

# Larson Elementary School

## 2009-2010 ANNUAL REPORT

Julie Rosekrans, Principal

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## Principal's Greeting/Message

August 9, 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 Larson Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Julie Rosekrans for assistance.

The AER is available for you to review electronically by visiting the following web site [www.harrisonschools.com](http://www.harrisonschools.com) or you may review a copy from the Principal's office or Parent Resource area 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, Larson Elementary School 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.

The staff at Larson Elementary School welcomes this opportunity to provide parents, students, staff and community members with information about our school. We are proud of our accomplishments. With hard work and continued involvement from parents and community members, we are confident that we will prevail in our efforts to become a fully accredited school.

Sincerely,

Julie A. Rosekrans, Principal  
Larson Elementary School

## Description of the School

Larson Elementary Schools serves students in Kindergarten, First Grade and Second Grade. Programs and services provided at the school include school-wide Title I Support, Parent Liaison, Police Liaison, School Nurse, Early Childhood Program, Balanced Literacy Framework, Young Authors, Study Island, Breakfast Program, Parent Workshops, Family Nights, SPARKS, PTO, Skyward Reporting for Parents, Technology, Music Programs, Health and Wellness, Extended Learning Opportunities, and Community Collaboration and Support.

## Process for Assigning Pupils to the School

All district pupils in Kindergarten, First Grade and Second Grade are assigned to Larson Elementary School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

## School Improvement Process

School improvement at Larson Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. Our current school improvement 3-5 year plan is in its first year of implementation. In the development of our plan, the staff at Larson has investigated best practices as indicated in research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and core academic standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. We identify professional development needs based on our school goals, assessment data, and teacher need. Access to the internet has made it possible for staff to research and obtain information on a wide variety of subjects, strategies and programs in a short period of time.

Larson Elementary School strives towards meeting the No Child Left Behind and Education YES! Initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Measuring student progress and evaluating program effectiveness is an ongoing process. Data is collected through MEAP, GLCE assessments, Dibels, KC4 assessment and through observation as related to the standards being taught. Where appropriate, data is disaggregated in an effort to develop an effort to determine our greatest area of need and ensure alignment with our goals. On a daily basis, teachers progress monitor their students in order to inform their instruction and to provide the necessary interventions to at-risk students.

The staff at Larson Elementary School has developed a variety of ways in which to improve student achievement and to provide additional assistance for at-risk students. A Title I program is provided for identified at-risk students in grades kindergarten through second grade based on data. Currently, the Title I staff consists of 3.5 teachers. An after school SPARKS program is available to all students.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available on the school website at [www.harrisonschools.com](http://www.harrisonschools.com) and a paper copy can be accessed from the principal's office or parent resource area. 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
<b>Goal 1 Reading</b> All students at Larson Elementary School will make progress towards becoming proficient readers.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to reading.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
<b>Goal 2 Writing</b> All students at Larson Elementary School will make progress in becoming proficient in writing.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to writing.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
<b>Goal 3 Mathematics</b>			

All students at Larson Elementary School will make progress in becoming proficient in math.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to math.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 4 Science All students at Larson Elementary School will make progress at becoming proficient in science.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to science.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	
Goal 5 Social Studies All students at Larson Elementary School will make progress at becoming proficient in social studies.			
Strategy: Parental Involvement Parents will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys.		X	
Strategy: Best Practice Instruction All teachers will systematically implement with fidelity evidence-based instructional strategies pertaining to social studies.		X	
Strategy: Professional Development and Collaboration Teachers will participate in ongoing, systemic, research/evidence based professional development based on data tied to student achievement. Student data will be used to evaluate effectiveness and implementation of new learning. Teachers will also collaborate regularly to analyze student data to ensure fidelity of implementation and use data to drive instruction.		X	

## **Core Curriculum Status**

Harrison Community Schools has six curriculum leadership teams which allows for vertical alignment of curriculum. They represent reading, writing, math, science, social studies and technology. The teams have representation from grades k through 12 with the exceptions of reading and writing which are k through 8. These teams meet at least six times per year. The goal is to align curriculum, instruction and assessment for all grades. The teams take information / input back and forth between the curriculum leadership teams and their grade level teams. All decisions are made using consensus. Currently, the math curriculum has been organized into binders according to the math strands. The curriculum includes a scope and sequence, National Core Standards, pacing guides, lessons, interventions, Grade Level Expectations and assessments. Teachers are in the process of completing curriculum binders for language arts, science and social studies. While each teacher has their own curriculum binders, a complete set is housed in the office for easy access to parents and other staff members.

## Local Assessment Data

### Kindergarten End of the Year Reading Scores

<b>Kindergarten Reading</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	26%	36%	30%
<b>At Grade Level</b>	24%	30%	39%
<b>Below Grade Level</b>	46%	24%	27%
<b>At Risk</b>	4%	10%	4%

### Kindergarten Reading Disaggregated Data

<b>Kindergarten Reading</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	56%	44%
<b>Females</b>	80%	20%
<b>SES</b>	67%	33%
<b>Non-SES</b>	72%	28%
<b>Students with Disability</b>	0%	100%

### Kindergarten End of the Year Writing Scores

<b>Kindergarten Writing</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	56%	66%	85%
<b>At Grade Level</b>	30%	15%	6%
<b>Below Grade Level</b>	12%	17%	9%
<b>At Risk</b>	4%	2%	0%

### Kindergarten Writing Disaggregated Data

<b>Kindergarten Writing</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	84%	16%
<b>Females</b>	97%	3%
<b>SES</b>	90%	10%
<b>Non-SES</b>	91%	9%
<b>Students with Disability</b>	0%	100%

### Kindergarten End of the Year Mathematic Scores

	<b>Reads Numbers to 30</b>	<b>Verbally Counts Objects 0-30</b>	<b>Sequential Order</b>	<b>Tells or Writes Addition/Subtraction Sentence</b>
<b>Above Grade Level</b>	71%	78%	74%	71%
<b>At Grade Level</b>	12%	13%	10%	18%
<b>Below Grade Level</b>	12%	6%	13%	8%
<b>At Risk</b>	5%	3%	3%	3%

### First Grade End of the Year Reading Scores

<b>First Grade Reading</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	29%	41%	33%
<b>At Grade Level</b>	15%	8%	32%
<b>Below Grade Level</b>	28%	35%	23%
<b>At Risk</b>	28%	16%	12%

### First Grade Reading Disaggregated Data

<b>First Grade Reading</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	51%	49%
<b>Females</b>	73%	27%
<b>SES</b>	58%	42%
<b>Non-SES</b>	75%	25%
<b>Students with Disability (3 student)</b>	0%	100%

### First Grade End of the Year Writing Scores

<b>First Grade Writing</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	4%	19%	9%
<b>At Grade Level</b>	24%	24%	21%
<b>Below Grade Level</b>	45%	38%	40%
<b>At Risk</b>	27%	19%	30%

### First Grade Writing Disaggregated Data

<b>First Grade Writing</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	26%	74%
<b>Females</b>	35%	65%
<b>SES</b>	53%	47%
<b>Non-SES</b>	72%	28%
<b>Students with Disability (3 student)</b>	0%	100%

### First Grade Math End of the Year Score

	<b>Addition/Subtraction</b>
<b>Above Grade Level</b>	<b>33%</b>
<b>At Grade Level</b>	<b>34%</b>
<b>Below Grade Level</b>	<b>22%</b>
<b>At Risk</b>	<b>11%</b>

### Second Grade End of the Year Reading Scores

<b>Second Grade Reading</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	52%	63%	68%
<b>At Grade Level</b>	11%	15%	14%
<b>Below Grade Level</b>	23%	19%	13%
<b>At Risk</b>	14%	3%	5%

### Second Grade Reading Disaggregated Data

<b>Second Grade Reading</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	72%	28%
<b>Females</b>	78%	22%
<b>SES</b>	82%	18%
<b>Non-SES</b>	84%	16%
<b>Students with Disability (9 student)</b>	11%	89%

### Second Grade End of the Year Writing Scores

<b>Second Grade Writing</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>Above Grade Level</b>	0%	4%	22%
<b>At Grade Level</b>	39%	31%	31%
<b>Below Grade Level</b>	55%	36%	18%
<b>At Risk</b>	6%	29%	29%

### Second Grade Writing Disaggregated Data

<b>Second Grade Writing</b>	<b>Proficient</b>	<b>Non-Proficient</b>
<b>Males</b>	54%	46%
<b>Females</b>	51%	49%
<b>SES</b>	58%	32%
<b>Non-SES</b>	37%	63%
<b>Students with Disability (9 student)</b>	0%	100%

### Second Grade Math Scores

	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>
<b>Letter Grade A</b>	42%	24%	32%
<b>Letter Grade B</b>	32%	43%	36%
<b>Letter Grade C</b>	18%	20%	24%
<b>Letter Grade D/E</b>	8%	13%	8%

**DIBELS**

Students in kindergarten, first grade and second grade were given DIBELS screeners in language arts.

**Kindergarten Language Arts (DIBELS)  
Year End Scores**

Recorded by percentage of children in each category.

	DIBELS Kindergarten Letter Naming Fluency			DIBELS Kindergarten Nonsense Word Fluency			DIBELS Kindergarten Phoneme Segmentation		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Benchmark</b>	61%	79%	74%	46%	65%	68%	51%	63%	68%
<b>Strategic</b>	26%	9%	17%	26%	14%	15%	26%	17%	22%
<b>Intensive</b>	14%	12%	10%	28%	20%	17%	22%	20%	11%

**First Grade Language Arts (DIBELS)  
Year End Scores**

Recorded by percentage of children in each category.

	DIBELS First Grade Nonsense Word Fluency			DIBELS First Grade Phoneme Segmentation			DIBELS First Grade Oral Reading Fluency		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Benchmark</b>	49%	47%	71%	87%	97%	98%	35%	34%	53%
<b>Strategic</b>	30%	34%	29%	13%	0%	2%	32%	34%	40%
<b>Intensive</b>	21%	18%	0%	0%	3%	0%	33%	33%	7%

**Second Grade Language Arts (DIBELS)  
Year End Scores**

Recorded by percentage of children in category.

<b>DIBELS Second Grade Oral Reading Fluency and Retell</b>			
Year	2008	2009	2010
<b>Benchmark</b>	37%	47%	41%
<b>Strategic</b>	20%	16%	19%
<b>Intensive</b>	43%	37%	40%

**Dynamic Indicators of Basic Early Literacy Skills  
Kindergarten Summary Report**

District: Harrison Community Schools  
School: Larson Elementary School  
Date: 2009-2010

	Beginning	Middle	End
<b>ISF</b>	Goal: 8 initial sounds	Goal: 25 initial sounds	
Students Tested	142	132	
Mean (SD)	8.6 (9.3)	31.7 (19.3)	
	42% Low Risk	61% Established	
	24% Some Risk	29% Emerging	
	35% At Risk	10% Deficit	
<b>LNF</b>	Goal: 8 letter names	Goal: 27 letter names	Goal: 40 letter names
Students Tested	142	132	133
Mean (SD)	10.5 (11.9)	40.6 (17.6)	51.5 (18.8)
	44% Low risk	77% Low risk	74% Low risk
	32% Some risk	14% Some risk	17% Some risk
	24% At risk	9% At risk	10% At risk
<b>PSF</b>		Goal: 18 phonemes	Goal: 35 phonemes
Students Tested		132	133
Mean (SD)		24.7 (20.2)	43.6 (21.9)
		54% Low Risk	68% Established
		27% Some Risk	22% Emerging
		19% At Risk	11% Deficit
<b>NWF-CLS</b>		Goal: 13 letter sounds	Goal: 25 letter sounds
Students Tested		132	133
Mean (SD)		26.1 (19)	36.6 (22.8)
		71% Low Risk	68% Low Risk
		18% Some Risk	15% Some Risk
		11% At Risk	17% At Risk
<b>WUF</b>	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills  
First Grade Summary Report**

District: Harrison Community Schools  
School: Larson Elementary School  
Date: 2009-2010

	Beginning	Middle	End
<b>LNF</b>			
	Goal: 37 letter names		
Students Tested	108		
Mean (SD)	43.7 (17.3)		
	66% Low risk		
	24% Some risk		
	10% At risk		
<hr/>			
<b>PSF</b>			
	Goal: 35 phonemes	Goal: 35 phonemes	Goal: 35 phonemes
Students Tested	108	108	105
Mean (SD)	39.9 (18.2)	58.5 (12.8)	57.3 (10.4)
	69% Established	96% Established	98% Established
	21% Emerging	3% Emerging	2% Emerging
	9% Deficit	1% Deficit	
<hr/>			
<b>NWF-CLS</b>			
	Goal: 24 letter sounds	Goal: 50 letter sounds	Goal: 50 letter sounds
Students Tested	108	108	105
Mean (SD)	29.7 (18.1)	59.4 (23.7)	67.7 (26.7)
	59% Low Risk	67% Established	71% Established
	23% Some Risk	30% Emerging	29% Emerging
	18% At Risk	4% Deficit	
<hr/>			
<b>ORF</b>			
		Goal: 20 words per minute	Goal: 40 words per minute
Students Tested		108	105
Mean (SD)		35 (26.8)	51.7 (31.2)
		64% Low Risk	53% Low Risk
		32% Some Risk	40% Some Risk
		4% At Risk	7% At Risk
<hr/>			
<b>RTF</b>			
Students Tested		Goal:	Goal:
Mean (SD)		0	0
20th Percentile			
40th Percentile			
<hr/>			
<b>WUF</b>			
Students Tested	Goal:	Goal:	Goal:
Mean (SD)	0	0	0
20th Percentile			
40th Percentile			

**Dynamic Indicators of Basic Early Literacy Skills  
Second Grade Summary Report**

District: Harrison Community Schools  
School: Larson Elementary School  
Date: 2009-2010

	Beginning	Middle	End
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<b>NWF-CLS</b>	Goal: 50 letter sounds		
Students Tested	115		
Mean (SD)	49.5 (27)		
	43% Established		
	35% Emerging		
	22% Deficit		
<hr/>			
<b>ORF</b>	Goal: 44 words per minute	Goal: 68 words per minute	Goal: 90 words per minute
Students Tested	115	117	110
Mean (SD)	40.9 (31.7)	68.7 (38.2)	81.2 (38)
	37% Low Risk	44% Low Risk	41% Low Risk
	23% Some Risk	21% Some Risk	19% Some Risk
	41% At Risk	34% At Risk	40% At Risk
<hr/>			
<b>RTF</b>	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
<hr/>			
<b>WUF</b>	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			
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## 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									
03									
All Students	2008-09	99.2%	86.4%	72.9%	72.9%	16.1%	56.8%	24.6%	2.5%
All Students	2009-10	99%	89.8%	84.7%	84.7%	22.4%	62.2%	14.3%	1%
Female	2008-09	100%	88.3%	83.1%	83.1%	20.3%	62.7%	15.3%	1.7%
Female	2009-10	98%	91.9%	83.7%	83.7%	26.5%	57.1%	16.3%	0%
Male	2008-09	98.3%	84.6%	62.7%	62.7%	11.9%	50.8%	33.9%	3.4%
Male	2009-10	100%	87.9%	85.7%	85.7%	18.4%	67.3%	12.2%	2%
Black or African American	2008-09	<10	75.1%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	93.1%	<10	<10	<10	<10	<10	<10
White	2008-09	99.1%	90%	73.9%	73.9%	16.5%	57.4%	24.3%	1.7%
White	2009-10	99%	92.7%	84.4%	84.4%	22.9%	61.5%	14.6%	1%
Students with Disabilities	2008-09	100%	63.4%	41.2%	41.2%	5.9%	35.3%	52.9%	5.9%
Students with Disabilities	2009-10	100%	71%	72.2%	72.2%	11.1%	61.1%	22.2%	5.6%
Economically Disadvantaged	2008-09	100%	79.1%	67.9%	67.9%	12.3%	55.6%	28.4%	3.7%
Economically Disadvantaged	2009-10	100%	84.5%	82.4%	82.4%	16.2%	66.2%	16.2%	1.5%
04									
All Students	2008-09	100%	82.8%	65.2%	65.2%	19.1%	46.1%	27%	7.8%
All Students	2009-10	100%	84.1%	77.8%	77.8%	21.3%	56.5%	18.5%	3.7%
Female	2008-09	100%	84.7%	56.9%	56.9%	17.6%	39.2%	31.4%	11.8%
Female	2009-10	100%	86.1%	78.2%	78.2%	20%	58.2%	16.4%	5.5%
Male	2008-09	100%	80.9%	71.9%	71.9%	20.3%	51.6%	23.4%	4.7%
Male	2009-10	100%	82.1%	77.4%	77.4%	22.6%	54.7%	20.8%	1.9%
Black or African American	2008-09	<10	65.6%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	88%	65.8%	65.8%	19.3%	46.5%	26.3%	7.9%
White	2009-10	100%	88.9%	78.8%	78.8%	22.1%	56.7%	17.3%	3.8%
Students with Disabilities	2008-09	100%	54.7%	41.4%	41.4%	6.9%	34.5%	41.4%	17.2%
Students with Disabilities	2009-10	100%	58%	41.2%	41.2%	11.8%	29.4%	58.8%	0%
Economically Disadvantaged	2008-09	100%	72.9%	64%	64%	20.2%	43.8%	28.1%	7.9%
Economically Disadvantaged	2009-10	100%	75.7%	77.9%	77.9%	16.9%	61%	19.5%	2.6%

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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	100%	81.5%	69.6%	69.6%	21.6%	48%	24%	6.4%
All Students	2009-10	100%	85.2%	67.8%	67.8%	22.9%	44.9%	16.1%	16.1%
Female	2008-09	100%	83.4%	70.9%	70.9%	12.7%	58.2%	21.8%	7.3%
Female	2009-10	100%	86.8%	60.4%	60.4%	22.6%	37.7%	15.1%	24.5%
Male	2008-09	100%	79.8%	68.6%	68.6%	28.6%	40%	25.7%	5.7%
Male	2009-10	100%	83.5%	73.8%	73.8%	23.1%	50.8%	16.9%	9.2%
Black or African American	2008-09	<10	63.5%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	86.9%	69.7%	69.7%	21%	48.7%	23.5%	6.7%
White	2009-10	100%	89.8%	67.5%	67.5%	22.8%	44.7%	16.7%	15.8%
Students with Disabilities	2008-09	100%	49.2%	36.7%	36.7%	13.3%	23.3%	40%	23.3%
Students with Disabilities	2009-10	100%	57.6%	46.7%	46.7%	10%	36.7%	23.3%	30%
Economically Disadvantaged	2008-09	100%	70.5%	62.9%	62.9%	16.9%	46.1%	30.3%	6.7%
Economically Disadvantaged	2009-10	100%	76.6%	66.7%	66.7%	20.2%	46.5%	16.2%	17.2%

06

All Students	2008-09	100%	80.5%	66.1%	66.1%	25.2%	40.9%	20.9%	13%
Female	2008-09	100%	82.9%	61.7%	61.7%	21.3%	40.4%	29.8%	8.5%
Male	2008-09	100%	78.2%	69.1%	69.1%	27.9%	41.2%	14.7%	16.2%
Black or African American	2008-09	<10	63.5%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	85.7%	66.1%	66.1%	24.1%	42%	20.5%	13.4%
Students with Disabilities	2008-09	100%	44.7%	28.6%	28.6%	0%	28.6%	33.3%	38.1%
Economically Disadvantaged	2008-09	100%	69.2%	62%	62%	22.8%	39.2%	25.3%	12.7%

Mathematics

03

All Students	2008-09	99.2%	91.3%	84.4%	84.4%	32%	52.5%	15.6%	0%
All Students	2009-10	100%	94.8%	93.9%	93.9%	30.6%	63.3%	6.1%	0%
Female	2008-09	100%	90.9%	83.1%	83.1%	32.2%	50.8%	16.9%	0%
Female	2009-10	100%	94.8%	89.8%	89.8%	26.5%	63.3%	10.2%	0%
Male	2008-09	98.4%	91.6%	85.7%	85.7%	31.7%	54%	14.3%	0%
Male	2009-10	100%	94.8%	98%	98%	34.7%	63.3%	2%	0%
Black or African American	2008-09	<10	78.9%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	96%	<10	<10	<10	<10	<10	<10
White	2008-09	99.2%	94.9%	84.9%	84.9%	31.1%	53.8%	15.1%	0%
White	2009-10	100%	96.9%	93.8%	93.8%	30.2%	63.5%	6.3%	0%
Students with Disabilities	2008-09	100%	79.7%	57.1%	57.1%	19%	38.1%	42.9%	0%
Students with Disabilities	2009-10	100%	87.8%	100%	100%	16.7%	83.3%	0%	0%
Economically Disadvantaged	2008-09	100%	85.7%	83.3%	83.3%	25%	58.3%	16.7%	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)
Disadvantaged Economically Disadvantaged	2009-10	100%	91.9%	97%	97%	25.4%	71.6%	3%	0%
04									
All Students	2008-09	100%	87.9%	79.1%	79.1%	18.3%	60.9%	18.3%	2.6%
All Students	2009-10	100%	92.3%	93.6%	93.6%	27.5%	66.1%	6.4%	0%
Female	2008-09	100%	87.9%	72.5%	72.5%	13.7%	58.8%	23.5%	3.9%
Female	2009-10	100%	92.9%	94.4%	94.4%	25.9%	68.5%	5.6%	0%
Male	2008-09	100%	87.8%	84.4%	84.4%	21.9%	62.5%	14.1%	1.6%
Male	2009-10	100%	91.6%	92.7%	92.7%	29.1%	63.6%	7.3%	0%
Black or African American	2008-09	<10	73.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	78.9%	78.9%	18.4%	60.5%	18.4%	2.6%
White	2009-10	100%	95.1%	93.3%	93.3%	27.6%	65.7%	6.7%	0%
Students with Disabilities	2008-09	100%	68.1%	51.7%	51.7%	6.9%	44.8%	41.4%	6.9%
Students with Disabilities	2009-10	100%	80%	78.9%	78.9%	15.8%	63.2%	21.1%	0%
Economically Disadvantaged	2008-09	100%	80.4%	77.5%	77.5%	16.9%	60.7%	19.1%	3.4%
Economically Disadvantaged	2009-10	100%	87.8%	92.3%	92.3%	26.9%	65.4%	7.7%	0%
05									
All Students	2008-09	100%	76.8%	56.8%	56.8%	12.8%	44%	30.4%	12.8%
All Students	2009-10	100%	79.5%	48.7%	48.7%	11.8%	37%	37%	14.3%
Female	2008-09	100%	75.8%	54.5%	54.5%	5.5%	49.1%	30.9%	14.5%
Female	2009-10	100%	79.6%	37.7%	37.7%	5.7%	32.1%	39.6%	22.6%
Male	2008-09	100%	77.8%	58.6%	58.6%	18.6%	40%	30%	11.4%
Male	2009-10	100%	79.4%	57.6%	57.6%	16.7%	40.9%	34.8%	7.6%
Black or African American	2008-09	<10	55.2%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	62.5%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	83%	57.1%	57.1%	12.6%	44.5%	30.3%	12.6%
White	2009-10	100%	84.3%	48.7%	48.7%	12.2%	36.5%	36.5%	14.8%
Students with Disabilities	2008-09	100%	46.9%	25.8%	25.8%	9.7%	16.1%	48.4%	25.8%
Students with Disabilities	2009-10	100%	52.8%	29%	29%	3.2%	25.8%	48.4%	22.6%
Economically Disadvantaged	2008-09	100%	64.4%	49.4%	49.4%	13.5%	36%	36%	14.6%
Economically Disadvantaged	2009-10	100%	69.8%	48%	48%	13%	35%	39%	13%
06									
All Students	2008-09	100%	79.9%	76.5%	76.5%	44.3%	32.2%	16.5%	7%
Female	2008-09	100%	80.9%	76.6%	76.6%	40.4%	36.2%	21.3%	2.1%
Male	2008-09	100%	78.9%	76.5%	76.5%	47.1%	29.4%	13.2%	10.3%
Black or African American	2008-09	<10	61.2%	<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)
White	2008-09	100%	85.2%	76.8%	76.8%	43.8%	33%	16.1%	7.1%
Students with Disabilities	2008-09	100%	45.5%	38.1%	38.1%	9.5%	28.6%	38.1%	23.8%
Economically Disadvantaged	2008-09	100%	69%	72.2%	72.2%	43%	29.1%	21.5%	6.3%

Science

05

All Students	2008-09	100%	83.1%	71.4%	71.4%	26.2%	45.2%	18.3%	10.3%
All Students	2009-10	100%	81%	73.1%	73.1%	23.5%	49.6%	21.8%	5%
Female	2008-09	100%	83.3%	65.5%	65.5%	21.8%	43.6%	23.6%	10.9%
Female	2009-10	100%	81.1%	66%	66%	13.2%	52.8%	28.3%	5.7%
Male	2008-09	100%	82.9%	76.1%	76.1%	29.6%	46.5%	14.1%	9.9%
Male	2009-10	100%	80.8%	78.8%	78.8%	31.8%	47%	16.7%	4.5%
Black or African American	2008-09	<10	61.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	83.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	70.8%	70.8%	26.7%	44.2%	18.3%	10.8%
White	2009-10	100%	87.5%	73%	73%	23.5%	49.6%	22.6%	4.3%
Students with Disabilities	2008-09	100%	63.6%	48.4%	48.4%	19.4%	29%	35.5%	16.1%
Students with Disabilities	2009-10	100%	60.7%	61.3%	61.3%	9.7%	51.6%	32.3%	6.5%
Economically Disadvantaged	2008-09	100%	72.3%	66.7%	66.7%	20%	46.7%	21.1%	12.2%
Economically Disadvantaged	2009-10	100%	70.6%	73%	73%	21%	52%	22%	5%

**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)
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No records to display.

**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)
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English Language Arts

03

All Students	2008-09	<10	82.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2008-09	<10	82.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	83.3%	<10	<10	<10	<10	<10

04

All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	87.1%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10

05

All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Female	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	83%	<10	<10	<10	<10	<10
Male	2009-10	<10	80.6%	<10	<10	<10	<10	<10
White	2008-09	<10	84.8%	<10	<10	<10	<10	<10
White	2009-10	<10	83.2%	<10	<10	<10	<10	<10

06

All Students	2008-09	<10	87.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	86.6%	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10

#### Mathematics

03

All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10

04

All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	85.2%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10

05

All Students	2008-09	<10	74.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	75.9%	<10	<10	<10	<10	<10
Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
White	2008-09	<10	78.3%	<10	<10	<10	<10	<10
White	2009-10	<10	74.1%	<10	<10	<10	<10	<10

Science

05

All Students	2008-09	<10	59.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Female	2009-10	<10	51.1%	<10	<10	<10	<10	<10
Male	2008-09	<10	60.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
White	2008-09	<10	65.8%	<10	<10	<10	<10	<10
White	2009-10	<10	63.2%	<10	<10	<10	<10	<10

### 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)
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English Language Arts

05

All Students	2009-10	<10	62.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.3%	<10	<10	<10	<10	<10
White	2009-10	<10	62.4%	<10	<10	<10	<10	<10

Mathematics

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
05								
All Students	2009-10	<10	58.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	60.8%	<10	<10	<10	<10	<10
White	2009-10	<10	59.3%	<10	<10	<10	<10	<10

Science

05								
All Students	2009-10	<10	66.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	68.6%	<10	<10	<10	<10	<10
White	2009-10	<10	68.8%	<10	<10	<10	<10	<10

**MEAP-Access**

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading								
04								
All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
White	2009-10	<10	52.8%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Mathematics								
04								
All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
White	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10

## 2009-10 School-Level Accountability (AYP) Detail Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Robert M. Larson Elementary School

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	N/A	N/A
	Mathematics	N/A	N/A
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	N/A	N/A
	Mathematics	N/A	N/A
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

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

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

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	N/A	N/A
Mathematics	N/A	N/A

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%
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	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%
School			
	English Language Arts / Reading	N/A	N/A
	Mathematics	N/A	N/A
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	N/A	N/A
	Mathematics	N/A	N/A

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%

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%
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%

**Attendance Rate  
(Goal 90%)**

All Students

State  
94.7%

District  
93.3%

School  
94.1%

Black or African American

State  
91%

District  
96.4%

School  
96.3%

American Indian or Alaska Native

State	93.7%
District	91.2%
School	76%

Asian, Native Hawaiian, or Pacific Islander

State	96.5%
District	97.7%
School	88%

Hispanic or Latino

State	94.1%
District	88.9%
School	97%

White

State	95.7%
District	93.3%
School	

	94.1%
Multiracial	
State	
	94.8%
District	
	93.5%
School	
	93.5%
Limited English Proficient	
State	
	94.6%
Students with Disabilities	
State	
	93.5%
District	
	91.3%
School	
	90.7%
Economically Disadvantaged	
State	
	94.8%
District	
	93.2%

## 2009-10 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Robert M. Larson Elementary School

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
Yes	Met	Met	Met	B	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Robert M. Larson Elementary School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	9	0
<i>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</i>				
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%			
	<b>School Aggregate</b>			
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%			

## Parent Involvement

### Parent Involvement Policy

It is the policy of Larson Elementary Schools to fully implement parental involvement programs, activities and procedures with meaningful consultation with parents of participating children. One percent of funding has been dedicated to parental involvement activities. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

#### Larson Elementary Expectations for Parental Involvement:

- Parents will be involved in the joint development of the school improvement plan under section 1112, and the process of school review and improvement under section 1116.
- Parents will be provided the coordination, technical assistance, and other support necessary to assist Larson Elementary School in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Parents will in collaboration with Larson Elementary School work together to build the capacity for a strong parental involvement.
- Larson Elementary School will coordinate and integrate parental involvement strategies under other programs for local preschool programs.
- Larson Elementary School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Larson Elementary School, identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described.

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

### Parents Right to Know Statement

As a parent of a student at Larson Elementary School you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subject he/she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and , if so, the subject of the degree.
- Whether any teachers' aides or similar paraprofessionals providing services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call your child's school

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

## 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
All	253	76%	240	70%
American Indian/ Native Alaskan	0	0%	3	0%
Asian/ Pacific Islander	1	.5%	3	1%
Black, Not of Hispanic Origin	5	2%	3	1%
Hispanic	5	2%	7	1%
White, Not of Hispanic Origin	242	96.5%	224	96%
Students with Disabilities	7	3%	2	1%
Limited English Proficient	0	0%	0	0%
Economically Disadvantaged	166	66%	141	59%