

Annual Education Report

2008
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2009

Charlotte Public Schools

2008-09 Board of Education

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Asst. Principal CHS: Sharee' Burdick
Athletic Director: Ron Beegle
CMS Principal: Wayne Brown
Asst. Principal CMS: Jody Noble
Asst. Principal CMS: Rachel Postle
Galewood Principal: Therese A. Edwards
Parkview Principal: Kim Caudell
Washington Principal: Jack Von Achen
Weymouth Principal: Tim Vagts

I. Overview of School

District Vision and Mission

The Charlotte Public School District is committed to excellence in teaching and learning for all students. To that end, its vision guides district improvement initiatives:

We will be a premier learning organization fostering relationships with school and community to develop contributing and productive citizens.

This annual report is a salute to our schools and programs, as well as to our students and staff. It is a reflection of our commitment to setting high academic standards for our students and then designing conditions within the classrooms and schools where all students can be successful. With a combination of commitment, care, vision, direction and common sense, we will effectively prepare our students to become contributing, productive citizens.

When President Bush signed the “No Child Left Behind” legislation in January 2002, the accountability for schools changed dramatically. The instructional staff of CPS has met this challenge with enthusiasm. The academic achievement of all students and subgroups in Charlotte, as measured by the Michigan Educational Assessment Program (MEAP), and the Michigan Merit Exam (MME) continues to be an area of focus. Additionally, we have met the requirements under No Child Left Behind (NCLB) to have “highly qualified” staff teaching our students.

District Overview

Charlotte Public Schools is located in the City of Charlotte and surrounding townships in northeastern Eaton County. The district is comprised of four elementary schools (K-4), one middle school (5-8), and one high school (9-12). The district covers an area of 124 square miles and reported on the September 28, 2008, fall count day a total enrollment of 3169 students. Charlotte is the county seat, with approximately 8,389 citizens supporting a variety of businesses and residents. Charlotte's geographic location is in close proximity to three major universities, several private colleges and community colleges, the State Capitol and the State of Michigan Historical Museum. It provides access to a variety of educational, cultural and recreational opportunities for its residents.

The Charlotte Public Schools is governed by a seven-member Board of Education that conducts its regular business meetings on the second Monday of each month beginning at 6:30 p.m. in the Administration Building adjacent to the high school. The public is welcome to attend. The Board of Education is comprised of dedicated citizens from within the community who are elected to serve four-year terms of office. These individuals donate considerable time and effort in public service to contribute to a bright future for the students and citizens of Charlotte.

Accreditation Status & Education YES! Grades

Accreditation is an on-going process, which certifies that a school has met a set of standards for the quality of education of all students. The school improvement team at each building is comprised of the building principal, instructional and non-instructional staff. A periodic update is provided to the parent organization of each building to keep them abreast of the efforts to improve student achievement. Additionally, periodic updates are given at the district level to the Curriculum Subcommittee of the Board, the Board of Education, and the District School Improvement Team. Meeting at least monthly, each school has a school improvement team who plans and facilitates the building school improvement. Chairpersons for each of the goals that have been established by the school staff provide the leadership for the school improvement process. Together with committees consisting of the entire staff, strategies are developed to help achieve those goals and an action plan that leads to their implementation. Student achievement data is analyzed to help establish areas where goals are necessary and to assess progress following implementation of strategies. The individual school improvement plans are reviewed and evaluated annually.

		2007-08	2008 – 2008
Charlotte High School			
	AYP Status	Did Not Make AYP	Met AYP
	Grade	B	B
Charlotte Middle School			
	AYP Status	Did Not Make AYP	Met AYP
	Grade	B	B
Galewood Elementary	AYP Status	Met AYP	Met AYP
	Grade	B	A
Parkview Elementary	AYP Status	Met AYP	Met AYP
	Grade	A	A
Washington Elementary	AYP Status	Did Not Make AYP	Met AYP
	Grade	B	B
Weymouth Elementary	AYP Status	Met AYP	Met AYP
	Composite Grade	B	B

Elementary Reading Assessment

The district has developed a comprehensive assessment program to determine the extent to which students are developing reading skills. One-to-one running record assessments are administered to students in grades kindergarten to fourth to measure reading fluency and basic comprehension.

CPS Benchmark Reading Assessment Percent of students achieving at or above grade levels				
		2006-07	2007-08	2008-09
Grade 1	Running Records	92%	69%	65%
Grade 2	Running Records	89%	74%	80%
Grade 3	Running Records	86%	84%	83%
Grade 4	Running Records	89%	87%	81%

4-Year Cohort Graduation Rate

To comply with the *No Child Left Behind Act of 2001*, Michigan moved to an accountability system in which a graduation rate includes only “on-time” graduates who earn regular diplomas within four years of entering high school. The total number of students who were identified as first-time 9th graders in the 2004-05 school year formed the initial 2008 cohort, since they would be expected to graduate on time in 2008.

Graduation Rate	
2007	89.68%
2008	87.97%

II. School Improvement Plan

The Charlotte Public Schools begins each year with a well-defined direction. Each of the goals set by the Board of Education centers around one purpose; namely, designing conditions which increase the academic achievement of Charlotte students.

In order to be a quality district where students learn and achieve at high levels, the District must:

- Plan, implement, and evaluate the educational program of the school, consistent with local district board of education policies and procedures on improving student achievement.
- Develop curriculum, instructional practices, and assessment systems aligned with the school improvement plan that are consistent with the State Board of Education approved Michigan Curriculum Framework: Content Standards and Benchmarks in English Language Arts, Social Studies, Mathematics, and Science, and then insure that professional development is provided so that all educators will have the skills necessary to effectively instruct all students.
- Maintain all physical facilities and equipment in a manner, which supports an appropriate learning environment that is safe and orderly for all students.
- Collaborate with staff, parents and community to engage in programs and activities focused toward improving the academic performance of all students and accelerating the improvement of low achieving groups.
- Identify and implement through analysis of data, appropriate improvement strategies that will include technology to increase student performance.
- Allocate the necessary human, fiscal, and educational resources and interventions to raise the levels of performance of all students.

District Strategic Plan

The District School Improvement Team meets periodically throughout the school year to coordinate the improvement efforts of the individual schools, monitor district goals, and provide training to members of the team. The District School Improvement Team and building school improvement teams develop curriculum, instructional practices, and assessment systems that are aligned to the Michigan Curriculum Framework: Content Standards and Benchmarks in all areas. Professional development opportunities are provided so that all educators will have the skills necessary to effectively instruct all students. The district's plan for improvement in core academic areas is as follows:

High quality, guaranteed curriculum and assessments supported by rigorous assignments

- **Train staff in high quality instruction delivery**

Increase achievement and success for all students

- **High quality guaranteed curriculum and common assessments**

Continued partnerships with the community and with parents

- **Collaborate with townships, city, hospital, chamber, service clubs and other community organizations**

Failure is not an option – supporting all students

- **Develop systems at all levels and demand that failure is not an option – staff, students, parents**

Safe and orderly environment

- **Teach consistent behavior expectations K-12 with consistent at-appropriate consequences**

School Improvement Goals

HIGH SCHOOL

- Charlotte High School student earning a 1 or 2 in reading on the MME will increase by 4% on the Spring 2009 MME.
- Charlotte High School students earning a 1 or 2 in writing on the MME will increase by 3% on the Spring 2009 MME.
- Charlotte High School students will fail 20% fewer classes during the 2008-09 school year than the previous year.

MIDDLE SCHOOL

- By the end of this year, all grade levels and content areas will have developed a clear, seamless, and guaranteed curriculum
- An average of 90% of CMS students will be eligible to participate in the monthly positive behavior supports. (Be Proud Day)
- 95% of all students will receive a letter grade on all assignments (No zeros allowed).

GALEWOOD

- The average of the fall and spring writing prompt scores for students at each grade level in the area of ideas will increase by 20%.
- The average of Galewood students' pre and post (fall and spring) assessment scores in the areas of grammar and usage will increase by five percent (5%).

PARKVIEW

- In problem solving situations, the Learner will identify and apply the concept of elapsed time. 100% of the students will obtain 90% proficiency by 2010/2011 school year.
- The Learner will compare and contrast events, characters, and themes between texts. 100% of the students will obtain 90% proficiency by 2010/2011 school year.
- The Learner will use relevant examples to support the theme of their writing. 100% of the students will obtain 90% proficiency by 2010/2011 school year.

WASHINGTON

- Writing Goal - Student's proficient writing scores will increase by 6% as measured by the District Writing Prompt.
- Math Goal - Student's proficient math scores in the area of math measurement will increase by 6% as measured by the District Math Assessment and the fall 2008 MEAP.
- Positive behaviors will increase as evidenced by a decrease in behavior "clip" moves as reported by monthly behavior calendars.

WEYMOUTH

- We will have a 5% decrease in the number of office referrals by May 18, 2009.
- An additional 4 percent of students will increase their ability to analyze text.
- Students will produce 20% more words on timed, prompt-driven compositions, demonstrating stamina.

III. Student Assessment Data

Charlotte Public Schools administers state assessments in the content areas and grades as identified in the charts that follow. The scores represent the percent of students who have met or exceeded the standards. Testing data is disaggregated by the following sub groups but only those with more than thirty in a group are reported here.

- Sub Groups:
- African American
 - American Indian/Native Alaskan
 - Asian/Pacific Islander
 - Hispanic
 - White
 - Students with Disabilities
 - Limited English Proficient
 - Economically Disadvantaged
 - Migrant
 - Male
 - Female

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

<u>ELA</u> Grade: 3rd	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each</u> <u>Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	17	61	19	3
	2008-09	18	64	17	1
White	2007-08	40	44	15	1
	2008-09	19	64	16	1
Students with Disabilities	2007-08	0	38	48	14
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	11	54	29	6
	2008-09	12	58	27	3
Male	2007-08	14	63	19	3
	2008-09	11	68	21	0
Female	2007-08	19	60	18	3
	2008-09	25	60	14	2

<u>ELA</u> Grade: 4th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each</u> <u>Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	19	64	17	1
	2008-09	13	65	21	1
White	2007-08	19	63	17	1
	2008-09	13	64	21	1
Students with Disabilities	2007-08	15	30	50	5
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	11	66	24	0
	2008-09	5	61	32	1
Male	2007-08	20	61	17	1
	2008-09	16	68	14	2
Female	2007-08	17	66	16	1
	2008-09	10	62	28	0

<u>ELA</u> Grade: 5th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	18	60	16	7
	2008-09	14	62	21	4
White	2007-08	19	61	14	6
	2008-09	15	62	20	3
Students with Disabilities	2007-08	4	26	35	35
	2008-09	3	19	61	16
Economically Disadvantaged	2007-08	12	57	21	10
	2008-09	7	58	30	5
Male	2007-08	16	51	22	11
	2008-09	16	58	22	4
Female	2007-08	20	68	9	3
	2008-09	12	65	20	3

<u>ELA</u> Grade: 6th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	8	70	20	2
	2008-09	10	67	21	1
White	2007-08	8	69	21	2
	2008-09	11	67	21	0
Students with Disabilities	2007-08	0	40	47	13
	2008-09	3	22	69	6
Economically Disadvantaged	2007-08	2	64	30	4
	2008-09	8	63	27	1
Male	2007-08	10	63	25	2
	2008-09	14	60	25	2
Female	2007-08	6	76	17	1
	2008-09	7	74	18	0

<u>ELA</u> Grade: 7th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	9	63	20	8
	2008-09	11	67	18	4
White	2007-08	9	63	19	9
	2008-09	11	68	17	4
Students with Disabilities	2007-08	3	29	39	29
	2008-09	0	34	46	20
Economically Disadvantaged	2007-08	6	59	21	14
	2008-09	3	67	23	8
Male	2007-08	6	56	27	11
	2008-09	9	66	18	7
Female	2007-08	11	67	15	6
	2008-09	13	67	18	1

<u>ELA</u> Grade: 8th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	12	67	17	5
	2008-09	10	58	24	8
White	2007-08	12	67	16	4
	2008-09	10	59	23	7
Students with Disabilities	2007-08	0	36	23	41
	2008-09	6	32	45	16
Economically Disadvantaged	2007-08	6	69	16	9
	2008-09	10	49	29	13
Male	2007-08	7	65	22	6
	2008-09	8	53	28	10
Female	2007-08	17	69	11	3
	2008-09	12	61	20	6

<u>ELA</u> Grade: 11th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	1	48	38	13
	2008-09	0	54	38	8
White	2007-08	1	50	37	12
	2008-09	0	55	38	8
Students with Disabilities	2007-08	0	4	42	54
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	4	27	50	19
	2008-09	0	52	36	11
Male	2007-08	1	42	43	14
	2008-09	0	52	39	9
Female	2007-08	1	55	32	13
	2008-09	0	56	38	6

SUBJECT: MATHEMATICS

<u>Math</u> Grade: 3rd	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	58	35	7	1
	2008-09	60	32	8	0
White	2007-08	58	35	7	1
	2008-09	61	33	6	0
Students with Disabilities	2007-08	40	37	20	3
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	44	44	12	1
	2008-09	51	38	11	0
Male	2007-08	61	30	9	1
	2008-09	65	27	8	0
Female	2007-08	54	41	5	0
	2008-09	56	36	8	0

<u>Math</u> Grade: 4th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	50	42	7	1
	2008-09	46	48	6	0
White	2007-08	51	41	7	1
	2008-09	46	47	6	0
Students with Disabilities	2007-08	21	55	17	7
	2008-09	24	61	15	0
Economically Disadvantaged	2007-08	33	52	14	1
	2008-09	28	60	12	0
Male	2007-08	58	33	6	2
	2008-09	50	45	6	0
Female	2007-08	43	49	8	0
	2008-09	41	52	7	0

<u>Math</u> Grade: 5th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-0-8	25	43	24	8
	2008-09	34	41	22	3
White	2007-08	26	45	22	6
	2008-09	36	39	23	2
Students with Disabilities	2007-08	9	18	36	36
	2008-09	15		5	53
18Economically Disadvantaged	2007-08	26	45	22	6
	2008-09	18	43	34	4
Male	2007-08	29	36	23	12
	2008-09	43	33	22	2
Female	2007-08	21	50	25	4
	2008-09	27	47	23	3

<u>Math</u> Grade: 6th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	36	37	21	7
	2008-09	41	34	21	4
White	2007-08	37	36	20	7
	2008-09	44	32	20	4
Students with Disabilities	2007-08	6	23	46	26
	2008-09	9	15	58	18
Economically Disadvantaged	2007-08	18	34	35	13
	2008-09	19	49	26	6
Male	2007-08	34	35	23	7
	2008-09	42	29	25	4
Female	2007-08	37	38	19	6
	2008-09	40	39	17	4

<u>Math</u> Grade: 7th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	26	35	31	8
	2008-09	51	34	15	1
White	2007-08	27	36	29	8
	2008-09	51	33	15	1
Students with Disabilities	2007-08	13	13	56	19
	2008-09	6	26	62	6
Economically Disadvantaged	2007-08	18	31	41	11
	2008-09	34	42	23	1
Male	2007-08	22	37	33	8
	2008-09	47	34	17	2
Female	2007-08	29	34	29	8
	2008-09	54	33	12	1

<u>Math</u> Grade: 8th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	28	38	26	8
	2008-09	27	42	22	8
White	2007-08	30	38	26	7
	2008-09	28	43	22	7
Students with Disabilities	2007-08	12	12	31	46
	2008-09	13	25	34	28
Economically Disadvantaged	2007-08	17	29	41	12
	2008-09	19	39	26	15
Male	2007-08	28	36	29	8
	2008-09	31	38	26	6
Female	2007-08	28	41	22	9
	2008-09	25	46	19	11

<u>Math</u> Grade: 11th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	7	41	19	33
	2008-09	6	47	17	30
White	2007-08	8	41	19	33
	2008-09	7	46	17	30
Students with Disabilities	2007-08	4	12	4	81
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	4	30	25	42
	2008-09	2	34	30	34
Male	2007-08	11	41	18	31
	2008-09	8	53	13	26
Female	2007-08	4	42	19	35
	2008-09	4	40	21	35

SUBJECT: SCIENCE

<u>Science</u> Grade: 5th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each</u> <u>Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	36	42	15	7
	2008-09	48	37	11	4
White	2007-08	39	42	14	6
	2008-09	49	36	11	3
Students with Disabilities	2007-08	9	24	33	33
	2008-09	20	37	29	14
Economically Disadvantaged	2007-08	24	43	26	7
	2008-09	32	50	14	4
Male	2007-08	40	32	18	10
	2008-09	54	28	13	6
Female	2007-08	32	53	11	4
	2008-09	43	45	10	2

<u>Science</u> Grade: 8th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each</u> <u>Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	35	46	17	2
	2008-09	23	46	22	9
White	2007-08	36	47	16	2
	2008-09	23	46	21	9
Students with Disabilities	2007-08	7	30	52	11
	2008-09	9	38	28	25
Economically Disadvantaged	2007-08	24	49	24	2
	2008-09	19	38	27	15
Male	2007-08	36	45	16	2
	2008-09	21	44	22	12
Female	2007-08	34	46	18	2
	2008-09	25	47	21	7

<u>Science</u> Grade: 11th	<u>School</u> <u>Year</u>	<u>Percent of Students in School at Each</u> <u>Achievement Level</u>			
		<u>Advanced</u> <u>Level 1</u>	<u>Proficient</u> <u>Level 2</u>	<u>Basic</u> <u>Level 3</u>	<u>Below</u> <u>Basic</u> <u>Level 4</u>
All Students	2007-08	5	55	14	26
	2008-09	3	58	17	22
White	2007-08	5	57	14	25
	2008-09	4	58	17	
Students with Disabilities	2007-08	0	19	8	73
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	4	40	17	38
	2008-09	2	57	11	30
Male	2007-08	8	53	14	25
	2008-09	5	60	17	19
Female	2007-08	1	59	14	27
	2008-09	2	55	18	25

SUBJECT: SOCIAL STUDIES

<u>Social Studies</u> Grade: 6th	<u>School Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	36	37	12	15
	2008-09	43	32	13	13
White	2007-08	37	36	12	16
	2008-09	44	32	12	13
Students with Disabilities	2007-08	11	27	22	41
	2008-09	13	16	22	50
Economically Disadvantaged	2007-08	19	37	14	30
	2008-09	30	33	20	17
Male	2007-08	36	34	15	15
	2008-09	48	24	14	14
Female	2007-08	35	40	10	15
	2008-09	37	40	12	12

<u>Social Studies</u> Grade: 9th	<u>School Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	24	45	22	9
	2008-09	24	43	20	6
White	2007-08	24	47	21	8
	2008-09	25	42	25	8
Students with Disabilities	2007-08	6	31	36	28
	2008-09	6	18	45	30
Economically Disadvantaged	2007-08	20	41	26	13
	2008-09	18	44	29	10
Male	2007-08	30	41	20	9
	2008-09	26	41	25	8
Female	2007-08	18	49	25	8
	2008-09	22	45	26	7

<u>Social Studies</u> Grade: 11th	<u>School Year</u>	<u>Percent of Students in School at Each Achievement Level</u>			
		<u>Advanced Level 1</u>	<u>Proficient Level 2</u>	<u>Basic Level 3</u>	<u>Below Basic Level 4</u>
All Students	2007-08	41	43	10	6
	2008-09	53	38	4	4
White	2007-08	41	43	11	5
	2008-09	54	38	4	4
Students with Disabilities	2007-08	12	38	19	31
	2008-09	<	<	<	<
Economically Disadvantaged	2007-08	29	46	17	8
	2008-09	43	41	7	9
Male	2007-08	39	45	9	7
	2008-09	64	30	3	4
Female	2007-08	42	41	12	5
	2008-09	42	48	5	5

IV. Parent Involvement

Parent Teacher Conference

The Board of Education recognizes the importance of parent involvement in our schools. Parent-teacher conferences are a vital communication link with Charlotte Public Schools' parents, keeping them informed of their student's educational progress. Parents often meet with teachers throughout the year at other prearranged times to receive an update on student progress or to discuss special concerns. (Fall/Spring)

	High School	Middle School	Galewood	Parkview	Washington	Weymouth
2007-08	42	Na	99	98.4	95	93
2008-09	39/32	80/50	na/96	98/99	na/94	95/92

Charlotte Public Schools believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a students, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s).

College Credit/Dual Enrollment

For qualified students in grade 11 or grade 12 Charlotte High School offers dual enrollment. The following is data regarding participation in dual enrollment.

	2007-08		2008-2009	
	# Students	% of Students	# Students	% of Students
Students participating in Dual Enrollment	23	5%	22	5%

V. Status of Core Curriculum and School Improvement Plan

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding that are necessary for their continual growth and success as students within the school setting and as adults in society.

During the 2008-09 school year we analyzed achievement results for strengths and weaknesses within our curriculum. We continued to share achievement data from MEAP, MME and other measures with all teaching staff in grades K-12.

The K-8 classroom teachers continued their focus on the Grade Level Content Expectations (GLCE) developed by the Michigan Department of Education.

Grade level assessments in the areas of reading, writing, and mathematics were refined and administered to students in grades K-4.

At the high school level the new Michigan Merit Curriculum continued to be evaluated by the high school staff. Students participated in the Michigan Merit Exam (MME).

VI. Teacher Qualification

The Charlotte Public Schools district under No Child Left Behind (NCLB) legislation had 100% of their staff members highly qualified by the 2008-09 school year. To ensure that all of the teachers are highly qualified, the district:

- Reviewed all district staff current certifications.
- Each teacher received documentation that allowed them to determine whether or not they meet the definition of “highly qualified.
- The district worked with staff to become “highly qualified”.

Each parent in the district has the right to know the particular teacher qualifications of his/her child’s teacher. If you would like more information as to the specific qualifications of your child’s teacher, please contact Charlotte School District Superintendent by telephone at 517-541-5100.

	B.A.	M.A.	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	62	119	1