to provide a World Class Education so that all students will meet or exceed state standards. Students will be provided with interventions necessary to graduate ready to enter post-secondary education or the world of work to become our future community, state, national and international leaders.

GUIDING BELIEFS

We are committed to the beliefs of

- The primary mission of the schools is teaching for lifelong learning
- There is room for improvement in every school and school improvement is a process that is ongoing (e.g. Best Practices and Research Driven)
- Schools, parents, and community must communicate and work together
- Parenting education must be ongoing
- Continued staff development must occur
- Teachers will create learning experiences that promote an enjoyment for learning
- Supplies and resources must be available to achieve the highest levels of student learning
- Enhance the use of technology to achieve desired student outcomes
- A safe and orderly school environment where all students have an opportunity to learn must be provided
- All students have an ability to learn and have worth as individuals
- Students must be prepared for an ever-changing work place; students must learn “strategies for learning (e.g. problem-solving, critical thinking)
- Students must learn essential skills
- Teaching good citizenship skills and appropriate social behaviors fosters mutual respect of staff and students

QUICK FACTS ABOUT THE NEWAYGO SCHOOL DISTRICT

- | | |
|-----------------------------------|-----------------|
| ➤ Total Area: | 90 Square Miles |
| ➤ Building Enrollments: Fall 2008 | |
| 606 Newaygo High School | |
| 413 Newaygo Middle School | |
| 407 Velma Matson Upper Elementary | |
| 386 Vera Wilsie Elementary | |
| 145 Newaygo East Learning Center | |
| 1957 Total | |
| ➤ Staff | |
| 113 Professional | |
| 82 Support Staff | |
| 10 Administrators | |

2008-2009 Financial Statistics	
➤ State School Tax	6 mills
➤ Millage within School District	
Non-homestead	18 mills
Debt Retirement	7 mills
➤ Expenditures	
Instruction	10,780,100
Instructional Support	2,628,500
Transportation	989,000
Maintenance/Operational	1,427,400
Capital Outlay	<u>25,000</u>
	15,850,000
➤ Revenues	
Property Taxes	2,450,000
State Source	12,159,000
Federal	660,000
Other	<u>581,000</u>
	15,850,000



The District School Improvement Plan is in support of the building goals. During the 2008-09 school year each building went through a comprehensive needs assessment and developed their school improvement plan. Listed below are the district school improvement plans.

Key Areas of Focus

Need: FINANCIAL HEALTH – The analysis of the Budgets over the past five years shows a declining enrollment and less financial support from the State resulting in a reduction in NPS employees and fund equity in order to balance the budget.

Goal: Financial Support of the Education Programs to Increase Student Achievement

Objectives:

- 2009-12 Budgets. By October have balanced budget in place with limited use of fund equity.
- Renew 18 mill non-homestead millage for 3 years May 2010.
- Odd year school election for the year 2011 and Sinking Fund and/or Technology Bond.

Strategies:

- Budgeting process tied to student enrollment to determine staffing and negotiated contracts to reduce the use of fund equity.
- Get the Vote Out. Develop updated call lists and all Board Members to be involved to help pass the 3 yr. renewal of our 18 mills non-homestead operational millage.
- Review Pros & Cons of odd year election in either May or November and adjusted Board terms to 6 years.
- For Budget relief, put ballot issues of Sinking Fund for 5 years and/or Technology Bond as determine by technology needs assessment.

Need: Quality Education – Low Achievement in Subgroups in ELA, Math, Science and Social Studies – Analysis of the MEAP, MME and curriculum common assessments show subgroups of special education and economically disadvantage students who are not meeting the standards in ELA, Math, Science and Social Studies.

Goal: Increase ELA, Math, Science and Social Studies Achievement

Objectives:

- HS** -ELA – SIP- pg. 6, Sec. II. Strategy Statement – Sec. II – bottom of pg. 6. Action Steps pg. 7
 Math – SIP- pg. 8, Sec. II. Strategy Statement – Sec. II –bottom of pg. 8. Action Steps pg. 9
 Science- SIP- pg. 10, Sec. II. Strategy Statement- Sec. II- bottom of pg. 10. Action Steps pg. 11
 Social Studies- SIP Sec. II, pg. 25. Strategy Statement – Sec. II- bottom of pg. 12. Action Steps pg. 13
 Strategies to Increase Parent Involvement – SIP pg. 23

Need: Safety/Facilities – The analysis of our facilities show the lack of proper preventative maintenance, that all safety equipment is working and inspected on an annual basis and safety drills are performed as per State Mandates. It also shows the need to upgrade and purchase new technology throughout the district and other equipment that supports student achievement.

Goal: Provide safe, clean and well equipped buildings that support student achievement.

Objectives:

- Comprehensive preventative maintenance program in place with an inventory of HVAC equipment.
- Assessment of technology needs by May 2010.
- Apply for all Stimulus dollars that we are eligible to receive.
- Determine the need for additional millage request with a Sinking Fund and/or Technology Bond.
- By 2012 upgrade at least 25% of our technology in the district.

Strategies:

- Maintenance Director will use online work orders (School Dude) and develop a Preventative Maintenance program with complete inventory of all HVAC equipment.
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- Begin immediately budgeting replacement of technology equipment with 2009-10, 2010-11 and 2011-12 budgets.

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Objectives:

- MS** - ELA – SIP- pg. 15, Sec. II. Strategy Statement – Sec. II – bottom of pg. 15. Action Steps pg. 16
 Math – SIP- pg. 10, Sec. II. Strategy Statement – Sec. II –bottom of pg. 10. Action Steps pg. 11
 Science- SIP- pg. 12, Sec. II. Strategy Statement- Sec. II- bottom of pg. 12. Action Steps pg. 13
 Social Studies- SIP Sec. II, pg.7. Strategy Statement – Sec. II- bottom of pg. 7. Action Steps pg. 8
 Strategies to Increase Parent Involvement – SIP pg. 19

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Goal: Increase ELA, Math, Science and Social Studies Achievement

Objectives:

- VM -Writing – SIP- pg. 9, Sec. II. Strategy Statement – Sec. II – bottom of pg. 9. Action Steps pg. 10
- Math – SIP- pg. 11, Sec. II. Strategy Statement – Sec. II –bottom of pg. 11. Action Steps pg. 12
- Science- SIP- pg. 13, Sec. II. Strategy Statement- Sec. II- bottom of pg. 13. Action Steps pg. 14
- Social Studies- SIP Sec. II, pg. 15. Strategy Statement – Sec. II- bottom of pg. 15. Action Steps pg. 16
- Reading – SIP Sec. II, pg. 17. Strategy Statement – Sec. II – bottom of pg. 17. Action Steps pg. 18
- Strategies to Increase Parent Involvement – SIP pg. 23

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Goal: Increase ELA, Math, Science and Social Studies Achievement

Objectives:

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- Math – SIP- pg. 13, Sec. III. Strategy Statement – Sec. III –bottom of pg. 13. Action Steps pg. 14
- Science- SIP- pg. 15, Sec. II. Strategy Statement- Sec. II- bottom of pg. 15. Action Steps pg. 16
- Social Studies- SIP Sec. II, pg. 11. Strategy Statement – Sec. II- bottom of pg. 11. Action Steps pg. 12
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- Strategies to Increase Parent Involvement – SIP pg. 24

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Highly Qualified Teacher Report

All teachers must meet the Highly Qualified definition in their teaching assignment*. We are required to report our progress towards this goal annually. It should be noted that the criteria for middle school and high school teachers changed with No Child Left Behind (NCLB). Teachers at these levels must have passed content area tests, taken additional coursework, or meet portfolio criteria in Math, English, Language Arts, Reading, Science, Government, Civics, History, Geography, Economics, Fine and Performing Arts and Foreign Languages. It is with great pleasure that **All** teachers met the Michigan standards for certification and are Highly Qualified. Professional qualifications are as follows: District – BA’s 29% MA’s 71%

School	%HQ	% In Progress	% Plan to complete
Vera Wilsie Elementary	100%		
Velma Matson Upper Elementary	100%		
Newaygo Middle School	100%		
Newaygo High School	100%		



*Parents have the right to request information regarding the Highly Qualified status of their child’s teacher or teachers. To request information, please contact the Superintendent of Schools.

STUDENT ACHIEVEMENT AT NEWAYGO PUBLIC SCHOOLS

A wide variety of ways to measure and report on student progress and achievement are used, including report cards, parent/teacher conferences, letters, phone calls, teacher-made tests, direct communication with students, collection of student materials, and standardized tests for assessment measurement. Under Michigan PA 25 and federal No Child Left Behind (NCLB), student MEAP scores in Math and English Language Arts (ELA) are the sole basis for Adequate Yearly Progress and must be reported annually to the public. Adequate Yearly Progress or AYP is determined by the Michigan Department of Education every 3 years or less as the percentage of the NCLB’s 100% proficiency to be attained by the school year 2013-14.

The following are the percentages of students who took the MEAP English language arts (ELA) and math per grade level.

Velma Matson Upper Elementary (Percent of Students Tested for 2008-9)

Student Group	English			Math		
	School	District	State	School	District	State
All Students	99.7	100.3		100	100.5	
White	99.7	100		100	100	
Students with Disabilities	98.5	98		98.5	98	
Economically Disadvantaged	100.9	101		101.3	101	

Newaygo Middle School (Percent of Students Tested for 2008-9)

Student Group	English			Math		
	School	District	State	School	District	State
All Students	99.3	98.6	96.8	99.3	98.6	97
White	99.5	98	98	99.5	98	98.1
Male	98.7	98.7	96.7	100	100	96.9
Female	100	100	96.9	98.5	98.5	97.2
Students with Disabilities	98.4	98	94.6	98.4	98	94.3
Economically Disadvantaged	100	100	95.5	100	100	96

Newaygo High School (Percent of Students Tested for 2008-9)

Student Group	English			Math		
	School	District	State	School	District	State
All Students	100	95.6	96.8	100	96.2	97
White	100	97	98	100	97	98.1
Male	100	98.6	96.7	100	98.6	96.9
Female	100	98.7	96.9	100	98.7	97.2
Students with Disabilities	100	100	94.6	100	100	94.3
Economically Disadvantaged	100	95	95.5	100	97	96

Learning Center East (Percent of Students Tested for 2008-9)

Student Group	English			Math		
	School	District	State	School	District	State
All Students	**	95.6	96.8	**	96.2	97
White	**	97	98	**	97	98.1
Male	**	98.6	96.7	**	98.6	96.9
Female	**	98.7	96.9	**	98.7	97.2
Students with Disabilities	**	100	94.6	**	100	94.3
Economically Disadvantaged	**	95	95.5	**	97	96

Below are our MEAP percentage scores that compare Newaygo Public Schools to the State in Math and English Language Arts and a chart with all test scores for the past 3 years for comparison. Level 1 - is Exceeds Expectations, Level 2 - is Meets Expectation, Level 3 - is At Basic, and Level 4 - is Apprentice. We must meet the AYP target for the entire grade as well as subgroups such as economically disadvantaged. Only grade composite scores are listed. All subgroups in Title I schools met AYP.

MME MATHEMATICS (Newaygo High School)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES				YEAR TAKEN	
	P	1	2	3	4	P	1	2	3	4	P	1	2	3		4
2010 - 11th	41	9	33	17	41	<	<	<	<	<	44	9	34	18	38	S 2009
District - 11th	38	8	30	19	43	<	<	<	<	<	40	9	31	20	40	S 2009
State - 11th	49	12	37	15	36	10	1	9	9	81	53	14	40	16	31	S 2009

MME TOTAL ELA (NHS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES				YEAR TAKEN	
	P	1	2	3	4	P	1	2	3	4	P	1	2	3		4
2010 - 11th	43	0	43	47	10	<	<	<	<	<	44	0	44	47	9	S 2009
District - 11th	39	0	39	49	12	<	<	<	<	<	41	0	41	49	10	S 2009
State - 11th	52	3	49	36	12	14	0	14	41	45	56	3	53	35	9	S 2009

MEAP ELA (Velma Matson - district, school state comparisons 2008-9)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES				YEAR TAKEN	
	P	1	2	3	4	P	1	2	3	4	P	1	2	3		4
2018 - 3rd	82	11	71	17	1	58	0	58	37	5	86	13	74	14	0	F 2008
District - 3rd	82	11	71	17	1	58	0	58	37	5	86	13	74	14	0	F 2008
State - 3rd	83	17	66	16	1	55	6	50	42	3	87	18	68	13	1	F 2008
2017 - 4th	81	11	70	19	0	39	0	39	61	0	89	13	75	11	0	F 2008
District - 4th	81	11	70	19	0	39	0	39	61	0	89	13	75	11	0	F 2008
State - 4th	77	11	66	22	2	44	3	40	49	7	81	12	69	18	1	F 2008
2016 - 5th	83	13	70	17	0	47	6	41	53	0	89	15	75	11	0	F 2008
District - 5th	83	13	70	17	0	47	6	41	53	0	89	15	75	11	0	F 2008
State - 5th	78	18	60	19	3	42	5	37	46	12	83	20	64	15	1	F 2008
2015 - 6th	76	13	63	21	3	30	0	30	56	15	86	15	71	14	0	F 2008
District - 6th	76	13	63	21	3	30	0	30	56	15	86	15	71	14	0	F 2008
State - 6th	80	18	61	19	2	41	3	38	51	8	85	20	64	15	1	F 2008

MEAP MATHEMATICS (Velma Matson - district, school, state comparisons 2008-9)

CLASS	ALL STUDENTS					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2018 - 3rd	93	56	37	7	0	84	42	42	16	0	95	59	36	5	0	F 2008
District - 3rd	93	56	37	7	0	84	42	42	16	0	95	59	36	5	0	F 2008
State - 3rd	91	56	35	9	0	80	33	46	20	0	93	59	34	7	0	F 2008
2017 - 4th	94	59	35	6	0	83	22	61	17	0	96	66	30	4	0	F 2008
District - 4th	94	59	35	6	0	83	22	61	17	0	96	66	30	4	0	F 2008
State - 4th	88	44	44	11	1	68	21	47	28	4	91	47	43	9	1	F 2008
2016 - 5th	89	57	32	11	0	59	24	35	41	0	95	63	32	5	0	F 2008
District - 5th	89	57	32	11	0	59	24	35	41	0	95	63	32	5	0	F 2008
State - 5th	77	45	32	19	4	47	19	28	39	14	81	49	32	16	3	F 2008

MEAP MATHEMATICS (Newaygo Middle School)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2015 - 6th	87	68	18	13	1	59	26	33	37	4	93	78	15	7	0	F 2008
District - 6th	87	68	19	13	1	45	17	28	42	13	85	55	29	14	2	F 2008
State - 6th	80	51	29	17	3	45	17	28	42	13	85	55	29	14	2	F 2008
District - 7th																
2014 - 7th	93	69	24	6	2	38	13	25	50	13	96	73	24	3	1	F 2008
District - 7th	93	69	24	6	2	46	16	30	44	10	87	58	29	12	1	F 2008
State - 7th	83	53	30	15	2	46	16	30	44	10	87	58	29	12	1	F 2008
2013 - 8th	76	46	30	21	4	36	7	29	50	14	80	50	30	17	2	F 2008
District - 8th	74	45	29	21	4	39	10	28	39	22	79	47	32	16	5	F 2008
State - 8th	75	43	32	18	7	39	10	28	39	22	79	47	32	16	5	F 2008

MEAP TOTAL ELA (NMS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2015 - 6th	76	13	63	21	3	30	0	30	56	15	86	15	71	14	0	F 2008
District - 6th	76	13	63	22	3	41	3	38	51	8	85	20	64	15	1	F 2008
State - 6th	80	18	61	19	2	41	3	38	51	8	85	20	64	15	1	F 2008
2014 - 7th	81	9	72	17	2	50	0	50	38	13	83	10	73	15	2	F 2008
District - 7th	81	9	72	17	2	41	2	39	38	21	85	15	70	12	3	F 2008
State - 7th	80	13	67	15	5	41	2	39	38	21	85	15	70	12	3	F 2008
2013 - 8th	78	16	63	18	4	29	0	29	57	14	84	18	67	13	3	F 2008
District 8th	78	15	63	18	4	34	3	31	41	25	82	21	61	15	3	F 2008
State - 8th	77	19	58	18	6	34	3	31	41	25	82	21	61	15	3	F 2008

DISAGGREGATED MEAP SCORES

Schools are required to provide MEAP information on subgroups of 30 or more students as well as gender. Our subgroup to report is Economically Disadvantaged, over 55% of our students K-8 fall into this group. Below is a chart that reports this data in percentages for the Fall of 2008 for grades 3-8.

MME ECONOMICALLY DISADVANTAGED - MATH (NHS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2010 - 11th - yes	37	4	33	20	43	<	<	<	<	<	40	5	35	21	40	S 2009
2010 - 11th - no	44	11	33	16	40	<	<	<	<	<	46	12	34	16	38	S 2009
District - yes	32	4	28	21	47	<	<	<	<	<	34	4	30	22	44	S 2009
District - no	41	11	31	18	41	<	<	<	<	<	43	11	32	19	38	S 2009
State - yes	29	4	25	16	55	5	0	5	6	88	22	3	18	15	63	S 2009
State - no	58	16	42	14	27	14	2	12	11	75	54	14	40	16	31	S 2009

MME ECONOMICALLY DISADVANTAGED - ELA (NHS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2010 - 11th - yes	33	0	33	51	16	<	<	<	<	<	33	0	33	52	14	S 2009
2010 - 11th - no	47	0	47	45	8	<	<	<	<	<	49	0	49	45	6	S 2009
District - yes	29	0	29	52	19	<	<	<	<	<	29	0	29	53	18	S 2009
District - no	45	0	45	47	7	<	<	<	<	<	47	0	47	47	5	S 2009
State - yes	32	1	31	46	22	8	0	8	37	55	36	1	35	48	17	S 2009
State - no	61	4	57	31	8	19	0	18	43	38	64	4	60	30	6	S 2009

MME GENDER REPORT - ELA (NHS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2010 -11th - M	37	0	37	52	10	<	<	<	<	<	38	0	38	52	11	S 2009
2010 - 11th - F	48	0	48	42	10	<	<	<	<	<	51	0	51	43	6	S 2009
District - M	35	0	35	52	13	<	<	<	<	<	35	0	35	51	13	S 2009
District - F	43	0	43	46	11	<	<	<	<	<	46	0	46	47	7	S 2009
State - M	47	2	45	37	16	14	0	13	38	48	51	2	49	37	12	S 2009
State - F	57	4	54	34	9	14	0	14	46	40	60	4	56	34	6	S 2009

MME GENDER REPORT - MATH (NHS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2010 - 11th - M	50	13	37	10	40	<	<	<	<	<	52	14	38	11	37	S 2009
2010 - 11th - F	33	4	28	24	43	<	<	<	<	<	35	5	30	25	40	S 2009
District - M	47	13	35	11	42	<	<	<	<	<	49	13	36	12	39	S 2009
District - F	29	4	25	26	45	<	<	<	<	<	31	4	26	28	42	S 2009
State - M	52	15	37	14	35	13	2	11	10	78	57	16	40	14	29	S 2009
State - F	47	10	37	16	37	6	0	6	7	87	50	11	39	17	33	S 2009

MEAP/MME ECONOMICALLY DISADVANTAGED - MATH (NMS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2015 - 6th - yes	81	60	20	18	1	53	16	37	42	5	88	72	16	12	0	
2015 - 6th - no	95	80	15	5	0	<	<	<	<	<	98	85	13	2	0	
District - 6th - yes	81	59	22	18	1	53	16	37	42	5	89	70	18	11	0	
District - 6th - no	95	80	15	5	0	<	<	<	<	<	98	85	13	2	0	
State - 6th - yes	69	334	35	26	5	37	11	26	47	16	75	38	37	22	3	
State - 6th - no	88	63	25	11	2	56	25	31	35	9	91	66	25	8	1	
2014 - 7th - yes	90	61	29	6	3	<	<	<	<	<	95	65	30	4	2	
2014 - 7th - no	95	76	19	5	0	<	<	<	<	<	98	80	18	2	0	
District - 7th - yes	90	61	29	6	3	<	<	<	<	<	95	65	30	4	2	
District - 7th - no	95	76	19	5	0	<	<	<	<	<	98	80	18	2	0	
State - 7th - yes	72	35	37	24	4	37	10	27	50	12	78	40	38	20	2	
State - 7th - no	90	65	25	9	1	56	23	33	36	7	93	69	24	7	0	
2013 - 8th - yes	72	38	34	25	3	<	<	<	<	<	76	42	34	22	2	
2013 - 8th - no	79	54	25	16	4	<	<	<	<	<	84	58	26	13	3	
2014 - 8th - yes	72	38	34	25	3	<	<	<	<	<	74	41	33	23	3	
2014 - 8th - no	79	54	25	16	4	<	<	<	<	<	84	58	26	13	3	
2014 - 8th - yes	62	25	37	27	11	32	6	26	42	26	67	29	38	24	8	
2014 - 8th - no	83	54	29	13	4	46	16	31	36	18	86	58	29	11	3	

MEAP/MME ECONOMICALLY DISADVANTAGED - ELA (vm, ms, hs)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2015 - 6th - yes	73	8	65	23	5	26	0	26	53	21	86	10	75	14	0	F 2008
2015 - 6th - no	81	19	61	19	0	<	<	<	<	<	87	22	65	13	0	F 2008
District - 6th - yes	72	8	64	23	4	26	0	26	53	21	85	10	75	15	0	F 2008
District - 6th - no	81	19	61	19	0	<	<	<	<	<	87	22	65	13	0	F 2008
State - 6th - yes	68	8	59	30	3	32	2	30	58	10	74	10	64	24	2	F 2008
State - 6th - no	88	25	63	11	1	52	6	46	43	5	92	27	64	8	0	F 2008
2014 - 7th - yes	74	8	66	23	3	<	<	<	<	<	75	9	67	23	2	F 2008
2014 - 7th - no	88	10	78	10	2	<	<	<	<	<	91	11	80	7	2	F 2008
District - 7th - yes	74	8	66	23	3	<	<	<	<	<	75	9	67	23	2	F 2008
District - 7th - no	88	10	78	10	2	<	<	<	<	<	91	11	80	7	2	F 2008
State - 7th - yes	69	5	63	23	8	33	1	32	41	26	75	6	69	20	5	F 2008
State - 7th - no	88	19	69	10	2	51	3	47	34	15	91	20	71	8	1	F 2008
2013 - 8th - yes	73	9	64	22	4	<	<	<	<	<	79	10	69	17	3	F 2008
2013 - 8th - no	84	22	61	13	3	<	<	<	<	<	89	24	65	10	2	F 2008
District - 8th - yes	72	9	64	22	6	<	<	<	<	<	78	10	68	17	5	F 2008
District - 8th - no	84	22	61	13	3	<	<	<	<	<	89	24	65	10	2	F 2008
State - 8th - yes	64	9	55	26	9	26	1	25	43	31	71	10	61	23	5	F 2008
State - 8th - no	85	26	59	12	3	44	5	39	38	18	89	28	61	10	2	F 2008

MEAP/MME GENDER REPORT - MATH (NMS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2015 - 6th - M	86	67	20	14	0	65	30	35	35	0	93	79	15	7	0	F 2008
2015 - 6th - F	87	71	16	12	1	<	<	<	<	<	92	77	15	8	0	F 2008
2015 - District - M	87	65	22	13	0	65	30	35	35	0	84	52	32	6	10	F 2008
2015 - District - F	87	71	16	12	1	<	<	<	<	<	82	48	34	5	13	F 2008
2015 - State - M	79	51	28	18	4	47	19	28	40	12	85	57	28	13	2	F 2008
2015 - State - F	81	50	31	16	3	41	14	28	45	14	84	53	31	14	2	F 2008
2014 - 7th - M	94	69	24	5	2	<	<	<	<	<	98	75	23	2	0	F 2008
2014 - 7th - F	92	68	24	7	2	<	<	<	<	<	95	70	25	4	2	F 2008
2015 - District - M	94	69	24	5	2	<	<	<	<	<	98	75	23	2	0	F 2008
2015 - District - F	92	68	24	7	2	<	<	<	<	<	95	70	25	4	2	F 2008
2015 - State - M	81	53	28	16	3	48	18	30	42	10	87	59	28	12	1	F 2008
2015 - State - F	84	54	31	14	2	42	11	30	48	10	88	57	31	11	1	F 2008
2013 - 8th - M	75	48	27	20	5	<	<	<	<	<	82	54	29	16	2	F 2008
2013 - 8th - F	76	44	32	21	3	<	<	<	<	<	78	48	31	18	3	F 2008
2015 - District - M	73	47	26	21	6	<	<	<	<	<	79	52	28	17	3	F 2008
2015 - District - F	76	44	32	21	3	<	<	<	<	<	78	48	31	18	3	F 2008
2015 - State - M	75	45	30	18	7	41	12	29	37	21	81	50	30	15	5	F 2008
2015 - State - F	74	41	34	19	7	34	6	28	42	24	78	43	34	17	5	F 2008

MEAP/MME GENDER REPORT - ELA (NMS)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES				
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4
2015 - 6th - M	69	12	57	27	4	25	0	25	60	15	84	16	67	16	0
2015 - 6th - F	84	13	71	14	1	<	<	<	<	<	89	15	74	11	0
2015 - District - M	69	12	57	28	4	25	0	25	60	15	83	16	67	17	0
2015 - District - F	84	13	71	14	1	<	<	<	<	<	89	15	74	11	0
2015 - State - M	77	17	60	21	2	41	4	38	51	8	83	20	63	16	1
2015 - State - F	82	19	63	16	1	41	3	37	53	7	86	21	65	13	1
2014 - 7th - M	84	10	74	13	3	<	<	<	<	<	86	11	75	13	2
2014 - 7th - F	78	8	69	20	2	<	<	<	<	<	81	9	72	18	2
2014 - District - M	84	10	74	13	3	<	<	<	<	<	86	11	75	13	2
2014 - District - F	78	8	69	20	2	<	<	<	<	<	81	9	72	18	2
2014 - State - M	76	12	64	18	6	40	2	38	37	23	82	14	69	14	4
2014 - State - F	84	15	69	13	3	43	2	41	38	19	88	16	72	11	2
2013 - 8th - M	73	9	64	19	8	<	<	<	<	<	80	11	70	14	5
2013 - 8th - F	83	21	61	17	0	<	<	<	<	<	88	23	64	13	0
2013 - District - M	73	9	64	18	9	<	<	<	<	<	79	10	69	14	7
2013 - District - F	83	21	61	17	0	<	<	<	<	<	88	23	64	13	p
2013 - State - M	73	17	56	20	7	33	3	30	39	27	80	20	60	16	4
2013 - State - F	81	21	60	16	4	36	3	33	43	22	85	23	62	13	2

MEAP ECONOMICALLY DISADV - ELA (Velma Matson - district, school state comparisons 2008-09)

CLASS	ALL STUDENTS					WITH DISABILITIES					WITHOUT DISABILITIES				YEAR TAKEN	
	P	1	2	3	4	P	1	2	3	4	P	1	2	3		4
2018 - 3rd - yes	81	6	76	19	0	57	0	57	43	0	86	7	79	14	0	F 2008
2018 - 3rd - no	84	21	63	14	2	<	<	<	<	<	87	24	63	13	0	F 2008
District - 3rd - yes	81	6	76	19	0	57	0	57	43	0	86	7	79	14	0	F 2008
District - 3rd - no	84	21	63	14	2	<	<	<	<	<	87	24	63	13	0	F 2008
State -3rd - yes	86	41	45	14	0	46	3	43	51	4	78	9	69	21	1	F 2008
State - 3rd - no	96	69	27	4	0	66	9	57	32	2	93	25	68	7	0	F 2008
2017 - 4th - yes	73	4	69	27	0	36	0	36	64	0	82	5	77	18	0	F 2008
2017 - 4th - no	92	21	71	8	0	<	<	<	<	<	96	23	73	4	0	F 2008
District - 4th - yes	73	4	69	27	0	36	0	36	64	0	82	5	77	18	0	F 2008
District - 4th - no	92	21	71	8	0	<	<	<	<	<	96	23	73	4	0	F 2008
State - 4th - yes	64	4	60	33	3	33	1	31	58	9	74	8	66	25	1	F 2008
State -4th - no	86	16	70	13	1	56	6	50	39	4	90	24	67	9	0	F 2008
2016 - 5th - yes	78	9	69	22	0	45	0	45	55	0	84	11	73	16	0	F 2008
2016 - 5th - no	91	20	71	9	0	<	<	<	<	<	97	21	77	3	0	F 2008
District - 5th - yes	78	9	69	22	0	45	0	45	55	0	84	11	73	16	0	F 2008
District - 5th - no	91	20	71	9	0	<	<	<	<	<	97	21	77	3	0	F 2008
State - 5th - yes	66	8	58	30	6	32	2	30	52	16	72	9	63	26	3	F 2008
State - 5th - no	88	25	62	11	1	54	9	46	38	7	91	27	64	8	1	F 2008

MEAP/MME ECONOMICALLY DISADVANTAGED - MATH (Velma Matson- district, school, state comparisons 2008-09)

CLASS	ALL STUDENTS					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2018 - 3rd - yes	92	49	43	8	0	86	36	50	14	0	93	52	41	7	0	F 2008
2018 - 3rd - no	95	70	26	5	0	<	<	<	<	<	97	71	26	3	0	F 2008
District - 3rd - yes	92	49	43	8	0	86	36	50	14	0	93	52	41	7	0	F 2008
District - 3rd - no	95	70	26	5	0	<	<	<	<	<	97	71	26	3	0	F 2008
State - 3rd - yes	86	41	45	14	0	74	24	50	26	1	87	43	44	12	0	F 2008
State - 3rd - no	96	69	27	4	0	87	44	42	13	0	97	71	25	3	0	F 2008
2017 - 4th yes	93	52	41	7	0	79	21	57	21	0	96	60	37	4	0	F 2008
2017 - 4th - no	96	69	27	4	0	<	<	<	<	<	96	73	23	4	0	F 2008
District - 4th - yes	93	52	41	7	0	79	21	57	21	0	96	60	37	4	0	F 2008
District - 4th - no	96	69	27	4	0	<	<	<	<	<	96	73	23	4	0	F 2008
State - 4th - yes	80	29	52	18	2	60	13	47	34	5	84	31	53	15	1	F 2008
State - 4th - no	94	56	37	6	0	78	31	46	20	2	96	59	36	4	0	F 2008
2016 - 5th - yes	90	49	40	10	0	55	9	45	45	0	96	57	39	4	0	F 2008
2016 - 5th - no	89	69	20	11	0	<	<	<	<	<	92	72	21	8	0	F 2008
District - 5th - yes	90	49	40	10	0	55	9	45	45	0	96	57	39	4	0	F 2008
District - 5th - no	89	69	20	11	0	<	<	<	<	<	92	72	21	8	0	F 2008
State - 5th - yes	64	29	36	28	7	37	11	26	45	18	76	28	47	19	6	F 2008
State - 5th - no	86	57	29	12	2	59	28	31	32	9	93	59	34	6	1	F 2008

MEAP GENDER REPORT - ELA (district, school, state comparisons - Velma Matson 2008-9)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2018 - 3rd - male	80	9	71	19	1	64	0	64	29	7	84	11	73	16	0	F 2008
2018 - 3rd - female	85	14	71	15	0	<	<	<	<	<	89	15	74	11	0	F 2008
District - 3rd - male	80	9	71	19	1	64	0	64	29	7	84	11	73	16	0	F 2008
District - 3rd - female	85	14	71	15	0	<	<	<	<	<	89	15	74	11	0	F 2008
State -3rd - yes	81	15	66	18	1	55	6	50	42	3	85	16	69	14	1	F 2008
State - 3rd - no	86	19	66	14	1	55	6	49	42	2	88	20	68	12	0	F 2008
2017 - 4th - male	78	10	68	22	0	42	0	42	58	0	87	13	74	13	0	F 2008
2017 - 4th - female	84	13	72	16	0	<	<	<	<	<	90	14	76	10	0	F 2008
District - 4th - male	78	10	68	22	0	42	0	42	58	0	87	13	74	13	0	F 2008
District - 4th - female	84	13	72	16	0	<	<	<	<	<	90	14	76	10	0	F 2008
State - 4th - male	74	10	64	24	2	44	4	41	49	7	79	11	68	19	1	F 2008
State -4th - female	79	12	67	19	1	43	3	39	51	6	82	13	70	17	1	F 2008
2016 - 5th - male	73	13	60	27	0	47	7	40	53	0	85	15	70	15	0	F 2008
2016 - 5th - female	91	14	77	9	0	<	<	<	<	<	92	15	77	8	0	F 2008
District - 5th - male	73	13	60	27	0	47	7	40	53	0	85	15	70	15	0	F 2008
District - 5th - female	91	14	77	9	0	<	<	<	<	<	92	15	77	8	0	F 2008
State - 5th - male	76	17	59	21	3	42	5	37	45	13	82	19	63	17	2	F 2008
State - 5th - female	81	19	62	17	2	42	5	36	47	11	84	20	64	14	1	F 2008

MEAP/MME GENDER REPORT - MATH (district, school, state comparisons - Velma Matson 2009)

CLASS	ALL					WITH DISABILITIES					WITHOUT DISABILITIES					YEAR TAKEN
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	
2018 - 3rd - male	94	56	39	6	0	86	43	43	14	0	96	59	38	4	0	F 2008
2018 - 3rd - female	92	57	35	8	0	<	<	<	<	<	93	58	35	7	0	F 2008
District - 3rd - male	94	56	39	6	0	86	43	43	14	0	96	59	38	4	0	F 2008
District - 3rd - female	92	57	35	8	0	<	<	<	<	<	93	58	35	7	0	F 2008
State -3rd - yes	92	58	33	8	0	82	37	45	18	0	93	62	31	7	0	F 2008
State - 3rd - no	91	54	37	9	0	75	26	49	25	0	92	56	36	8	0	F 2008
2017 - 4th - male	92	59	32	8	0	83	25	58	17	0	94	68	26	6	0	F 2008
2017 - 4th - female	97	59	38	3	0	<	<	<	<	<	98	64	34	2	0	F 2008
District - 4th - male	92	59	32	8	0	83	25	58	17	0	94	68	26	6	0	F 2008
District - 4th - female	97	59	38	3	0	<	<	<	<	<	98	64	34	2	0	F 2008
State - 4th - male	88	46	42	11	1	71	24	47	26	4	91	50	41	8	1	F 2008
State -4th - female	88	42	46	11	1	63	17	46	32	5	90	45	46	9	1	F 2008
2016 - 5th - male	85	58	27	15	0	60	20	40	40	0	97	76	21	3	0	F 2008
2016 - 5th - female	92	56	36	8	0	<	<	<	<	<	94	56	37	6	0	F 2008
District - 5th - male	85	58	27	15	0	60	20	40	40	0	97	76	21	3	0	F 2008
District - 5th - female	92	56	36	8	0	<	<	<	<	<	94	56	37	6	0	F 2008
State - 5th - male	78	47	31	18	4	50	21	30	27	12	83	52	31	15	2	F 2008
State - 5th - female	76	43	33	20	4	40	15	25	43	17	79	45	34	18	3	F 2008

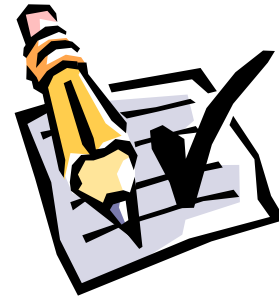
All Scores Grades 3-11

CLASS	READING					WRITING					MATH					SCIENCE					SOCIAL STUDIES					ELA					TEST TAKEN					
	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4	P	1	2	3	4						
2018 - 3rd	86	32	55	14	0	47	0	47	48	5	93	56	37	7	0											82	11	71	17	1	F 2008					
2017 - 3rd	95	39	56	4	1	44	0	44	47	9	98	54	44	2	0											86	18	68	13	1	F 2007					
2017 - 4th	85	37	48	14	1	42	0	42	58	0	94	59	35	6	0											81	11	70	19	0	F 2008					
2016 - 3rd	96	38	59	3	1	50	2	48	39	11	95	62	33	5	0											85	18	67	12	3	F 2006					
2016 - 4th	91	39	52	6	3	33	0	33	66	1	94	50	44	5	1											83	10	73	15	2	F 2007					
2016 - 5th	87	31	55	13	1	57	0	57	43	0	89	57	32	11	0	90	48	42	8	2						83	13	70	17	0	F 2008					
2015 - 3rd	88	29	59	10	2	38	2	36	46	16	89	59	30	11	0											75	10	65	21	5	F 2005					
2015 - 4th	88	32	56	11	1	42	1	42	55	3	87	46	41	13	1											75	13	62	25	1	F 2006					
2015 - 5th	78	38	40	17	6	60	0	60	34	6	81	52	29	16	4	80	42	37	16	4						71	19	53	23	6	F 2007					
2015 - 6th	75	29	46	14	11	73	0	73	22	5	87	68	18	13	1						77	45	32	8	15	76	13	63	21	3	F 2008					
2014 - 4th	92	23	69	8	1	61	2	59	37	2	90	47	44	10	0											87	7	80	12	1	F 2005					
2014 - 5th	88	38	50	9	3	57	0	57	38	6	83	53	30	17	1	86	41	45	13	1						80	12	69	17	2	F 2006					
2014 - 6th	85	23	62	13	2	76	1	76	20	3	84	66	17	13	4						75	49	26	13	13	83	11	72	17	0	F 2007					
2014 - 7th	83	28	55	12	6	78	0	78	20	2	93	69	24	6	2											81	9	72	17	2	F 2008					
2013 - 5th	79	17	62	15	6	56	1	56	40	4	82	47	35	15	3	82	36	46	15	3						69	1	69	27	4	F 2005					
2013 - 6th	84	35	49	9	6	77	2	76	16	6	82	52	30	14	4						73	38	35	20	6	82	13	69	13	5	F 2006					
2013 - 7th	78	32	46	12	10	80	1	78	19	1	76	47	29	23	2											79	19	60	17	4	F 2007					
2013 - 8th	75	29	46	18	7	70	0	70	26	4	76	46	30	21	4	80	31	49	15	5						78	16	63	18	4	F 2008					
2012 - 6th	76	14	61	19	5	71	4	66	27	3	76	47	29	14	10						76	47	29	14	9	69	6	63	27	4	F 2005					
2012 - 7th	80	21	59	11	9	73	5	68	17	10	78	42	35	21	1											76	10	66	19	4	F 2006					
2012 - 8th	78	18	60	14	8	71	1	69	18	11	70	39	31	23	7	82	37	46	14	4						75	12	63	16	8	F 2007					
2012 - 9th																					86	41	46	12	2											F 2008
2011 - 7th	67	7	59	22	11	53	0	53	41	6	56	22	35	33	11											62	1	61	26	12	F 2005					
2011 - 8th	79	26	53	12	9	69	1	69	22	9	67	21	46	27	6	82	33	50	9	9						75	15	60	19	6	F 2006					
2011 - 9th																					77	34	43	19	4											F 2007
2010 - 7th	68	17	51	14	18	41	0	41	54	5											22	5	17	28	50											Winter 2005
2010 - 8th	73	12	61	16	10	55	1	54	39	7	57	19	38	31	12	82	33	48	12	6						65	2	63	28	7	Fall 2005					
2010 - 9th																					77	29	48	18	5											Fall 2006
2010 - 11th	53	0	53	33	15	33	1	31	58	9	41	9	33	17	41	44	5	39	21	34	81	36	45	16	4	43	0	43	47	10	Spring 2009					
2009 - 7th	63	15	48	19	19	55	1	54	43	1																										Winter 2004
2009 - 8th											60	31	29	21	19	62	15	47	30	9																Winter 2005
2009 - 9th																					67	29	38	27	6											Fall 2005
2009 - 11th	69	2	66	16	15	42	1	41	49	9	48	4	44	25	28	59	7	53	17	24	85	36	49	11	5	55	1	54	32	13	Spring 2008					
2008 - 7th	55	12	43	18	26	30	1	29	64	6																										Winter 2003
2008 - 8th											58	27	31	29	13	69	11	58	22	9	30	5	25	30	41											Winter 2004
2008 - 11th	58	1	58	31	10	36	1	35	56	8	39	2	37	24	37	55	3	52	18	27	85	36	49	8	7	47	0	47	45	7	Spring 2007					

ACCREDITATION

Each school must meet a set of standards set by the State of Michigan through the Michigan Report Card system, Education YES! These standards include self-evaluation by each school, achievement on the MEAP test, and graduation rates at the high school. Passing grades indicate accreditation. All Newaygo schools are accredited schools.

Grades Earned 2008-2009	Grade	AYP
Newaygo High School	B	YES
Newaygo Middle School	A	YES
Velma Matson Upper Elementary	A	YES
Vera Wilsie Elementary	A	YES
Newaygo East Learning Center	No Grade	NO



Graduation Rate

Graduation rates are calculated as part of the reporting process to the State of Michigan. Graduation rate means the number of ninth graders who graduate from high school in four years, adjusting for the students who move in and out of the district.

	<u>Graduation Rate</u>	<u>Class of 2009 – 133 Graduated</u>	
Newaygo Learning Center East	7.14%	Post Secondary Education	74%
Newaygo High School	92.05%	Work Force	21%
District	61.70%	Undecided	05%
Economically Disadvantaged	95.0%		
State	75.45%		

ATTENDANCE RATES

Attendance rates are required to be reported K-8. Our parents have made school attendance a priority in our district as seen below:

Average Daily Attendance Rate

Vera Wilsie K-2	Velma Matson 3-5	Newaygo Middle
93.43%	94.83%	94.74%

Economically Disadvantaged Average Daily Attendance Rate

Vera Wilsie K-2	Velma Matson	Newaygo Middle
93.84%	94.40%	94.31%

DUAL ENROLLMENT

Dual enrollment students are enrolled in college classes and high school classes. In 2008-2009 there were twelve dual enrolled students. However, Newaygo High School offers 10 advanced placement courses and 75 students were in advanced placement courses.

SPECIALIZED SCHOOLS

Newaygo Community Education

The Newaygo Community Education served over 600 youth and adults in the community of Newaygo. There were 30 graduates and 79 GED recipients for the 2008-2009 school year. Newaygo County Alternative Education Academy is now part of Newaygo Community Education. In addition, the following chart shows the number of participants in after-school and adult programs offered through Newaygo Community Education.

Participation in after-school programs

K-12 Students	273
Parents Night	75



Newaygo County Career-Tech Center

Newaygo County Career-Tech Center is part of the public educational system. It services students and adults in Newaygo County who are interested in preparing for job entry and advancement. Youth and adults preparing for employment in semi-skilled, technical and paraprofessional jobs elect specialized occupational programs. There were 134 junior and senior students who attended the Career Tech Center during the 2008-2009 school year.

The total of 19 occupational programs are delivered and the following services are offered:

- { **Career Guidance** provides awareness, exploration and career decision-making programs for area youth and adults.
- { **Occupational Training** provides skill training to area high school youth and adults for entry-level jobs and preparation for advanced training placement.
- { **Cooperative Vocational Education** allows vocational education students to gain work experience and to earn credit and money while still in school.
- { **Job Placement Assistance** provides referral to full and part-time jobs and apprenticeship training opportunities.

Special Education Programs

Students who have academic difficulties because of social, emotional, and/or physical problems are provided special programming at all grade levels. Special education assistance can take on many forms ranging from individual services to team teaching to special classroom settings. During the 2008-2009 school year, special education served 235 students or 12.4% of our K-12 enrollment. The State average is 14.4%.

PARENT INVOLVEMENT

Parent involvement is essential in the success of each student's education. We encourage parents to call their child's school to discuss their son/daughter's education at any time during the year. We also encourage parent involvement in school activities, school improvement teams and after-school programs. Our Parent Involvement Plan is attached and building plans are available on the district website or by contacting the building principal.

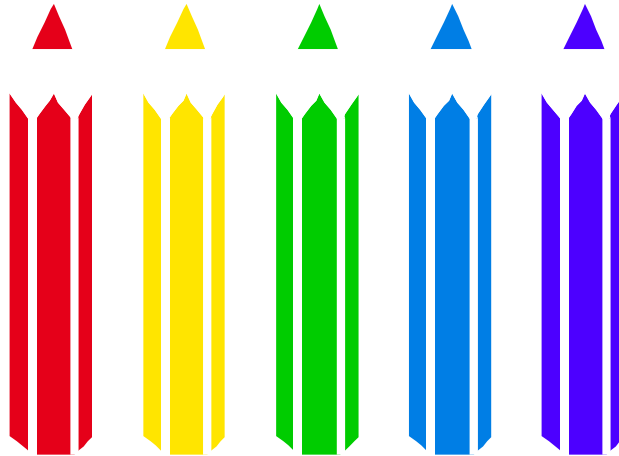
The following are the percentages of parent participation for the fall parent/teacher conferences by building.

Parent-Teacher Conference Attendance Fall 2008

School	'08 ave. %	Grade: %	Grade: %	Grade: %
Vera Wilsie Elementary	87	K: 89	1: 85	2: 87
Velma Matson Upper Elementary	76	3: 76	4: 68	5: 85
Newaygo Middle School	45	--	--	--
Newaygo High School	30	--	--	--

Parent Portal

Parents are able to request a password to be able to go online and check the child's grades, attendance and assignments. Currently there are 47% of our high school students and 45% of our middle school students whose parents have an account.



DISTRICT ADMINISTRATORS AND PHONE NUMBERS

SUPERINTENDENT

Larry Lethorn 231-652-6984

HIGH SCHOOL PRINCIPAL

Jackie Knight 231-652-1646

ASSISTANT PRINCIPAL/AD

Jamey Nelson 231-652-1646

MIDDLE SCHOOL PRINCIPAL

Troy Lindley 231-652-1285

MIDDLE SCHOOL ASSISTANT

Sarah Rodriguez 231-652-1285

VELMA MATSON PRINCIPAL

Steve Bush 231-652-2100

VERA WILSIE PRINCIPAL

Mary Kay Yonker 231-652-6371

CURRICULUM/TITLE DIRECTOR

Greg Myers

SCHOOL NURSE

Carol Norton 231-652-6371

DIRECTOR OF BUILDINGS AND GROUNDS

Glenn Bachelder 231-652-9313

FOOD SERVICE DIRECTOR

Mary Ann Charette 231-652-9286

TECHNOLOGY TECHNICIAN

Paul Henderson 231-652-

ALTERNATIVE & COMMUNITY EDUCATION DIRECTOR

John Dingedine 231-652-4000

TRANSPORTATION SUPERVISOR

Chris Cronk 231-652-1112

Public Act 335, the Quality Education bill, requires that all school districts in Michigan issue an annual report. The purpose of this report is to inform our residents of the school district improvements and changes that have been taking place in the district schools. All Michigan public school districts are required to report on their accreditation status, progress towards local and national goals, development and implementation of a local core curriculum aligned with the State Core, student achievement and specialized schools. No Child Left Behind report card check list includes: assessment data disaggregated at each proficiency level disaggregated by subgroups and gender, 2 year trend, results of locally administered nationally normed achievement tests, attendance rates at elementary and middle school, graduation rates at high school, accreditation per Education YES!, dual enrollment count, status of school improvement plan and core curriculum, highly qualified teacher data and comparison of percentage and AYP percentage by school, and parent teacher conference data.

