

Harrison Alternative Education

2009-2010 ANNUAL REPORT

Richard Foote, Principal

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Principal's Greeting/Message

August 16, 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 Harrison Alternative Program. 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 Richard Foote for assistance.

The AER is available for you to review electronically by visiting the following web site www.harrisonschools.com or you may review a copy from the office at your child's school. State law requires that we also report additional information that is found in this document in the subsequent pages.

For 2009 – 2010, Harrison Alternative did not make Adequate Yearly Progress (AYP) in English Language Arts and Mathematics. According to state reports we are currently in phase 2 of program restructuring due to the fact we did not make target achievement goals in mathematics. While we are not pleased with our student academic achievements, the following report will outline measures the staff and district are trying to make to improve student learning for the Alternative Education Program.

Sincerely,
Richard Foote, Principal
Harrison Alternative Education

Description of the School

Harrison Alternative Education serves students in grades 9 - 12. Programs provided at the school include National Free Breakfast program; Student Council;

Process for Assigning Pupils to the School

All district pupils in grades 9 - 12 are assigned to the Alternative Education Program if they apply or have been assigned due to the lack of credit needed to graduate with their cohort class. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of School Improvement Plan

A copy of the School Improvement Plan is available electronically at advance-ed.org website or a hard copy at the office of the Principal. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students at the Alternative Program will be proficient writers and readers.			
<ul style="list-style-type: none"> Teachers will continue <i>Writer's and Reader's Workshop</i>. <i>Writer's Workshop</i> will focus on adding details and examples, organizing and control of sentence structure, vocabulary development, and conventions in writing. <i>Reader's Workshop</i> will focus on refine reading skills. 		Continue 9/7/10	
<ul style="list-style-type: none"> Teachers will share strategies, results, and discuss ways to use technology to achieve our writing/reading goals. Professional development opportunities on using technology will be available to teachers. 		Continue 9/7/10	
<ul style="list-style-type: none"> Teachers will be offered and participate in professional development opportunities both in-house and out-of-district based on identified district/building/individual learning needs to enhance best practice methods, specially focusing on the "at risk" student. 		Begin 9/7/10	
All students at the Harrison Alternative Education Program will become proficient on the MME/ACT in the area of Social Studies.			
<ul style="list-style-type: none"> Teachers will use best practice methods to teach social studies concepts. 		Continue 9/7/10	
<ul style="list-style-type: none"> Teachers will utilize technology tools and resources to improve Social Studies instruction. 		Continue 9/7/10	
<ul style="list-style-type: none"> Teachers will be offered and participate in professional development opportunities both in-house and out-of-district based on identified/building/individual learning needs to enhance best practice methods, technology, that are specially focused on the needs of "at risk" students. 		Begin 9/7/10	
By 2012, 60% of all Harrison Alternative students will score proficiently on the ACT/MME test.			
<ul style="list-style-type: none"> Teachers will use data from cumulative assessments to focus instruction on "at risk" student. Teachers will incorporate technology to engage students and raise achievement in math. Teachers will provide differentiated instruction and additional learning opportunities for students inside/outside the school day to include targeted instruction 		Continue 9/7/10	

<i>and practice to ensure students to succeed in math.</i>			
<ul style="list-style-type: none"> Teachers will share strategies, results, and discuss ways to use technology to achieve our math goals. Professional development opportunities on using technology will be available to teachers. 		Continue 9/7/10	
<ul style="list-style-type: none"> Teachers will participate in Professional Development opportunities focusing around mathematics instruction, including at risk students. Teachers will meet to discuss data and differentiate instruction in horizontal and vertical teams. 		Continue 9/7/10	
All Alternative School students will make progress at becoming proficient on state science assessments.			
<ul style="list-style-type: none"> Teachers will provide students with multiple best practice methods of teaching science. 		Begin 9/7/10	
<ul style="list-style-type: none"> Teachers will share strategies, results, and discuss ways to use technology to achieve our science goal. Professional development opportunities on using technology will be available to teachers. 		Begin 9/7/10	
<ul style="list-style-type: none"> Teachers will be offered and participate in professional development opportunities both in-house and out-of-district based on identified/building/individual learning needs to enhance best practice methods, specially focusing on the "at risk" student. 		Continue 9/7/10	
The Harrison Alternative Program will increase parent participation in the decision making, planning, and implementation of committee activities.			
<ul style="list-style-type: none"> To improve parent participation in the decision making, planning and implementation the Alternative Staff will do the following activities: 1. Fall Orientation Meeting; 2 Trimester Meetings; 3 Content Area Parent Nights; 4 Classroom interaction to enhance classroom instruction. 		Begin 9/7/10	

Core Curriculum Status

Harrison Alternative Program follows the State of Michigan Core Curriculum. You can find the curriculum at the Michigan Department of Education Website. A paper copy can be obtained by contacting the Middle School office.

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize "Elements of Literature", "Elements of Writing", "Elements of Literature: Reading I World Literature", and "Elements of Writing: Literature of the United States", (Holt, Rinehart and Winston). Multiple paperback books over the four years including but not limited to "Night" by Arthur Miller, "To Kill A Mockingbird" by Harper Lee, "Midsummers Night Dream" by Shakespear, "Crucible" by Arthur Miller, and "The Catcher in the Rye" by JD Salinger. "Vocabulary instruction is a very high priority for our educational system. And it is our position that the operate principle for the orientation of that instruction is that it be robust--vigorous, strong, and powerful in effect."...provides frequent and varied opportunities for students to think about and use words, and enhance students' language comprehension and production. "Bringing Words to Life", Beck, McKeown, Kucan, 2002; Thinking Maps" Maps are frames of reference. In them a student must find a way to relate new information to other information...."Provides students wit the sorts of experiences that enable them to perceive the patters that connect" (Caine and Caine, 1994, p. 46) The English Language Arts curriculum was last approved by our local Board of Education in 2006. Professional Development continues to focus on differentiated instruction and best practices.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. All students attending the Alternative Education Program take math classes through the High School. All materials/resources used can be found by reviewing the High School Annual Report. "The integrated and balanced development of all five strands of mathematical proficiency; conceptual understanding procedural fluency, strategic competence, adaptive reasoning, productive disposition, should guide the teaching and learning of school mathematics. "Evidence for Education Vol. III, Issue 1, 2008 Effective Math Instruction; Kathlyn Steedly Ph.D. The Mathematics curriculum was last approved by our local Board of Education in 2006. Professional Development continues to focus on differentiated instruction and best practice.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. All students attending the Alternative Education Program take science classes through the High School. All materials/resources used can be found by reviewing the High School Annual Report. "In this review of research spanning 1984-2002, Minner and colleagues aim to determine the impact of inquire science instruction on K - 12 student outcomes. The authors define four criteria for inquiry science instruction: focus on science content, student engagement with scientific phenomena, instruction via some element of investigation, and pedagogical practices that emphasized student responsibility for learning or active thinking." Minner, D.D, Levey, A.J. and Century, J.R. (2009). Inquiry based science instruction- what is it an does it matter. Journal of Research in Science Teaching (Abstract available: www3.interscience.wily.com/journal/123205106/abstract) The Science curriculum was last approved by our local Board of Education in 2006. Professional Development continues to focus on differentiated instruction and best practice.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan’s State Board of Education. Building educators utilize “Government in America” (Hardy), “America Pathways To the Present” (Cayton, Perry, & Winkler), and “World Cultures a Global Mosaic” (Prentice Hall) "According to the National Council for Teachers of Social Studies (1994), powerful teaching and learning experiences are created when Social Studies is meaningful, integrative, value-based, challenging, and active". "Effective Social Studies instruction should allow for in-depth investigation of topics and should involve choice, open questions, independent inquiry, cooperative learning and active participation." (Making Connections in Elementary and Middle School Social Studies, Andrew P. Johnson 2006, p.4 and p. 20)The Social Studies curriculum was last approved by our local Board of Education in 2006. Professional Development continues to focus on differentiated instruction and best practice.

Local Assessment Data

Along with classroom assessments, Harrison Alternative Education administrates the State ACT/MME test. Below are detailed results for both tests.

School-Level Student Assessment Data for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Alternative Education

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)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
11									
All Students	2008-09	<10	59.9%	53.4%	<10	<10	<10	<10	<10
All Students	2009-10	100%	65.2%	60%	27.3%	0%	27.3%	18.2%	54.5%
Female	2008-09	<10	64.2%	58%	<10	<10	<10	<10	<10
Female	2009-10	<10	68%	73.3%	<10	<10	<10	<10	<10
Male	2008-09	<10	55.5%	48.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.3%	42.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	66.1%	53.1%	<10	<10	<10	<10	<10
White	2009-10	100%	71.5%	62%	30%	0%	30%	10%	60%
Economically Disadvantaged	2008-09	<10	42.4%	47.2%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.5%	57.1%	<10	<10	<10	<10	<10
Mathematics									
11									
All Students	2008-09	<10	49.3%	39.1%	<10	<10	<10	<10	<10
All Students	2009-10	100%	50.4%	43.4%	9.1%	0%	9.1%	9.1%	81.8%
Female	2008-09	<10	47.2%	39.1%	<10	<10	<10	<10	<10

Female	2009-10	<10	48.3%	46.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	51.5%	39.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	52.5%	39.1%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	16.4%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	56.5%	38.5%	<10	<10	<10	<10	<10
White	2009-10	100%	57.9%	44.6%	10%	0%	10%	10%	80%
Economically Disadvantaged	2008-09	<10	28.9%	32.1%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	30.4%	42.2%	<10	<10	<10	<10	<10

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 Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Alternative Education

AYP Data				
	Subject	% Tested (Goal 95%)	% Proficient for AYP*	
All Students	State	English Language Arts / Reading	99.1%	93.9%
		Mathematics	98.9%	93.7%
	District	English Language Arts / Reading	99.8%	89.4%
		Mathematics	99.9%	88.8%
	School	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	97.7%	88.4%
		Mathematics	97.4%	88%
	District	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
	School	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	99.2%	93.2%
		Mathematics	99%	92.4%
	District	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
	School	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	<30	<30
		Mathematics	<30	<30
	School	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	99.3%	91.3%
		Mathematics	98.9%	92.4%
	District	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
	School	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.3%
		Mathematics	99.3%	95.1%
	District	English Language Arts / Reading	99.8%	89.2%
		Mathematics	99.9%	88.6%
	School	English Language Arts / Reading	<30	<30
		Mathematics	<30	<30
Multiracial	State	English Language Arts / Reading	102.4%	93.5%
		Mathematics	102.3%	94.3%

Limited English Proficient			
State	English Language Arts / Reading	123.6%	86.9%
	Mathematics	126.3%	92.3%
Students with Disabilities			
State	English Language Arts / Reading	102.6%	73.1%
	Mathematics	102.2%	76.5%
District	English Language Arts / Reading	102.2%	65.4%
	Mathematics	103.2%	65.8%
Economically Disadvantaged			
State	English Language Arts / Reading	102.6%	90.6%
	Mathematics	102.5%	91.1%
District	English Language Arts / Reading	101.6%	87.7%
	Mathematics	101.8%	87.7%
School	English Language Arts / Reading	<30	<30
	Mathematics	<30	<30

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

* AYP Targets (Annual Measurable Objectives)

		Graduation Rate (High Schools only) (Goal 80%)	
All Students			
State		75.39%	
District		79.23%	
School		<10	
Black or African American			
State		56.59%	
District		<10	
American Indian or Alaska Native			
State		65%	
District		<10	
Asian, Native Hawaiian, or Pacific Islander			
State		84.47%	
District		<10	
Hispanic or Latino			
State		59.94%	
District		<10	
White			
State		81.85%	
District		77.97%	
School		<10	
Multiracial			
State		71.12%	
Limited English Proficient			
State			

	65.51%
Students with Disabilities	
State	
	57.61%
District	
	59.38%
Economically Disadvantaged	
State	
	59.8%
District	
	73.47%
School	
	<10
	Attendance Rate
	(Goal 90%)
All Students	
State	
	94.7%
District	
	93.3%
School	
	90.8%
Black or African American	
State	
	91%
District	
	96.4%
American Indian or Alaska Native	
State	
	93.7%
District	
	91.2%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	
	97.7%
Hispanic or Latino	
State	
	94.1%
District	
	88.9%
White	
State	
	95.7%
District	
	93.3%
School	
	90.8%
Multiracial	
State	
	94.8%
District	
	93.5%
Limited English Proficient	
State	
	94.6%
Students with Disabilities	
State	
	93.5%
District	
	91.3%
Economically Disadvantaged	
State	

District	94.8%
	93.2%

** 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

2009-10 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Alternative Education

School

School AYP Status

 Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Not Met	Not Met	No Grade	School Improvement	2

December, 2009 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Alternative Education

Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	Other	B.A.	M.A.	Ph.D
	0	2	1	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%

Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers 0% **School Aggregate**

Parent Involvement

Parent Involvement Policy

The Parent Involvement Policy is approved by the Harrison Board of Education and fulfils the requirements of No Child Left Behind.

According to the No Child Left Behind Act of 2001, Parental Involvement is defined as participation of parents in a regular, two-way, meaningful communication on the student's academic learning and/or other school activities including assuring that:

- Parents play an integral role in assisting their child's learning,
- Parents are encouraged to be actively involved in their child's education at school,
- Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child, and
- Activities are carried out such as those described in Section 1118 of the law.

It is the policy of Harrison Community Schools to fully plan and implement parental involvement programs, activities and procedures through meaningful consultation with parents of participating children. One percent of funding has been dedicated to parental involvement activities and will only be spent after parents are involved in the decision making process.

Harrison Alternative Education has developed several ways to increase parent involvement. These include the following and are not limited to:

- Parent orientation night
- Reports that are easily understood and timely
- Student/Parent/School Compact
- PA 25 Annual Report
- Professional development opportunities for parents
- Community Parent Day
- Parent interest volunteer form
- School Messenger System

Parents Right to Know Statement

Harrison Alternative affirms the parent right to know and participate in their children’s learning with the implementation of the following strategies.

Strategy Statement #1

The school will encourage both one-way and two-way communication with parents.

Action Steps	Staff Responsible	Timeline	Resources Needed	Monitoring	Evidence
Students will be provided an agenda/planner at the beginning of the year. The agenda will be taken home each day by students to facilitate communication between the school and parents.	Principal Teaching staff	Sept. 2010-2013	Agendas/planners	Parent Signature logs	Increase in parental involvement at home with student achievement Decrease in the number of missing assignments
The school will notify parents of activities, meeting, and events taking place at the school through the School Messenger System.	Principal Teaching Staff	2010-2013		Message log	Increased Parental Involvement

Strategy Statement #2

Harrison Alternative Education will help build the school’s and parent’s capacity for strong parental involvement.

Action Steps	Staff Responsible	Timeline	Resources Needed	Monitoring	Evidence
A parent activity/orientation meeting will be held in the Fall for all parents interested in school committees and extra-curricular activities.	All staff Principal	August 2010-2013 Annually	Materials Child Care Transportation	Participation Sign In Surveys	Increased parental involvement at home and school
Parents and students will be invited to work on the development of a compact that will deal with expectations from all stakeholders for the improvement of student academic achievement.	Principal Teaching Staff	Fall 2010-2013 Annually	Materials	Meeting Agenda Sign In Signed Compacts on file	Improved attendance rates Increased achievement scores Increased attendance at Parent Teacher

					Conferences Decrease in behavior referrals
At the beginning of each trimester, a parent interest/volunteer form will be sent home, completed by parents and returned to school. Staff will contact interested parents for school improvement planning and implementation.	Office Staff Principal Teaching Staff	2010-2013	Postage Materials	Returned and signed forms	Increase in Parental Involvement

Strategy Statement #3

Harrison Alternative Education will provide reports that are easily understood and timely.

Action Steps	Staff Responsible	Timeline	Resources Needed	Monitoring	Evidence
The school will provide training for parents on the use of computer-based grading system.	Technology Support Staff Principal Building Leadership Team	Fall 2010-2013 Annually	Presenter Materials Child Care Transportation	Participation Hit count Agenda	Increased communication between parents and the school Decrease in the number of missing assignments
The school will provide training to parents on how to read student assessment data and monitor their children's progress.	Counselor Principal Teaching Staff	Fall 2010-2013	Presenter Materials Child Care Transportation	Participation Agenda	Increased parental involvement at home and school
Accommodations will be provided for communication needs.	Principal Teachers	As Needed	Interpreter Materials		

Strategy Statement #4

Parents will participate in the School Improvement Planning Process and Evaluation.

Action Steps	Staff Responsible	Timeline	Resources Needed	Monitoring	Evidence
Parents, students, and community members will be provided the opportunity to be involved and attend the PA25 Annual Report Parent Meeting.	All staff Principal	2010- 2013 Annually	Supplies Annual Report	Participation Agendas	Sign In Meeting Minutes
Parents will be provided the opportunity to attend building level school meetings.	Principal Building Leadership Team	2010-2013	Materials	Participation Agendas	Sign In Meeting Minutes
Parents will be provided the opportunity to participate in the evaluation of the school improvement plan. A meeting will be held annually.	Principal Building Leadership Team School Improvement Team	2010-2013 Annually	Materials	Participation Agendas	Sign In Meeting Minutes

Strategy Statement #5

The school will provide Parental Involvement Training to improve student achievement and school performance.

Action Steps	Staff Responsible	Timeline	Resources Needed	Monitoring	Evidence
Each content area will hold a parent night to instruct and inform parents on how to help their child succeed in their content area.	Teaching Staff Principal	2010- 2013	Materials Child Care Transportation Advertisement Food/Beverages	Participation Sign In	Increase in involvement at home and school Increase in achievement scores Surveys
Harrison Community Schools will plan and implement a parent involvement day that will provide educational and enrichment programs from the community and the teaching staff.	Teaching staff Principal	Fall 2010-2013 Annually	Materials Child Care Transportation Advertisement Food/Beverages Presenters	Participation Sign In	Increase in involvement at home and school Increase in achievement scores

Harrison Alternative Education provides parents with individual student academic assessment reports through out the year in a language that parents can understand. The school hosts trainings on how to interpret results, as well as trainings on how to access our computer-based grading system. We have parent-teacher conferences each fall. Report cards are sent home once per trimester. Parents may request conferences with individual teachers at any time. Teachers may also request an individual conference with parents throughout the year. Daily student progress up-dates are available for parent access through our computer-based grading system, Skyward. Parents are also given the opportunity to receive bi-weekly

progress reports which will be indicated through office request or survey results. ACT/MME test results are sent home with students and mailed to the parent. Parental involvement will continue to be an on-going process throughout the year. Invitations are sent to parents whenever there are upcoming special presentations, projects, or meetings. We also utilize parents and community members as guest speakers in our classrooms. These presentations may be coordinated with subject areas and/or current events, which link the importance of mastering the necessary skills (language arts, math, science, and social studies) to leading a successful and productive life.

Parent Conferences

Parent Teacher Conference Attendance Data

Subgroups	2008-2009		2009-2010	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
American Indian/ Native Alaskan				
Asian/ Pacific Islander				
Black, Not of Hispanic Origin				
Hispanic				
White, Not of Hispanic Origin				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged				

**Data will begin to be disaggregated beginning in the 2010-2011 school year for subgroup areas. No data is available for this report.

