

Harrison Middle School

2010 - 2011 ANNUAL REPORT

Richard Foote, Principal

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Principal's Greeting/Message

August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Harrison Middle 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 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 2010 – 2011, Harrison Middle School did not make Adequate Yearly Progress (AYP) for the first year in the sub-group of Students with Disabilities in the Area of Reading. While we are very disappointed that we fell short in this area, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,
Richard Foote, Principal
Harrison Middle School

Description of the School

Harrison Middle School serves students in grades 6 - 8. Programs provided at the school include National Free Breakfast program; Student Council; Students Participating in Academics and Recreation (S.P.A.R.K.S.); Students of Promise.

Process for Assigning Pupils to the School

All district pupils in grades 6 - 8 are assigned to the Harrison Middle 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.

Status of School Improvement Plan

A copy of the School Improvement Plan is available electronically at advanced.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 Middle School will be proficient writers			
<ul style="list-style-type: none"> Teachers will continue to use and refine instructional writing strategies through the use of best practices in writing. 		Continue 9/6/11	
<ul style="list-style-type: none"> Collaboration within grade levels, buildings, and district teams will occur to discuss content, differentiated instructional methods, review prompts, and ensure best practices for writing. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will incorporate technology into their classrooms for the purpose of reaching student writing proficiency. This technology will include purchasing, training, and maintenance.. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will involve parents and community in writing instruction. 		Continue 9/6/11	
All students at the Harrison Middle School will be proficient readers			
<ul style="list-style-type: none"> Teachers at Harrison Middle School will continue to use research-based best practices in reading instruction through the use of vocabulary and informational text strategies. 		Continue 9/76/11	
<ul style="list-style-type: none"> Teachers will meet collaboratively throughout the school year to develop plans to improve student reading scores. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will incorporate technology into their classrooms to assist in increasing reading scores of students. This technology will include purchasing, training, and maintaining. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will involve parents and community in reading instruction. 		Continue 9/6/11	
By 2011, 80% of all Harrison Middle School students will score proficiently on the Math MEAP test.			
<ul style="list-style-type: none"> Teachers will use data from cumulative assessments to focus instruction on "at risk" students. Teachers will incorporate technology strategies 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 and practice to ensure students succeed in math. 		Continue 9/6/11	

<ul style="list-style-type: none"> Teachers will provide students with opportunities to use technology to enhance math. 		Continue 9/6/11	
<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 9/6/11	
<ul style="list-style-type: none"> Staff will involve parents in the instruction of math through parent involvement nights to instruct and inform parents about how to help their child succeed in math. Teachers will involve parents in math instruction and interventions. 		Continue 9/6/11	
All Middle 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 content by incorporating science across the curriculum, focusing on Students with Disabilities and Economically Disadvantaged students. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will participate in professional development and collaboration opportunities to improve use of best practice methods in science instruction, focusing on Students with Disabilities and the Economically Disadvantaged. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will use technology tools and resources to enhance science instruction. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will provide parent involvement workshops and informative sessions to help parents help their children be successful in science. 		Continue 9/6/11	
All Middle School students will make progress at becoming proficient on state social studies assessments.			
<ul style="list-style-type: none"> Teachers will use best practice methods to teach social studies concepts. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will participate in Professional Development opportunities focusing around improving Social Studies content instruction, incorporating literacy and vocabulary, and improving scores for students with disabilities and economically disadvantaged students. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will utilize technology tools and resources to improve Social Studies instruction. 		Continue 9/6/11	
<ul style="list-style-type: none"> Teachers will increase parent involvement in Social Studies instruction and the planning and implementation of Parent Night(s). The parent night will be planned with parents, to inform and help parents with strategies, so they can help their children be successful with Social Studies content. Trimester Newsletters will be sent to parents and posted on the School Website that will inform parents of strategies, expectations and an overview of what is being taught during the Trimester. 		Continue 9/6/11	
The Harrison Middle School 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 Middle School 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. 		Continue 9/6/11	

Core Curriculum Status

Harrison Middle School 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 (Holt, Rinehart and Winston); Elements of Writing (Holt, Rinehart and Winston); various paperbacks/novels to target state defined genres including "Chasing Vermeer" by Blue Balliett; "The Anybodies" by N.E. Bode; "Hatchet" by Gary Paulsen; "The Journal of Finn Reardon" by Susan Campbell Bartoletti; "Regarding The Fountain" by Kate Klison; "Sitton Spelling" (Rebecca Sitton); and various supplemental materials which have been verified by research conducted by Caine and Caine, 1994, "Thinking Maps", "Classroom Instruction That Works" Marzano; "Schools in the Middle", "Professional Learning Communities", Dufour, Eker. 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. Building educators utilize Glenco Mathematics and Connections, Course 1, 2, 3 and Pre-Algebra; Saxton Math 7/6 and 8/7, (Hake/Saxton); Pre-Algebra, Prentice Hall Mathematics (Charles, McNemar, and Ramirez); Kent County Collarative Core Curriculum (Kent Intermediate School District) along with various supplemental materials including trainings from our Regional Education Service District verified by research conducted by "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. 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. Building educators utilize Macomb ISD MEAP Tool Box; "Environmental Science" (Holt); "Science Plus Series" (Houghton/Mifflin) United Streaming; Webquests, Webinars, "Current Science Magazine" and the school computer lab. "In this review of research spanning 1984-2002, Minner and colleagues aim to determine the impact of inquiry 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 emphasize student responsibility for learning or active thinking". 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 "History Alive: The Ancient World"; Geography Alive: People and Regions"; "History Alive" United States through Industrialism" along with the use of interactive CD's, transparencies and activities. United Streaming and various technologies are used to enhance student learning. Verified by research conducted by "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 Socials 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 Middle School administrates the State MEAP test as well as with the National ACT Explore test. Below are detailed results for both tests.

Student Achievement MEAP

Grade	Year	Subject	%Proficient
6	2010	Reading	61.98%
		Math	63.41%
		Social Studies	49.60%
7	2010	Reading	67.80%
		Math	69.59%
8	2010	Reading	71.29%
		Math	69.81%
		Science	70.91%

Student Achievement Explore Test (Local to National)

Grade	Year	Subject	%Proficient
8	2010	English	13.4 Local 14.9 National
		Math	15.1 Local 15.7 National
8	2010	Reading	13.8 Local 14.6 National
		Science	15.6 Local 16.4 National
		Composite	14.6 Local 15.5 National

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

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)
Collapse group English Language Arts / Reading									
Collapse group 06									
All Students	2009-10	100%	87.7%	81.1%	81.1%	17.2%	63.9%	13.9%	4.9%
All Students	2010-11	100%	84%	62.3%	62.3%	20.5%	41.8%	25.4%	12.3%
Female	2009-10	100%	90%	85.7%	85.7%	12.5%	73.2%	12.5%	1.8%
Female	2010-11	100%	86.9%	60%	60%	23.3%	36.7%	30%	10%
Male	2009-10	100%	85.4%	77.3%	77.3%	21.2%	56.1%	15.2%	7.6%
Male	2010-11	100%	81.2%	64.5%	64.5%	17.7%	46.8%	21%	14.5%
Black or African American	2009-10	<10	75.8%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	68.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	91.1%	82.1%	82.1%	17.9%	64.1%	12.8%	5.1%
White	2010-11	100%	88.8%	61.5%	61.5%	20.5%	41%	26.5%	12%
Students with Disabilities	2009-10	100%	59.9%	62.5%	62.5%	18.8%	43.8%	12.5%	25%
Students with Disabilities	2010-11	100%	48.5%	47.1%	47.1%	8.8%	38.2%	38.2%	14.7%
Economically Disadvantaged	2009-10	100%	81.1%	77.9%	77.9%	16.8%	61.1%	15.8%	6.3%
Economically Disadvantaged	2010-11	100%	75.6%	58.5%	58.5%	14.9%	43.6%	26.6%	14.9%
Collapse group 07									
All Students	2009-10	100%	82%	77.9%	77.9%	33.7%	44.2%	17.3%	4.8%
All Students	2010-11	100%	79%	67.8%	67.8%	20.3%	47.5%	11.9%	20.3%
Female	2009-10	100%	84.5%	79.5%	79.5%	40.9%	38.6%	18.2%	2.3%
Female	2010-11	100%	83.3%	68.5%	68.5%	18.5%	50%	14.8%	16.7%

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	2009-10	100%	79.6%	76.7%	76.7%	28.3%	48.3%	16.7%	6.7%
Male	2010-11	100%	75%	67.2%	67.2%	21.9%	45.3%	9.4%	23.4%
Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	60%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2010-11	<10	73.8%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.3%	77.8%	77.8%	33.3%	44.4%	17.2%	5.1%
White	2010-11	100%	84.4%	69%	69%	20.4%	48.7%	10.6%	20.4%
Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2010-11	100%	36.3%	23.1%	23.1%	7.7%	15.4%	23.1%	53.8%
Economically Disadvantaged	2009-10	100%	72.4%	77.3%	77.3%	33.3%	44%	16%	6.7%
Economically Disadvantaged	2010-11	100%	68.6%	59%	59%	16.9%	42.2%	15.7%	25.3%

Collapse group 08

All Students	2009-10	100%	83.4%	79.8%	79.8%	21%	58.8%	15.1%	5%
All Students	2010-11	100%	81.9%	71.3%	71.3%	22.2%	49.1%	21.3%	7.4%
Female	2009-10	100%	87.5%	79.7%	79.7%	25.4%	54.2%	16.9%	3.4%
Female	2010-11	100%	86.1%	77.6%	77.6%	22.4%	55.1%	20.4%	2%
Male	2009-10	100%	79.4%	80%	80%	16.7%	63.3%	13.3%	6.7%
Male	2010-11	100%	77.8%	66.1%	66.1%	22%	44.1%	22%	11.9%
Black or African American	2009-10	<10	70.9%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	67.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	76.5%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	86.9%	79.1%	79.1%	20.9%	58.3%	15.7%	5.2%
White	2010-11	100%	85.9%	72.4%	72.4%	22.9%	49.5%	20%	7.6%
Students with Disabilities	2009-10	100%	48.6%	53.8%	53.8%	7.7%	46.2%	30.8%	15.4%
Students with Disabilities	2010-11	100%	43%	28.6%	28.6%	0%	28.6%	35.7%	35.7%
Economically Disadvantaged	2009-10	100%	75%	78%	78%	18.7%	59.3%	15.4%	6.6%
Economically Disadvantaged	2010-11	100%	72.7%	61.6%	61.6%	16.4%	45.2%	28.8%	9.6%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced Proficient (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disadvantaged 11									

Collapse group Mathematics

Collapse group 06

All Students	2009-10	100%	82%	75.4%	75.4%	28.7%	46.7%	19.7%	4.9%
All Students	2010-11	100%	84.5%	63.7%	63.7%	21.8%	41.9%	30.6%	5.6%
Female	2009-10	100%	83%	69.6%	69.6%	19.6%	50%	25%	5.4%
Female	2010-11	100%	86.2%	65.6%	65.6%	18%	47.5%	31.1%	3.3%
Male	2009-10	100%	81.1%	80.3%	80.3%	36.4%	43.9%	15.2%	4.5%
Male	2010-11	100%	82.9%	61.9%	61.9%	25.4%	36.5%	30.2%	7.9%
Black or African American	2009-10	<10	62.3%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	68.9%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.5%	76.1%	76.1%	29.9%	46.2%	18.8%	5.1%
White	2010-11	100%	88.8%	63%	63%	21.8%	41.2%	31.1%	5.9%
Students with Disabilities	2009-10	100%	52.3%	56.3%	56.3%	18.8%	37.5%	31.3%	12.5%
Students with Disabilities	2010-11	100%	54.1%	45.7%	45.7%	2.9%	42.9%	42.9%	11.4%
Economically Disadvantaged 10	2009-10	100%	72.5%	71.6%	71.6%	27.4%	44.2%	22.1%	6.3%
Economically Disadvantaged 11	2010-11	100%	76.5%	58.3%	58.3%	18.8%	39.6%	34.4%	7.3%

Collapse group 07

All Students	2009-10	100%	82.2%	85.3%	85.3%	42.2%	43.1%	14.7%	0%
All Students	2010-11	100%	84.6%	69.5%	69.5%	32.2%	37.3%	29.7%	0.8%
Female	2009-10	100%	82.6%	88.6%	88.6%	40.9%	47.7%	11.4%	0%
Female	2010-11	100%	86.3%	68.5%	68.5%	24.1%	44.4%	29.6%	1.9%
Male	2009-10	100%	81.7%	82.8%	82.8%	43.1%	39.7%	17.2%	0%
Male	2010-11	100%	82.9%	70.3%	70.3%	39.1%	31.3%	29.7%	0%
Black or African American	2009-10	<10	62.6%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	68.2%	<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)
American Indian or Alaska Native	2010-11	<10	81.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.6%	84.5%	84.5%	43.3%	41.2%	15.5%	0%
White	2010-11	100%	89.1%	70.8%	70.8%	31.9%	38.9%	28.3%	0.9%
Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2010-11	100%	51.4%	30.8%	30.8%	15.4%	15.4%	69.2%	0%
Economically Disadvantaged	2009-10	100%	72.4%	86.5%	86.5%	40.5%	45.9%	13.5%	0%
Economically Disadvantaged	2010-11	100%	76.4%	61.4%	61.4%	25.3%	36.1%	37.3%	1.2%

Collapse group 08

All Students	2009-10	100%	70.3%	64%	64%	38.6%	25.4%	24.6%	11.4%
All Students	2010-11	100%	78%	69.8%	69.8%	31.1%	38.7%	21.7%	8.5%
Female	2009-10	100%	70.6%	64.9%	64.9%	38.6%	26.3%	26.3%	8.8%
Female	2010-11	100%	78.1%	72.9%	72.9%	27.1%	45.8%	18.8%	8.3%
Male	2009-10	100%	70%	63.2%	63.2%	38.6%	24.6%	22.8%	14%
Male	2010-11	100%	77.8%	67.2%	67.2%	34.5%	32.8%	24.1%	8.6%
Black or African American	2009-10	<10	44.7%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	56.6%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	77.1%	63.6%	63.6%	37.3%	26.4%	25.5%	10.9%
White	2010-11	100%	83.6%	69.9%	69.9%	32%	37.9%	21.4%	8.7%
Students with Disabilities	2009-10	100%	31.6%	22.7%	22.7%	22.7%	0%	40.9%	36.4%
Students with Disabilities	2010-11	100%	43.5%	25%	25%	8.3%	16.7%	50%	25%
Economically Disadvantaged	2009-10	100%	56.3%	60.5%	60.5%	32.6%	27.9%	25.6%	14%
Economically Disadvantaged	2010-11	100%	66.9%	61.1%	61.1%	29.2%	31.9%	27.8%	11.1%

Collapse group Science

Collapse group 08

All Students	2009-10	100%	75.9%	76.6%	76.6%	25.8%	50.8%	19.4%	4%
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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	2010-11	100%	78.1%	70.9%	70.9%	31.8%	39.1%	23.6%	5.5%
Female	2009-10	100%	77%	78.3%	78.3%	25%	53.3%	20%	1.7%
Female	2010-11	100%	79.4%	69.4%	69.4%	30.6%	38.8%	26.5%	4.1%
Male	2009-10	100%	74.9%	75%	75%	26.6%	48.4%	18.8%	6.3%
Male	2010-11	100%	76.9%	72.1%	72.1%	32.8%	39.3%	21.3%	6.6%
Black or African American	2009-10	<10	50%	<10	<10	<10	<10	<10	<10
Black or African American	2010-11	<10	56.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	65%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	83.1%	75.8%	75.8%	26.7%	49.2%	20%	4.2%
White	2010-11	100%	84.1%	72%	72%	32.7%	39.3%	22.4%	5.6%
Students with Disabilities	2009-10	100%	42.3%	45.2%	45.2%	12.9%	32.3%	48.4%	6.5%
Students with Disabilities	2010-11	100%	44.3%	37.5%	37.5%	6.3%	31.3%	37.5%	25%
Economically Disadvantaged	2009-10	100%	63.1%	73.7%	73.7%	22.1%	51.6%	21.1%	5.3%
Economically Disadvantaged	2010-11	100%	66.7%	65.3%	65.3%	24%	41.3%	26.7%	8%

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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Collapse group

Mathematics

Collapse group

06

All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	82.3%	<10	<10	<10	<10	<10
White	2009-10	<10	83.9%	<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)
Collapse group 07									
	All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
	Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
	Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
	American Indian or Alaska Native	2009-10	<10	78.9%	<10	<10	<10	<10	<10
	White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Collapse group 08									
	All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
	Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
	Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10
	White	2009-10	<10	83.9%	<10	<10	<10	<10	<10

Collapse group Science

Collapse group 08									
	All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
	Female	2009-10	<10	50%	<10	<10	<10	<10	<10
	Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10
	White	2009-10	<10	60.9%	<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)
Collapse group English Language Arts									
Collapse group 06									
	All Students	2009-10	<10	81.6%	<10	<10	<10	<10	<10
	Male	2009-10	<10	82%	<10	<10	<10	<10	<10
	White	2009-10	<10	82%	<10	<10	<10	<10	<10
Collapse group 08									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2009-10	<10	79.6%	<10	<10	<10	<10	<10
Female	2009-10	<10	83.5%	<10	<10	<10	<10	<10
White	2009-10	<10	79.8%	<10	<10	<10	<10	<10

Collapse group Mathematics

Collapse group 06

All Students	2009-10	<10	88.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	87.9%	<10	<10	<10	<10	<10
White	2009-10	<10	90.3%	<10	<10	<10	<10	<10

Collapse group 08

All Students	2009-10	<10	87.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	89.3%	<10	<10	<10	<10	<10
White	2009-10	<10	87.9%	<10	<10	<10	<10	<10

Collapse group Science

Collapse group 08

All Students	2009-10	<10	74.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	82.1%	<10	<10	<10	<10	<10
White	2009-10	<10	74.8%	<10	<10	<10	<10	<10

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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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
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Collapse group Reading

Collapse group 06

All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
White	2009-10	<10	52%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10

Collapse group 07

All Students	2009-10	100%	52.1%	36.4%	36.4%	0%	36.4%	63.6%
Female	2009-10	<10	56.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	49.8%	<10	<10	<10	<10	<10
White	2009-10	100%	55.7%	36.4%	36.4%	0%	36.4%	63.6%
Economically Disadvantaged	2009-10	100%	48.7%	36.4%	36.4%	0%	36.4%	63.6%

Collapse group 08

All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	57.1%	<10	<10	<10	<10	<10

Collapse group Mathematics

Collapse group 06

All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
White	2009-10	<10	49%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10

Collapse group 07

All Students	2009-10	100%	47.2%	46.2%	46.2%	0%	46.2%	53.8%
Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	49.6%	<10	<10	<10	<10	<10
White	2009-10	100%	50.6%	46.2%	46.2%	0%	46.2%	53.8%
Economically Disadvantaged	2009-10	100%	46.1%	46.2%	46.2%	0%	46.2%	53.8%

Collapse group 08

All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	38.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10
White	2009-10	<10	37.6%	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	35.2%	<10	<10	<10	<10	<10

2010-11 School-Level Accountability (AYP) Detail Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Middle School

AYP Data	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students State	English Language Arts / Reading	98.9%	93.7%
	Mathematics	98.6%	94.4%
District	English Language Arts / Reading	100%	86.2%
	Mathematics	99.6%	87.8%
School	English Language Arts / Reading	100%	85.6%
	Mathematics	99.7%	91.3%
Black or African American State	English Language Arts / Reading	96.8%	87.7%
	Mathematics	96.4%	88.9%
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	98.4%	92.1%
	Mathematics	98.1%	93.4%
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	100.5%	96.5%
	Mathematics	99.3%	97.4%
Hispanic or Latino State	English Language Arts / Reading	98.8%	91.7%
	Mathematics	98.1%	93.4%
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%	95.1%
	Mathematics	99.2%	95.6%
District	English Language Arts / Reading	100%	86.5%
	Mathematics	99.6%	87.5%
School	English Language Arts / Reading	100%	85.1%
	Mathematics	99.7%	91%
Limited English Proficient State			

	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Students with Disabilities	English Language Arts / Reading	99%	85.3%
	Mathematics	98.2%	91.2%
State			
District	English Language Arts / Reading	97.8%	72.9%
	Mathematics	97.6%	78.9%
School	English Language Arts / Reading	101.2%	63%
	Mathematics	100%	65.8%
Economically Disadvantaged	English Language Arts / Reading	100%	43.6%
	Mathematics	98.8%	61.5%
State			
District	English Language Arts / Reading	98.4%	90.4%
	Mathematics	98.1%	91.9%
School	English Language Arts / Reading	100.2%	83.1%
	Mathematics	99.6%	86.2%
State	English Language Arts / Reading	100%	81.2%
	Mathematics	99.6%	88.3%

Note: 1100 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	75.96%
District	79.59%
Black or African American	
State	57.97%
District	<10
American Indian or Alaska Native	
State	65.87%
District	<10
Asian, Native Hawaiian, or Pacific Islander	
State	87.07%
District	<10
Hispanic or Latino	
State	63.52%
District	<10
White	
State	82.04%
District	78.87%
Limited English Proficient	
State	83.13%
Students with Disabilities	
State	58.68%
District	

Economically Disadvantaged	73.68%
State	
District	66.59%
	74.36%
	Attendance Rate
	(Goal 90%)
All Students	
State	
District	94.9%
School	92.1%
	93.3%
Black or African American	
State	
District	91.9%
School	90.8%
	92.6%
American Indian or Alaska Native	
State	
District	94%
School	91.8%
	97.3%
Asian, Native Hawaiian, or Pacific Islander	
State	
District	96.6%
School	98.5%
	98.5%
Hispanic or Latino	
State	
District	94.2%
School	94.1%
	93%
White	
State	
District	95.6%
School	92.1%
	93.3%
Limited English Proficient	
State	
	94.8%
Students with Disabilities	
State	
District	93.4%
School	90.2%
	90.9%
Economically Disadvantaged	
State	
	93.4%

District	91.1%
School	92.5%

* 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

2010-11 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Middle 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	Not Met	Met	Not Met	B	N/A	0

December, 2010 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Harrison Community Schools, Harrison Middle School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	12	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

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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

Michigan Report Card for the National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP)

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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ 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					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ 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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

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					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
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
4 Reading	72.05	2.592	72.01	2.63	81.16	3.53
8 Math	76.39	2.561	76.21	2.578	93.13	4.12
8 Reading	70.72	3.239	70.46	3.298	85.15	4.505

Parent Involvement

Parent Involvement Policy

The Parent Involvement Policy is approved by the Harrison Board of Education and fulfills 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 Middle School has developed several ways to increase parent involvement. These include the following and are not limited to:

- Student agendas/planners
- Parent School Improvement Team
- Parent Orientation
- Parent/Teacher Conferences
- Reports that are easily understood and timely
- Student/Parent/School Compact
- PA 25 Annual Report
- Professional development opportunities for parents
- Community Parent Day
- Content Area Parent Nights
- Parent interest volunteer form
- School Messenger System
- School Website
- Individual Educational Planning Team Meetings
- Parent Liaison (To be added in 2011-2012 School Year)

Parents Right to Know Statement

Harrison Middle School affirms the parents 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. 2011-2013	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	2011-2013		Message log	Increased Parental Involvement

Strategy Statement #2

Harrison Middle School 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 2011-2013 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 Title I compact that will deal with expectations from all stakeholders for the improvement of student academic achievement.	Title I Staff Principal Teaching Staff	Fall 2011-2013 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 committees, athletics, school improvement planning and implementation.	Office Staff Principal Teaching Staff Title I Staff	2011-2013	Postage Materials	Returned and signed forms	Increase in Parental Involvement

Strategy Statement #3

Harrison Middle School 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 Title I 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 Title I 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 Middle School 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. EXPLORER test results are mailed home to parents and MEAP test results are sent home with students and often attached to the final report card. 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	2009 - 2010		2010-2011	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
6 th Grade	63	34%	57	44%
7 th Grade	61	31%	55	43%
8 th Grade	51	35%	40	35%
Totals	175	46%	152	41%
American Indian/ Native Alaskan			2	.02%
Asian/ Pacific Islander			0	0%
Black, Not of Hispanic Origin			4	.07%
Hispanic			1	.01%
White, Not of Hispanic Origin			145	99%
Students with Disabilities			22	14%
Limited English Proficient			0	0%
Economically Disadvantaged			118	78%

**Data will begin to be disaggregated beginning in the 2010-2011 school year for subgroup areas. Data provided represents percentage of parents broken down by grade level based on total number of parents in attendance.