



August 17, 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 the Saginaw Arts & Sciences Academy (S.A.S.A.). 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 Melleretha Moses-Johnson for assistance.

The AER is available for you to review electronically by visiting the following web site www.sasa-academy.org or you may review a copy from the Saginaw Arts & Sciences Academy's office at your child's school.

For 2009-2010, Saginaw Arts & Sciences Academy 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.

1. All Saginaw Arts and Sciences Academy programs are open to student applicants from Saginaw County and the surrounding areas. Students who have an interest in S.A.S.A. must complete all entrance requirements. Applications must be filed along with transcripts of grades and letters of recommendation. All applicants will be tested with the appropriate level of nationally standardized ability test. Factors for acceptance include past academic record, attendance, citizenship, and interest. Students who apply for any of the performing arts – dance, theatre, and voice/keyboard, must also complete an audition in the area of their interest. Visual arts applicants are required to submit a portfolio of their work for evaluation, as well as to participate in a brief drawing exercise. Students applying for language arts may be required to submit a writing sample.
2. We are entering the first year of our new 3- year plan. Our new School Improvement Plan begins with the 2010 school year and concludes at the end of 2011.
3. Specialized programs:
The Dance program is designed to enable each student to discover their own capacity for ideas, thoughts and feelings using a working knowledge of dance technique and vocabulary. A strong emphasis is placed on developing the discipline and responsibility involved in learning dance technique, in performance, and in choreography.

The Theatre program is designed to foster the creative spirit through performance, design, and hands-on experience. Students work collaboratively to develop their performance skills, discipline, and general theatre knowledge, including Theatre History. Emphasis is placed on growth through self-understanding, critical thinking, and group interaction.

The Visual Arts program is open to students in grades 6-12. This program is designed to teach students to apply the elements and principles of design as explored through a variety of two and three-dimensional media. New middle school students enrolled in the morning classes will study both 2-D and 3-D art under the guidance of both instructors. High school students in the afternoon classes will elect to be enrolled in either the 2-D or 3-D art class.

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The Voice/Keyboard program is available to qualified middle and high school students. Musical instruction includes the areas of voice, keyboard, music theory, music history and appreciation, and performance choreography. The intent of the program is to develop individual and group performance skills, appreciation and knowledge of music and the arts, and to prepare for college study. No previous piano instruction is required.

The Middle School Language Arts/Global Studies program is designed to Integrate Language Arts and Global Studies for sixth, seventh and eighth graders. This enriched and accelerated curriculum allows students to use originality, creativity and leadership skills. Career exploration, guest speakers and field trips are integrated into the program to enhance the learning.

The mathematics/science program is designed to integrate mathematics and science. This unified approach treats mathematics both as a science and as a language of the other sciences. Students will learn scientific facts and concepts and be able to understand how these facts are established and applied to real world problems. In response to the needs of today's changing society, students are exposed to current technologies as well.

The high school Global Studies program promotes a lifelong growth in the understanding, awareness and appreciation of the world community and the interdependency of its people and systems--social, cultural, racial, economic, political, artistic, linguistic, technological, ecological, religious, and historical.

The High School Language Arts program at SASA is designed to challenge the students' interests and skills in reading, writing, speaking, listening and viewing. Students will use creative approaches to the study of literature and the practice of writing, exploring a variety of genres. Frequent writing assignments focus on narratives, poems, scripts, and critical responses to literature, including expository and argumentative essays; reading assignments include novels, drama, poetry, essays, biography and memoirs.

4. The academic core curriculum in Saginaw Public Schools is that set of Grade Level Content Stands (GLCS) that every student, K-12 is expected to know and be able to do. Saginaw has adopted standards consistent with the Michigan Merit Program and Michigan Curriculum Framework and has developed pacing guides in Mathematics, Science, English Language Arts, and Social Studies at the elementary, middle, and high school levels to provide a road map for instruction. Thus, SASA's core curriculum is aligned with the district and state in all academic content areas and our highly qualified staff continues to develop and implement grade level content standards, assessments, and instructional techniques that are aligned with these standards.

You may access curriculum information on the Saginaw Public Schools website at www.spsd.net, under the Staff tab or on the SASA website at www.sasa-academy.org, and click on the appropriate program.

Student Achievement

High School Assessment Information

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Carlton D. Jenkins, Ph.D., Superintendent of Schools

550 Millard Street Saginaw, Michigan 48607

Telephone 989-399-6500 www.spsd.net

MME - English Language Arts/ Reading/ 11th Grade	2009	2010
% Students Tested	99%	100.0%
% Students Proficient	88%	97%
% Advance- Level 1	12%	16%
% Proficient- Level 2	76%	81%
% Partially Proficient- Level 3	10%	3%
% Not Proficient- Level 4	2%	0%

MME - Math/ 11th Grade	2009	2010
% Students Tested	100%	100%
% Students Proficient	90%	86%
% Advance- Level 1	33%	28%
% Proficient- Level 2	57%	59%
% Partially Proficient- Level 3	7%	9%
% Not Proficient- Level 4	2%	5%

MEAP- Social Studies/ 9th Grade	2008-2009	2009-2010
No. of Students Tested	90	80
% Students Proficient	97%	100%
% Advance- Level 1	57%	79%
% Proficient- Level 2	40%	21%

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% Partially Proficient- Level 3	2%	0%
% Not Proficient- Level 4	1%	0%

Middle School Assessment Information

MEAP- ELA/READING/ 6th Grade	2008	2009
No. of Students Tested	100	136
% Students Proficient	100%	100%
% Advance- Level 1	64%	46%
% Proficient- Level 2	36%	54%
% Partially Proficient- Level 3	0%	0%
% Not Proficient- Level 4	0%	0%

MEAP- MATHEMATICS/ 6th Grade	2008	2009
No. of Students Tested	100	136
% Students Proficient	100%	100%
% Advance- Level 1	90%	69%
% Proficient- Level 2	10%	31%
% Partially Proficient- Level 3	0%	0%
% Not Proficient- Level 4	0%	0%

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MEAP- ELA/READING/ 7th Grade	2008	2009
No. of Students Tested	96	108
% Students Proficient	97%	99%
% Advance- Level 1	59%	63%
% Proficient- Level 2	38%	36%
% Partially Proficient- Level 3	3%	1%
% Not Proficient- Level 4	0%	0%

MEAP- MATHEMATICS/ 7th Grade	2008	2009
No. of Students Tested	96	108
% Students Proficient	99%	100%
% Advance- Level 1	90%	91%
% Proficient- Level 2	9%	9%
% Partially Proficient- Level 3	1%	0%
% Not Proficient- Level 4	0%	0%

MEAP- ELA/READING/8th Grade	2008	2009
No. of Students Tested	92	104
% Students Proficient	100%	98%
% Advance- Level 1	72%	62%
% Proficient- Level 2	28%	37%
% Partially Proficient- Level 3	0%	2%
% Not Proficient- Level 4	0%	0%

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MEAP- MATHEMATICS/ 8th Grade	2008	2009
No. of Students Tested	92	104
% Students Proficient	98%	95%
% Advance- Level 1	88%	79%
% Proficient- Level 2	10%	16%
% Partially Proficient- Level 3	1%	4%
% Not Proficient- Level 4	1%	1%

Parent Conferences

During the 2009-10 school year, 465 (70%) of students were represented by at least one parent at the Fall Parent/Teachers conferences; 432 (65%) of students were represented by at least one parent at the Spring Parent/Teachers conferences. Many of our parents use Skyward Family Access to monitor their student's academic progress and thus, do not feel the need to attend a face-to-face conference.

SASA offers 19 Advanced Placement courses. 28/101 or 27.7% of eligible students were enrolled in college equivalent courses (AP); 17/101 or 16.8% were dual enrolled in postsecondary courses. The 28 students took a total of 64 exams. 37 of the exam scores were 3 or higher.

Congratulations to SASA's students, parents, staff, and members of the Saginaw Public Schools community who continue to support SASA programs and students as we continue to rank among the U.S. News Report's top 100 schools nationwide and the top 5 schools in Michigan on the Michigan Education Assessment Program tests.

Sincerely,

Melleretha Moses-Johnson

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2009-2010 Annual Report

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw Arts & Sciences Academy

Melleretha Moses-Johnson, Principal



1903 N. Niagara Street • Saginaw, Michigan 48602 • Phone: (989) 399-5500 • Fax (989) 399-5515

About Our School

A total of 664 students in 6th-12th grades attend Saginaw Arts & Sciences Academy. Daily attendance averages 94%. The former principal was Janet Nash. The principal is Melleretha Moses-Johnson. There are 31 professional teaching staff members and 9 support personnel, including aides, custodians, and a secretary. Our Parent Group president is Ms. Denise Squanda. The percentage of parents attending: Fall Conferences 70%; Spring Conferences 65%. Please note that the school provides ongoing on-line grade reports to parents now.

Special Programs

SASA offers Middle and High School "Concentration" programs in 7 major areas with extended blocks of time for learning and in-depth career pathways preparation (Dance, 2-D and 3-D Visual Arts, Math/Science, Language Arts, Global Studies, Theatre and Voice-Keyboard). The school offers a formal After The Bell extended day program and a before-school study center. SASA students participate in the Saginaw County Science and Engineering Fair, nearly 20 Advanced Placement (AP) courses, honors-level courses in all subjects grades 6–12, student clubs and leadership programs such as Model United Nations, First Robotics and First Lego League, Student Councils, National Honor Societies, junior varsity and varsity sports programs, four student publications, senior projects, and a wide range of student productions and performances in school and community-based events.

ACCREDITATION:

IN 2008-09, THE SAGINAW ARTS AND SCIENCES ACADEMY RECEIVED RENEWAL FOR FULL STATUS ACCREDITATION, THROUGH 2012, FROM THE NORTH CENTRAL ASSOCIATION, NOW KNOWN AS AdvancEd.

Showcasing Our Success

Construction began in May 2009 for SASA's long-anticipated renovations and additions under the Saginaw School District Facilities Bond Development plan. Staff, students and parents contributed ideas through a series of forums leading to the design model. The school received nearly \$10 million dollars in improvements, including the addition of a 400 seat gymnasium, a new high-performance 485-seat auditorium, three new science laboratories, campus repaving and landscaping, a new soccer field next door behind the Mid-Michigan Children's Museum, new security systems, and the school will now occupy the entire campus at 1903 N. Niagara St., formerly known as the Ruben Daniels Lifelong Learning Center.

SASA received the *US NEWS and WORLD REPORT* "Silver Medallion Award" for its placement among "America's Best High Schools" for 2009. This is the second consecutive year that SASA has been recognized with this prestigious award for showing continuous improvement. SASA was one of only two schools in the mid-Michigan area to be recognized at the Silver Medallion level (the other school is in Midland), and was ranked among the top 20 high schools in Michigan, and among the top 1,700 in the nation by *US NEWS and WORLD REPORT*. SASA was highlighted for this award based on demonstrated excellence and student proficiency on state and national exams, as well as on its ability to support minority student populations equally in the levels of success attained by all of its students.

SASA's 6th through 11th grade students continue to exceed the state average in Michigan State-wide testing on the Michigan Merit Examinations (MME) at grade 11 and the Michigan Education Assessment Program (MEAP) at grades 6 – 9.

Senior and 2010 Valedictorian Senior Nicole Smith was 2010 Presidential Scholar candidate. She was also achieved the distinct honor of being a National Merit Finalist for her outstanding performance on the PSAT/NMSQT.

SASA's 42 graduating seniors earned over 1.5 million in scholarships and awards to aid them in post-high school educational plans at a variety of colleges and universities across the country.

Seniors at SASA completed their senior projects in good standing as they moved toward graduation in May 2010. Student projects involved extensive information on their career aspirations and proved to be well researched and quite informative to the panel of judges who volunteered their time to listen to the presentations. We appreciate the contributions of the judges to this process. Without their assistance, senior project presentations would not be possible.

In February 2010, the High Schools That Work (HSTW) assessment was administered to SASA seniors. Students took the assessment so that our school could obtain an accurate measure of our progress and the effectiveness of the improvements we are making at SASA. Students who attained a certain level of performance on the assessment and completed the recommended High Schools That Work curriculum received the HSTW Award of Educational Achievement. The awards were presented at the Senior Honors Convocation on May 17, 2009. Students also received an individual student report providing information on their performance.

Sixty 8th grade students were randomly selected to participate in the 2010 Middle Grades Assessment (MGA) at SASA. This opportunity allowed students to be a vital part of our school improvement process and gave them a voice in the educational opportunities of students at Saginaw Arts & Sciences Academy. Students worked diligently through the assessments so that our school could obtain an accurate measure of our progress and the effectiveness of the

improvements we are making. Although the results of the assessment had no effect on individual scores or grades, students still gave their best effort so that we could learn what they had achieved in middle school.

SASA 7th, 9th, and 11th grade students completed the Michigan Department of Education and Community Health web-based Michigan Profile for Healthy Youth (MIPHY) survey. Survey results will be used to help schools and communities learn what kids need to make healthy choices and experience success.

D'Montae Jones, a senior at the Saginaw Arts and Sciences Academy, earned 1st class recognition and one of two Grand Awards for his science fair project, "Helios: A Solar-Tracking Mechanism for Efficiency Max. Of Photovoltaic Modules" at the Michigan Science and Engineering Fair held April 10th at Kettering University. As a result of his accomplishment, D'Montae represented the State of Michigan at the Intel International Science and Engineering Fair in San Jose, CA this May. D'Montae also earned special recognition from the United States Navy for his project. Five other Saginaw Arts and Sciences Academy Students were also recognized for their science fair projects. Nicole Smith (12th grade) won a 1st place Award, Navy special award, and the National Oceanic and Atmospheric Administration award for her research on repairing riparian residences. Magda Hlavacek (9th grade) earned a 4th place award for her research in biochemistry. Alexandria Emonds (11th grade) earned a \$20,000 scholarship to Kettering University and won the silver medallion, the highest recognition, from the United States Army for her research in engineering. Andrea Pugh (10th grade) won the RICOH sustainability award for her project utilizing biochar. Sam Wilkins (10th grade) earned an award from the United States Army for his research on solar energy.

SASA Visual and Language Arts students were the 2010 recipients of the Scholastic Art and Writing Gold Key. The Gold Key is the most prestigious of the awards. Pieces earning Gold Key Awards for art were placed on exhibit at the Belin-Blank Center for Gifted Education and Talent Development at the University of Iowa from March 7 through March 31, 2010. Gold Key Award winners were recognized at the opening of the show. Portfolios and individual pieces earning Gold Key Awards are forwarded to New York City for further judging and possible exhibition.

797 students submitted 1866 pieces of art for adjudication in the "Region-At-Large" competition consisting of 12 participating states.

Gold Key Awards presented to works from the SASA 2-D Visual Arts Class, Teacher Becky Prine Sullivan, include pieces by seniors Marianne Elizalde, Danny Millar, and Nicolas Sarmiento; and by sophomore, Sydney Veverka.

Gold Key Awards presented to works from the SASA 3-D Visual Arts Class, Teacher– Sally Allan, Instructor, include pieces by Ce'Erica Roland-Ferguson – Grade 9 and Donovan Webb – Grade 11.

In the second round of art adjudication, the Belin Blank Center judges selected Marianne Elizalde's Monster #1 as one of 5 Best of Show Pieces. It went on to be exhibited in New York at the National Level as a Gold Key winner (1 of 500 from 165,000 entries) then to earn an American Vision Award (1 of 100 in the country from 165,000 entries).

CeErica Roland-Ferguson earned a Silver Key at the national level and had her work exhibited in New York. The work of both girls places them in the top 1% in the country. Marianne and her teacher Becky Prine Sullivan and Ce'Erica and her teacher Sally Allan were invited to receive their awards at Carnegie Hall in New York in June, 2010. Marianne attended the awards ceremony with SASA counselor Tina Gutierrez; CeErica attended the

awards ceremony with her parents.

SASA continued the tradition of excellence as both middle and high school students exhibited their best art pieces during the 2010 Black History Art Show and the 2009 Hispanic Heritage Art Show. In the Black History Art Show, Miranda Swank, 9th Grade, was chosen Best of SASA High School for her drawing; Cherish Joe, 6th Grade, was chosen Best of SASA Middle School for 3D non-functional. In the Hispanic Heritage Art Show, Jessica Walker, 11th grade was chosen Best of SASA High School for Design; Morgan Wolfgang, 7th Grade, was chosen Best of SASA Middle School for 3D non-functional.

Danny Millar a 7th year 2D SASA Visual Arts student from Becky Prine Sullivan's class was the winner of "An Artistic Discovery" art competition. His work will be exhibited in the U.S. Capitol Building in Washington D.C. for one year representing the district of Dale E. Kildee. Danny and a guest were invited to a reception in Washington D.C. June 17, 2010, to accept his award. His oil painting, *Nelophobia* consisted of a glassware arrangement of a variety of faceted shapes and sizes in blues and greens.

Over 900 entries were submitted to the Multi-state Writing Regional competitions. Students were invited to the Regional Scholastic Art & Writing Awards ceremony and the Gold Key Art Exhibit, held at the Des Moines State Historical Building on Sunday, March 7, 2010. The multi-state regional program celebrates both young artists and young writers. All Scholastic Art and Writing award winners present were honored on stage.

2010 Language Arts Scholastic Writing Awards, were given entries from Instructor Rachel Reid, SASA's Language Arts Concentration 11/12 grade class. Entries included a Silver Key Award presented to Benjamin Beltran- Grade 11 for a Short Story, entitled, "Bicycles."

2010 Scholastic Language Arts Writing Honorable Mention Awards given to entries from Jared Morningstar's SASA Grade Language Arts 9/10 Concentration class. Entries include: Poetry-Carley Veverka- Grade 11; A poem collection by Lauren Ingram – Grade 10; and a poem by Hope Kemerer – Grade 9.

Excerpts from SASA's Silver Key Award winner Ben Beltran's Short Story, "Bicycles", as well as portions of several Honorable Mention short poetry pieces by Carly Veverka, Lauren Ingram and Hope Kemerer can be found on the SASA website under "Awards".

SASA Varsity Boys Soccer team (Dragons) had an amazing record during the 2009 – 10 school year. With more rigorous conditioning, added talent and a strong spirit of collaboration this year, SASA's boys soccer team successfully ended the season as ISAC league co-champions with New Life Christian Academy. The SASA boys soccer team moved on to Districts and played their first two district games at AHHS Memorial Stadium, which was the home field for SASA. In the first round, SASA defeated Caseville in a tough match 3 to 2, then lost in the second round to Marlette 0 to 2. Overall, SASA boys soccer team had their best year to date. SASA's record for the Fall 2009 season was 10-3-0 under the leadership of coach Samuel Hernandez.

SASA girls basketball team finished the season in second place in the Inner State Athletic Conference (ISAC) in spite of injuries that sidelined two of their starters. S.A.S.A Girls Basketball All Conference Selections for 2009 – 2010 are sophomore, Lauren Ingram, 1st Team, freshman, Da'Ja Thomas, 2nd Team, and junior, Kiara Calhoun, Honorable Mention. The team finished the season with 5– 3 - 0 under the leadership of coach Brian Tennant.

SASA boys basketball team finished the season in first place in the Inner State Athletic Conference (ISAC). S.A.S.A Boys Basketball All Conference Selections for 2009 – 2010 are senior, Martain Morris and junior, Kevin Davenport, 1st Team;

Junior, Nicholas Herd, 2nd Team; and sophomore, Norman Braddock, Honorable Mention. The team finished the season undefeated in the ISAC league under the leadership of coach Brian Tennant.

SASA's middle school volleyball and swim teams won the District championships under the leadership of swim coach, Dianne Mindy-Briggs and volleyball coach, Sheila Hempsted.

Mrs. Carla Piazza was awarded an \$800 grant from Target. The grant was used to cover the expenses for her science classes to participate in an environmental hands-on/minds-on field trip to Bay City State Park.

SASA students, parents, family, friends, and staff participated in the annual Barnes & Noble Book Fair, which is sponsored each year in November by our student and parent advisory council. We made just under \$681.00 this year from our percentage of sales on behalf of SASA at area Barnes & Noble store. The success of this endeavor can be attributed in part to SPAC parents Mrs. Darci Seamon, Mr. Dean Yurgens, and Mrs. Denise Squanda who coordinated and manned the fair for us. Kudos are extended to SASA teachers, student performers, and the host of other students whose work was displayed and shared with our public.

On March 27th 2010, nine SASA high school students participated in adjudication at MSVMA State Solo & Ensemble held at Avondale H.S. Auburn Hills, Michigan. Those students receiving Division One ratings were: David Brown, April Weber, Jameson Greenough, Briana Elmore, Theresa Mahan and Alejandro Cervantes. Receiving Division Two ratings were: Jacob Dresser, Breanne Badger, Walter Woods and Mariama Sharper.

Law Day 2010 has passed and the Saginaw Arts and Sciences Academy's team had another successful trial. With senior attorney's John Parcell, Samuel Nolan, and Nicole Smith under the direction of local attorney Jeffrey Rupp, they were able to steer towards the way of victory. Along with some brilliant performances by Mackenzie Rennick, Allecia Butler, Matthew Brown and Brandon Perry as the defense witnesses, the case fell together nicely. SASA was able to prove that the defendant was innocent on the DWI charge, while not being able to protect him from the MIP charge. With the case in hand SASA was also able to bring home the Performance Award for the 2010 Law Day. Mrs. Cynthia Schneider and Mr. John Olvera were their teachers.

Mr. John Olvera's 9th – 10th grade Global Studies class attended the Michigan Youth in Government (MYIG) Conference held in Lansing, Michigan. The Michigan Y.M.C.A sponsored this event. The Michigan Youth In Government program provides about 1600 high school students with a unique opportunity to become acting state legislators, lobbyists, lawyers, committee chairs, etc. Seven of 802 students in attendance at the conference represented SASA. The students who represented SASA are Mackieze Rennick (GR 11), Zachary Hawley, (GR 10), Jacqueline Wieland (GR 10), Ashley Smith, (GR 9), Adam Richardson, (GR 10), Paige Kemerer, (GR 9), and Connor Estabrook, (GR 9). Students benefited from simulations of all phases and positions that are inherent in the actual state government.

SASA seventh grade students, under the leadership of Global Studies teacher, Mrs. Lisa Millar, raised \$1036.00 that was donated to the American Red Cross to assist with developmental efforts in Haiti. The middle school students, by concentrations, competed to see who could collect the most money in the form of loose change. In addition to the collection of any change that the students could contribute, there was \$229 contributed through a special 'Feldmart Day' where all proceeds from the sales for the day were donated to the Haiti fund drive. Teachers volunteered for the 'Whip Cream in the Face' event, which also produced additional finds. Students and their sponsor should be commended for their dedication to this cause.

SASA students continue to utilize library media services at a steady rate to assist with their studies. According to Miss Sandra Frasle, SASA Library Media Specialist, an average of over 4893 books were checked out on a monthly basis and there were over 27,443 visits to the library this past school year.

SASA high school voice/keyboard class attended MSVMA District V Solo & Ensemble Festival on Saturday, February 6th. Nineteen Students performed solos and three others made up a treble trio. The results were better than expected and we are very proud of our students. The scoring ranges from Division I to Division IV with I being the highest honor. SASA received 15 Division I ratings and 5 Division II. The following ten students received perfect scores in Division I: April Weber, Joshua Trochet, Jacob Dresser, Alejandro Cervantes, Theresa Mahan, Jamieson Greenough, David Brown, Kebbi Kelly, Alyssa Ledesma, Anthony "Rusty" Howard. Mr. Michael Brush was their teacher.

Michigan Youth Art Festival High School Awards were earned by SASA students participated in the categories of dance and English language arts. The following 9 dancers from Mrs. Megan Bublitz's dance class performed 2 numbers in the festival: Kamahria Crittle (GR 9), Domonique Freeman (GR 11), KeeLee Holihan (GR 11), Starletta King (GR 9), Jaden Moten (GR 11), Alyssa Sauvie (GR 10), (Alyssa was also recognized for student choreography – in the GALA performance), Shatarea Simms (GR 10), Maureen Sullivan (GR 11), and Erica Thomas (GR 11).

Nickolette DeClerck, *Machine* 12th Grade, John Hanskett, *Pebble Road* 11th Grade, and Nicholas Herd, *More Bars* (GR 11) each earned a Certificate of Merit in the "Fiction" category. Kiri Brasseur, *Thaumatrope* (GR 12) Grade, Katie Francis, *Tuesday Afternoon* (GR 11), Sevonna Brown, *The Inside of Me Was Stenciled in Colors of You* (GR 11), Carly Veverka, *My Grandmothers Afghan* (GR 11), Jacob Gorski, *You Bring Out The Old Woman In Me (from Sandra Cisneros)* (GR 11), each earned a Certificate of Merit in the "Poetry" category. Mrs. Rachel Reid was their teacher.

Jessica Lalonde, (GR 9) earned a Certificate of Merit in fiction for her entry "Waking Dream". Philip Bernstein, (GR 10) "Plastic ", Christin DeFord, (GR 10) "Butterflies and Wishing Wells", Precious Humphrey, (GR 9) "Once Golden Eyes", Hope Kemerer, (GR 9) "June Night", and Caroline Sawatzki, (GR 9), "Impostor" each earned a Certificate of Merit for their poetry entries. Mr. Jared Morningstar was their teacher.

Danny Millar a SASA (GR 12) and Marianne Elizalde participated in the Michigan Youth Arts Festival in Visual Arts. Danny's work, *Prismatic Reflections, Personal Deceptions* (a self portrait in oil paint) was selected through adjudication to be exhibited at the festival and as one of the top 15 pieces in the state for this school year. It will travel the state in this exhibit for one year in the prestigious Governor's Traveling Show (the top 30 pieces in the state) to be shown at corporations around the state. Marianne Elizalde ((GR 12) had her piece selected to be exhibited at the Michigan Department of Education for 1 year in Lansing through the MYAF adjudication process.

Census Day was April 1, 2010. On this day, the United States conducted the decennial census. In celebration of this important event, students were invited to enter the Census 2010 Scholarship Contest by completing an application and writing an essay that explains, "How does the Census contribute to the preservation of my community and heritage?" Students who entered the contest would learn about the Census, help to publicize it, and get involved in increasing awareness in their community about the upcoming 2010 Census. SASA seniors, Nicole Smith and Melissa Davis were The Saginaw City Complete

Count Committee Census 2010 Scholarship Contest winners. Melissa Davis won 1st place and was the recipient of a \$500 scholarship. Nicole Smith won 2nd place and was the recipient of a \$300 scholarship.

Six seniors in the 2D Visual Arts concentration were offered over \$594,000 in college scholarship money for their portfolio of art and academic achievements. Colleges making the offers include: Columbus College of Art and Design, College for Creative Studies, Kendall College of Art and Design, Cleveland Institute of the Arts, Maryland Institute College of Art and Pennsylvania Academy of Fine Arts.

ICONS, SASA's high school Art and Literary Magazine, again earned a Scholastic Gold Medalist Award in international adjudication through the Scholastic Press Association at Columbia University in New York. Additionally, **ICONS** earned three of three All Columbian awards for organization, design and content. All Columbian awards are given only when a publication has achieved the 95th percentile or higher in international adjudication. **ICONS** advisers are faculty members Becky Prine Sullivan and Jared Morningstar. Sandra Darland is the layout and printing consultant. Seventeen students served as the **ICONS** student staff, editing and producing this outstanding annual publication of juried art and written pieces submitted by students attending the Saginaw Arts and Sciences Academy.

Kristina Roland, Anthony Robinson and Childress Cannon, students in 2D Visual Arts Concentration, had their work selected by the Michigan Art Educator's Association (MAEA) and received State Level Middle School Awards for exhibition in the state level show. This exhibit recognizes the top 100 pieces of middle school art for the 2009-2010 school year. Anthony and Kristina's work were distinguished as being in the top 15 in the state within this exhibit.

Donna "DJ" Bull was a winner in the Kroger's "I Can Make History Contest". She received an award during a luncheon at the Henry Ford in Dearborn on March 27, 2010. Donna's English teacher is Mrs. Martina Leslie.

Students in the 2D Visual Arts PM Concentration gave back to the community through window painting at the Michigan Blood Bank in Oct. and Dec.

During the 2010 Zehnder's Frankenmuth SNOWFEST, Of the eighteen teams from around the state competing at the High School level, the SASA 'A' Team earned a second place award and the SASA 'B' Team earned third. Captain: Audrey Berkan, Shayla Gonsalves, Hannah Riebschleger, Hannah Vitu, Alternate: Michaela Metiva, were the 'A' high school team members for 2010. Their team sculpted a broken Goldfish Bowl complete with an escaping goldfish! Captain: Victoria Wieland, Marianne Elizalde, Austin Kemp, Nicolas Sarmiento, Alternate: Sarah Wallace, were the 'B' High School Team members for 2010. Their team carved four 7-foot tall books, positioned both open and closed, and an accompanying pencil. Students work under the leadership and guidance of SASA teacher and coach Sally Allan, along with parent/chaperones Joseph Wieland, Roger and Linda Berkan, Ronald Metiva and Mr. Sandy Walke.

Several SASA students had roles in the Pit & Balcony, "Taking the Lead: Get your Fame On". The SASA students who were involved with the show are Jamieson Greenough, Mariama Sharper, Salvador Lopez, Alice Vanston, Maureen Sullivan, Carly Veverka, Alejandro "Hondo" Cervantes, Kiri Brassuer, Katharine "Katie" Pope and former students Courtney Medina and Ethan Portice-Crawley.

Ninety-one 7th and 8th grade students were inducted into the National Junior Honor Society. This represents 43 % of the students in those grades.

The MI History Day Finals were held in Dearborn, MI. Kellie Rankey was very fortunate to be selected to go to Nationals with her essay on Kevlar. The Nationals were held in College Park, Maryland/Washington DC June 13-17th. Kellie met with Dr Brad Jarvis, Asst. History Professor from SVSU for suggestions on additional information and/or corrections to her essay. He was very helpful to her! He was one of her judges at the local district competition (held March 13th), and he suggested that she try to find an officer or soldier whose life was saved by a bulletproof vest (made with Kevlar).

Saginaw Arts & Sciences Academy (SASA) has been selected as a national *High Schools That Work (HSTW)* Pacesetter School. This award is based on the success of local school leaders and teachers in improving school practices and raising student achievement. The award was presented by Dave Spence, president of the Southern Regional Education Board (SREB), at the 24th Annual *HSTW* Staff Development Conference in Louisville, Kentucky on Wednesday, July 14, 2010. SASA was one of only 30 *HSTW* schools and *Technology Centers That Work (TCTW)* centers to receive the 2010 Pacesetter Award.

Technology

How do you use technology in your school building? (curriculum, school management, parent trainings, student workshops, teacher trainings, etc.) What technology resources do you have in your school? (interactive white boards, laptops, desktops etc.)

Last year, the school was granted new technology resources by the state of MI through its Innovative Grants Programs/Title V resources. Students and staff continue to benefit from the additional laptops, existing mobile pc's, the 78 new wireless laptop pc's, SMARTBoards, camera projectors, and SMARTCarts, which are used for teacher demonstration during instruction. Additionally, there is a virtual field trip system for local or long distance visual communication via the Internet. Overall, students and teachers used technology in all aspects of teaching and learning to enhance the student's ability to learn in a variety of ways. Thus, teachers are better able to use innovative teaching techniques to meet the learning styles of all students.

The staff is deeply invested in the use of the Skyward Family Access System to provide on-line assignment grading information in real time to students and parents. Additional training was provided to staff in 2009-10 and will continue in 2010 with the increased use of the SMARTBoard and SAMRTCart technologies. Skyward will continue to be the main source of information to parents and students on the student's attendance and academic progress.

Students will continue to have access to their own school-based email account and network server storage for their assignments and school-based correspondence. The district also provides them with access to numerous educational tools such as on-line textbooks and instructional videos available from textbook publishers and a Moodle website with course accounts for resources relating to assignments and the uploading of shared work.

SASA's student/pc ratio remains unchanged. It is approximately 4-1, not including the students' personal computers that are used more due to our wireless campus.

Challenges We Face

SASA continues to address the needs of students who are achieving below the average proficiency levels in core curriculum areas through a variety of approaches. **STUDY SESSIONS** are available to any student who needs or wants academic assistance. However, any student who has less than a C- in any core subject or concentration and/or who is failing any subject will be required to attend. **Teachers** may recommend any of their students for additional academic assistance. **Parents** also may request assistance for their student(s).

Students are targeted for teacher-staffed study sessions during the noon hour, before and after school tutoring, with both peer tutors and staff tutors, and in the classroom through differentiated instructional methods.

SASA administrative staff, counselor, and social worker, and teachers will continue to work with and meet with students whose grades are below "C-" in any core subject and who are in danger of failing classes. Our goal is to insure that students who pass all of the requirements to gain admission to SASA remain in good academic standing and complete requirements that will lead to them becoming SASA graduates.

We have instituted a Peer on Peer Support (POPS) group for students who are in need of one-on-one peer assistance. Students in the POPS group meet to discuss ways to help students adjust to the school and classroom setting. Students share organization and study strategies in order to help their peers be successful in the day-to-day operation of the middle school experience. We are hopeful that we will be able to expand this type of support for other struggling students.

SASA staff will continue to further identify teams to explore ways to improve teaching and learning at SASA. We will continue to explore the feasibility and examine the application process for the International Baccalaureate (IB) Middle Years Program for grades 6-10. The team will research other model IB MYP programs, and research available funding sources. In the interim, we have increased the Advanced Placement offerings to include grades 10 –12, as well as more online course offering in areas that we don't offer in our regular schedule.

We have met and often exceeded the requirements for Adequate Yearly Progress (AYP) as measured by the State of Michigan under No Child Left Behind each year for the past 8 years.

Parent Involvement

The District is committed to parent involvement at all grade levels. We have trained staff in the Epstein Model. Do you have a building parent involvement plan that reflects this model? Please list your parent involvement activities.

Parents provided training to other parents at annual parent-teacher conferences in the use of the Skyward Family Access program for on-line access to student daily attendance, meal plans, assignment progress and report card grading.

Through Parent University, professional learning experiences are provided to parents periodically surrounding issues relating to their children such as study skills, the MI Merit Curriculum, graduation requirements, special education services and 504 plans, and Internet safety. Teachers are encouraged to provide materials to parents to explain classroom work in progress through handouts such as course syllabi and classroom expectations at the start of the year and unit plans throughout each course of study. The school maintains a website with a school year activities calendar, news and announcements that change as often as daily. A notebook containing the syllabi for all teachers is kept in the SASA office for any SASA parent and/or prospective families to review.

Parents also wrote and received grants, planned and conducted a middle school "Unity Day" in May 2010 for all SASA middle school students, held on a beautiful sunny day at the city's nearby Bliss Park.

Each staff member has a school-based email address and phone number that they share with parents at the start of each semester. Parents are encouraged to call or write if they have any concerns or questions at any time throughout the school year and beyond.

Academic Core Curriculum

Academic core curriculum in Saginaw Schools is that set of essential academic learning that every student, K-12, is expected to know and do. Saginaw has adopted Standards for all academic content areas, for all students, and continues to develop and implement grade level benchmarks, assessments, and instructional techniques aligned with these standards.

Saginaw Schools offer all students a core academic curriculum aligned with National and State standards in history, geography, economics, science, mathematics, civics, and reading and writing.

The District continues to involve teachers at all levels in defining and refining the standards of these core areas. These standards, in addition to national standards, are directly tied to the District Mission and Graduate Standards. We recognize the need to continuously improve curriculum and to maintain a rigorous program of study for all students. Developing a core curriculum is a start not an end. Refining, managing and updating is a continuous job as we learn more about how students learn best and examine what all students need to know as they enter the world of work and continue their education.

Academic core curriculum documents in the areas noted above are available by contacting the office of Information Services at (989) 399-6630.

Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1998, and all other applicable Federal and State laws and regulations prohibiting discrimination.



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Full Annual Education Report

School-Level Student Assessment Data for Saginaw ISD, Saginaw City School District, Saginaw Arts and Sciences Academy

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 06									
All Students	2008-09	100%	80.5%	64.7%	100%	64%	36%	0%	0%
All Students	2009-10	100%	87.7%	79.4%	100%	46.3%	53.7%	0%	0%
Female	2008-09	100%	82.9%	67.6%	100%	61.7%	38.3%	0%	0%
Female	2009-10	100%	90%	84.6%	100%	49.3%	50.7%	0%	0%
Male	2008-09	100%	78.2%	61.6%	100%	67.5%	32.5%	0%	0%
Male	2009-10	100%	85.4%	74.2%	100%	43.1%	56.9%	0%	0%
Black or	2008-09	100%	63.5%	56.4%	100%	54.2%	45.8%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
African American									
Black or African American	2009-10	100%	75.8%	73.8%	100%	33.3%	66.7%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.1%	94.1%	100%	86.7%	13.3%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	95.7%	100%	52.4%	47.6%	0%	0%
Hispanic or Latino	2008-09	<10	68.7%	70.6%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	82.3%	87.3%	100%	25%	75%	0%	0%
White	2008-09	100%	85.7%	80.4%	100%	59.6%	40.4%	0%	0%
White	2009-10	100%	91.1%	88%	100%	59.6%	40.4%	0%	0%
Limited English Proficient	2009-10	<10	70%	79.4%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	44.7%	29.7%	<10	<10	<10	<10	<10
Students with	2009-10	<10	59.9%	34.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities									
Economically Disadvantaged	2008-09	100%	69.2%	58.5%	100%	48.5%	51.5%	0%	0%
Economically Disadvantaged	2009-10	100%	81.1%	75.8%	100%	39.7%	60.3%	0%	0%
Grade: 07									
All Students	2008-09	100%	79.6%	62.2%	96.9%	59.4%	37.5%	3.1%	0%
All Students	2009-10	100%	82%	67.9%	99.1%	63%	36.1%	0.9%	0%
Female	2008-09	100%	82.8%	65.6%	100%	61.2%	38.8%	0%	0%
Female	2009-10	100%	84.5%	71.8%	100%	68.1%	31.9%	0%	0%
Male	2008-09	100%	76.5%	58.6%	93.6%	57.4%	36.2%	6.4%	0%
Male	2009-10	100%	79.6%	63.7%	97.4%	53.8%	43.6%	2.6%	0%
Black or African American	2008-09	100%	61.6%	57.4%	96%	44%	52%	4%	0%
Black or African American	2009-10	100%	64.4%	58.5%	96.7%	40%	56.7%	3.3%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	89.9%	84.6%	91.7%	58.3%	33.3%	8.3%	0%
Asian, Native Hawaiian,	2009-10	100%	89.9%	93.8%	100%	64.3%	35.7%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
or Pacific Islander									
Hispanic or Latino	2008-09	100%	69.9%	64.7%	90%	40%	50%	10%	0%
Hispanic or Latino	2009-10	100%	71.7%	79.1%	100%	66.7%	33.3%	0%	0%
White	2008-09	100%	84.7%	76%	100%	71.4%	28.6%	0%	0%
White	2009-10	100%	87.3%	86.3%	100%	75%	25%	0%	0%
Limited English Proficient	2009-10	<10	54.3%	51.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	42.7%	31.2%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	48%	24.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	68.3%	56.3%	96.6%	41.4%	55.2%	3.4%	0%
Economically Disadvantaged	2009-10	100%	72.4%	62.9%	97.5%	42.5%	55%	2.5%	0%
Grade: 08									
All Students	2008-09	100%	75.5%	58.7%	100%	71.7%	28.3%	0%	0%
All Students	2009-10	100%	83.4%	68.9%	98.1%	61.5%	36.5%	1.9%	0%
Female	2008-09	100%	78.6%	63.8%	100%	71.4%	28.6%	0%	0%
Female	2009-10	100%	87.5%	74.8%	98.3%	62.1%	36.2%	1.7%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Male	2008-09	100%	72.6%	54.3%	100%	72.1%	27.9%	0%	0%
Male	2009-10	100%	79.4%	62.8%	97.8%	60.9%	37%	2.2%	0%
Black or African American	2008-09	100%	56.5%	51.5%	100%	52%	48%	0%	0%
Black or African American	2009-10	100%	70.9%	63.5%	96.8%	61.3%	35.5%	3.2%	0%
American Indian or Alaska Native	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	86.1%	90.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	91%	100%	100%	33.3%	66.7%	0%	0%
Hispanic or Latino	2008-09	<10	65.1%	59.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	76.5%	71.6%	100%	30%	70%	0%	0%
White	2008-09	100%	80.9%	79.3%	100%	82%	18%	0%	0%
White	2009-10	100%	86.9%	83.3%	98%	74.5%	23.5%	2%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Students with Disabilities	2008-09	<10	35.1%	21.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	48.6%	32.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	62.7%	51.3%	100%	59.3%	40.7%	0%	0%
Economically Disadvantaged	2009-10	100%	75%	64.7%	95.1%	46.3%	48.8%	4.9%	0%
Mathematics									
Grade: 06									
All Students	2008-09	100%	79.9%	67.6%	100%	90%	10%	0%	0%
All Students	2009-10	100%	82%	65.7%	100%	69.1%	30.9%	0%	0%
Female	2008-09	100%	80.9%	69.5%	100%	91.7%	8.3%	0%	0%
Female	2009-10	100%	83%	70.5%	100%	67.6%	32.4%	0%	0%
Male	2008-09	100%	78.9%	65.6%	100%	87.5%	12.5%	0%	0%
Male	2009-10	100%	81.1%	61.1%	100%	70.8%	29.2%	0%	0%
Black or African American	2008-09	100%	61.2%	62.3%	100%	87.5%	12.5%	0%	0%
Black or African American	2009-10	100%	62.3%	56.5%	100%	40.5%	59.5%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93%	100%	100%	93.3%	6.7%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.8%	91.3%	100%	100%	0%	0%	0%
Hispanic or Latino	2008-09	<10	71.3%	72.1%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	75.6%	72.2%	100%	50%	50%	0%	0%
White	2008-09	100%	85.2%	75.8%	100%	90.4%	9.6%	0%	0%
White	2009-10	100%	87.5%	85.2%	100%	84.2%	15.8%	0%	0%
Limited English Proficient	2009-10	<10	68.7%	61.8%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	45.5%	28.8%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.3%	22.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	69%	63%	100%	81.8%	18.2%	0%	0%
Economically Disadvantaged	2009-10	100%	72.5%	60%	100%	48.3%	51.7%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 07									
All Students	2008-09	100%	82.6%	68.9%	99%	89.6%	9.4%	1%	0%
All Students	2009-10	100%	82.2%	69%	100%	90.7%	9.3%	0%	0%
Female	2008-09	100%	84.2%	71.2%	100%	89.8%	10.2%	0%	0%
Female	2009-10	100%	82.6%	67.9%	100%	89.9%	10.1%	0%	0%
Male	2008-09	100%	81.1%	66.4%	97.9%	89.4%	8.5%	2.1%	0%
Male	2009-10	100%	81.7%	70.3%	100%	92.3%	7.7%	0%	0%
Black or African American	2008-09	100%	63.4%	63.4%	100%	88%	12%	0%	0%
Black or African American	2009-10	100%	62.6%	62.9%	100%	80%	20%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	93.9%	100%	100%	91.7%	8.3%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	93.2%	100%	100%	100%	0%	0%	0%
Hispanic or Latino	2008-09	100%	75.4%	70.1%	100%	70%	30%	0%	0%
Hispanic or	2009-10	100%	75.3%	71.6%	100%	83.3%	16.7%	0%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
White	2008-09	100%	87.9%	85%	98%	93.9%	4.1%	2%	0%
White	2009-10	100%	87.6%	81.7%	100%	96.2%	3.8%	0%	0%
Limited English Proficient	2009-10	<10	66%	51.5%	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	45.7%	32.1%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	51.2%	31.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	71.9%	64.6%	100%	86.2%	13.8%	0%	0%
Economically Disadvantaged	2009-10	100%	72.4%	64.3%	100%	82.5%	17.5%	0%	0%
Grade: 08									
All Students	2008-09	100%	74.5%	49.6%	97.8%	88%	9.8%	1.1%	1.1%
All Students	2009-10	100%	70.3%	44.4%	95.2%	78.8%	16.3%	3.8%	1%
Female	2008-09	100%	74.3%	50.5%	95.9%	83.7%	12.2%	2%	2%
Female	2009-10	100%	70.6%	43.5%	94.8%	74.1%	20.7%	3.4%	1.7%
Male	2008-09	100%	74.8%	48.8%	100%	93%	7%	0%	0%
Male	2009-10	100%	70%	45.3%	95.7%	84.8%	10.9%	4.3%	0%
Black or African American	2008-09	100%	51.6%	42%	92%	76%	16%	4%	4%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	100%	44.7%	35.6%	90.3%	54.8%	35.5%	9.7%	0%
American Indian or Alaska Native	2008-09	<10	71.9%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	89.4%	90.9%	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	88.7%	100%	100%	100%	0%	0%	0%
Hispanic or Latino	2008-09	<10	64.5%	49.4%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	59.1%	40.3%	100%	70%	30%	0%	0%
White	2008-09	100%	80.8%	71.3%	100%	92%	8%	0%	0%
White	2009-10	100%	77.1%	71.9%	96.1%	90.2%	5.9%	2%	2%
Students with Disabilities	2008-09	<10	38.6%	23.4%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	31.6%	10%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Economically Disadvantaged	2008-09	100%	61.6%	41.7%	96.3%	74.1%	22.2%	0%	3.7%
Economically Disadvantaged	2009-10	100%	56.3%	36.4%	92.7%	58.5%	34.1%	7.3%	0%
Science									
Grade: 08									
All Students	2008-09	100%	76.3%	43.5%	97.8%	64.8%	33%	2.2%	0%
All Students	2009-10	100%	75.9%	48%	97.1%	52.4%	44.7%	2.9%	0%
Female	2008-09	100%	77.2%	47.8%	95.9%	53.1%	42.9%	4.1%	0%
Female	2009-10	100%	77%	48%	94.7%	45.6%	49.1%	5.3%	0%
Male	2008-09	100%	75.4%	39.8%	100%	78.6%	21.4%	0%	0%
Male	2009-10	100%	74.9%	48%	100%	60.9%	39.1%	0%	0%
Black or African American	2008-09	100%	50.5%	34.6%	96%	44%	52%	4%	0%
Black or African American	2009-10	100%	50%	38.1%	96.8%	29%	67.7%	3.2%	0%
American Indian or Alaska Native	2008-09	<10	74.4%	<10	<10	<10	<10	<10	<10
Asian, Native	2008-09	<10	87.3%	90.9%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	100%	86.9%	100%	100%	41.7%	58.3%	0%	0%
Hispanic or Latino	2008-09	<10	63.9%	46.8%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	100%	65%	52.2%	90%	30%	60%	10%	0%
White	2008-09	100%	83.5%	67.5%	100%	73.5%	26.5%	0%	0%
White	2009-10	100%	83.1%	74.7%	98%	74%	24%	2%	0%
Students with Disabilities	2008-09	<10	42.5%	11.8%	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	42.3%	10.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	61.9%	35.5%	92.6%	48.1%	44.4%	7.4%	0%
Economically Disadvantaged	2009-10	100%	63.1%	40.1%	92.7%	29.3%	63.4%	7.3%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Native Hawaiian, or Pacific Islander									
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	39.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	47.1%	<10	<10	<10	<10	<10
White	2008-09	96.4%	66.1%	75.8%	96.3%	18.5%	77.8%	3.7%	0%
White	2009-10	100%	71.5%	79.4%	100%	20.6%	79.4%	0%	0%
Students with Disabilities	2009-10	<10	23.6%	10.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	42.4%	33.9%	100%	10%	90%	0%	0%
Economically Disadvantaged	2009-10	100%	48.5%	33.7%	100%	5%	95%	0%	0%
Mathematics									
Grade: 11									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
All Students	2008-09	97.7%	49.3%	25.1%	90.5%	33.3%	57.1%	7.1%	2.4%
All Students	2009-10	100%	50.4%	26.3%	86.4%	27.1%	59.3%	8.5%	5.1%
Female	2008-09	100%	47.2%	24.3%	85.7%	28.6%	57.1%	9.5%	4.8%
Female	2009-10	100%	48.3%	23.9%	80.6%	13.9%	66.7%	11.1%	8.3%
Male	2008-09	95.5%	51.5%	26.2%	95.2%	38.1%	57.1%	4.8%	0%
Male	2009-10	100%	52.5%	29.6%	95.7%	47.8%	47.8%	4.3%	0%
Black or African American	2008-09	<10	16.4%	12.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	100%	16.4%	17%	81.3%	6.3%	75%	6.3%	12.5%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Hispanic or	2008-09	<10	32.4%	21.1%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
Hispanic or Latino	2009-10	<10	33.8%	26%	<10	<10	<10	<10	<10
White	2008-09	96.4%	56.5%	73.8%	100%	37%	63%	0%	0%
White	2009-10	100%	57.9%	61.9%	88.2%	26.5%	61.8%	11.8%	0%
Students with Disabilities	2009-10	<10	11.2%	7.9%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	28.9%	17.5%	100%	20%	80%	0%	0%
Economically Disadvantaged	2009-10	100%	30.4%	16.8%	85%	20%	65%	10%	5%

MI-Access

Functional Independence

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

Supported Independence

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

Participation

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

MEAP-Access

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

2009-10 School-Level Accountability (AYP) Detail Reporting for Saginaw ISD, Saginaw City School District, Saginaw Arts and Sciences Academy

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	98.4%	89.5%
Mathematics	98.1%	90.4%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	99.8%	100%
Mathematics	99.8%	99.6%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	98.4%	86.9%
Mathematics	97.9%	88.3%
School		
English Language Arts / Reading	100%	100%
Mathematics	100%	98.4%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	98.9%	96.3%
Mathematics	98.9%	96.3%
School		
English Language Arts / Reading	98.1%	100%
Mathematics	98.1%	100%
Hispanic or Latino		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	97.5%	92.2%
Mathematics	97.3%	91.4%
School		
English Language Arts / Reading	100%	100%
Mathematics	100%	100%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99%	94.5%
Mathematics	99.1%	95.1%
School		
English Language Arts / Reading	100%	100%
Mathematics	100%	100%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	97.6%	90.2%
Mathematics	97.2%	89.7%
School		
English Language Arts / Reading	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	98.6%	64.1%
Mathematics	97.9%	70.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100.1%	88.1%
Mathematics	99.8%	89.6%
School		
English Language Arts / Reading	105.3%	100%
Mathematics	105.3%	100%

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

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

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	58.34%
School	
	>95%
Black or African American	
State	

Graduation Rate (High Schools only) (Goal 80%)	
	56.59%
District	
	56.26%
School	
	>95%
American Indian or Alaska Native	
State	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
Hispanic or Latino	

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

State

59.94%

District

63.46%

School

<10

White

State

81.85%

District

64.13%

School

>95%

Multiracial

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

State

71.12%

District

<10

Limited English Proficient

State

65.51%

District

63.64%

Students with Disabilities

State

57.61%

District

42.53%

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

Economically Disadvantaged

State

59.8%

District

60.13%

School

>95%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

92.9%

School

Attendance Rate (Goal 90%)	
	97%
Black or African American	
State	
	91%
District	
	92.4%
School	
	97.5%
American Indian or Alaska Native	
State	
	93.7%
District	
	94.1%
School	

Attendance Rate (Goal 90%)	
	96.8%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	96.6%
School	
	97.3%
Hispanic or Latino	
State	
	94.1%
District	
	92.4%
School	

Attendance Rate (Goal 90%)	
	97%
White	
State	
	95.7%
District	
	94.5%
School	
	96.6%
Multiracial	
State	
	94.8%
District	
	97.4%
Limited English Proficient	

**Attendance Rate
(Goal 90%)**

State

94.6%

District

92.2%

Students with Disabilities

State

93.5%

District

89.3%

School

95.6%

Economically Disadvantaged

State

94.8%

Attendance Rate (Goal 90%)	
District	
	92.7%
School	
	97%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

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

2009-10 School-Level Accountability (AYP) Status Reporting for Saginaw ISD, Saginaw City School District, Saginaw Arts

and Sciences Academy

School AYP Status

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

December, 2009 School-Level Teacher Quality Reporting for Saginaw ISD, Saginaw City School District, Saginaw Arts and Sciences Academy

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	21	0

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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
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	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	3.6%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

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

NAEP 2009 Grade 8 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

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

NAEP 2009 Grade 4 Reading Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

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

NAEP 2009 Grade 8 Reading Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
SD Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#
ELL Not ELL	98	27	42	28	3

Rounds to zero

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

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