

Annual Education Report

2007
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2008

Charlotte Public Schools

2007-08 Board of Education

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Vice-Pres.:	Bob Wilson	Trustee:	Diane Kirkham
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Asst. Principal CHS: Sharee' Burdick
Athletic Director: Ron Beegle
CMS Principal: Wayne Brown
Asst. Principal CMS: Vacant
Asst. Principal CMS: Vacant
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 mission guides district improvement initiatives:

Our Vision of what we wish to become:

A learning organization of self-directed, quality contributors.

Mission Statement

Working together with you to prepare all students to become successful citizens who can meet tomorrow's challenges.

Slogan

Your partner in preparing for tomorrow.

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 responsible, 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), 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 served a total enrollment of 3290 students during the 2007-08 school year. 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. Parents and community members are encouraged to participate in the development, review, and evaluation of the building and district school improvement plans. 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 and North Central Association (NCA) process. Chairpersons for each of three 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.

The North Central Association has given Accreditation Status to all four of our elementary schools, as well as our middle school and high school. Charlotte Public Schools has been given permission by the leadership personnel of the North Central Association to have all of our schools at the same point in the NCA cycle for accreditation. This will help us to facilitate improvement efforts at the district level.

Charlotte High School

	2007-08	2006 – 2007
AYP Status	Did Not Make AYP	Did Not Make AYP
Grade	B	C
Other Accreditation Status	NCA	NCA

Charlotte Middle School

AYP Status	Did Not Make AYP	Met AYP
Grade	B	B
Other Accreditation Status	NCA	NCA

Galewood Elementary

AYP Status	Met AYP	Met AYP
Grade	B	B
Other Accreditation Status	NCA	NCA

Parkview Elementary

AYP Status	Met AYP	Met AYP
Grade	A	B
Other Accreditation Status	NCA	NCA

Washington Elementary

AYP Status	Did Not Make AYP	Met AYP
Grade	B	C
Other Accreditation Status	NCA	NCA

Weymouth Elementary

AYP Status	Met AYP	Met AYP
Composite Grade	B	B
Other Accreditation Status	NCA	NCA

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				
		2005-06	2006-07	2007-08
Grade 1	Running Records	64%	92%	69%
Grade 2	Running Records	77%	89%	74%
Grade 3	Running Records	85%	86%	84%
Grade 4	Running Records	86%	89%	87%

Retention Rates

This chart reflects retention rate comparisons for the past three years. Retention rate means the proportion of students who have not dropped out of school.

Retention Rate	
2004-05	97.62%
2005-06	96.37%
2006-07	96.03%

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.

School Improvement 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:

Goal #1:

Students will meet or exceed district standards and age/developmentally appropriate benchmarks for academic competency in English/ Language Arts.

Goal #2:

Students will meet or exceed district standards and age/developmentally appropriate benchmarks for academic competency in Mathematics.

Goal #3:

Students will meet or exceed district standards and age/developmentally appropriate benchmarks for academic competency in Science.

Goal #4:

Students will meet or exceed district standards and age/developmentally appropriate benchmarks for academic competency in Social Studies.

Goal #5:

Increase opportunities for parents to be involved in the partnership of educating students.

Goal #6:

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.

The following are the current NCA goals for each building:

Charlotte Public Schools
NCA Goals 2003-2008
School Improvement Goals

HIGH SCHOOL

Goal 1:

All students will increase their understanding of post secondary opportunities

Goal 2:

All students will demonstrate improvements in their ability to apply critical thinking skills to problem solving.

Goal 3:

All students will increase the quality of writing in all curricular areas.

MIDDLE SCHOOL

Goal 1:

All students will demonstrate improved writing skills across the content areas.

Goal 2:

All students will demonstrate improved reading skills across the content areas.

Goal 3:

All students will demonstrate improved critical thinking skills school wide.

GALEWOOD

Goal 1:

All students will show improvement in reading comprehension skills across the curriculum.

Goal 2:

All students will improve their ability to use mathematical concepts across the curriculum.

PARKVIEW

Goal 1:

All students will improve their mathematical thinking/problem solving skills in a variety of contexts.

Goal 2:

All students will improve their writing skills in a variety of contexts.

Goal 3:

All students will improve their ability to use reading comprehension skills in a variety of contexts.

WASHINGTON

Goal 1:

All students will improve their writing skills across the curriculum.

Goal 2:

All students will improve their mathematics skills across the curriculum.

WEYMOUTH

Goal 1:

All students will improve their ability to analyze text across the curriculum.

Goal 2:

All students will increase skills in mathematical problem solving at all grade levels.

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 dissagrated 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	2006-07	43	44	10	2
	2007-08	17	61	19	3
White	2006-07	18	61	18	3
	2007-08	40	44	15	1
Students with Disabilities	2006-07	6	56	17	22
	2007-08	0	38	48	14
Economically Disadvantaged	2006-07	7	63	13	11
	2007-08	11	54	29	6
Male	2006-07	17	63	12	6
	2007-08	14	63	19	3
Female	2006-07	16	68	13	2
	2007-08	19	60	18	3

<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	2006-07	10	69	20	1
	2007-08	19	64	17	1
White	2006-07	11	72	17	1
	2007-08	19	63	17	1
Students with Disabilities	2006-07	0	18	71	12
	2007-08	15	30	50	5
Economically Disadvantaged	2006-07	8	69	20	3
	2007-08	11	66	24	0
Male	2006-07	8	63	28	2
	2007-08	20	61	17	1
Female	2006-07	12	76	11	0
	2007-08	17	66	16	1

<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	2006-07	11	67	20	2
	2007-08	18	60	16	7
White	2006-07	11	68	19	2
	2007-08	19	61	14	6
Students with Disabilities	2006-07	0	33	57	10
	2007-08	4	26	35	35
Economically Disadvantaged	2006-07	1	61	33	5
	2007-08	12	57	21	10
Male	2006-07	8	65	25	5
	2007-08	16	51	22	11
Female	2006-07	14	69	15	2
	2007-08	20	68	9	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	2006-07	16	64	16	4
	2007-08	8	70	20	2
White	2006-07	16	63	16	4
	2007-08	8	69	21	2
Students with Disabilities	2006-07	0	40	36	24
	2007-08	0	40	47	13
Economically Disadvantaged	2006-07	7	21	62	11
	2007-08	2	64	30	4
Male	2006-07	8	63	23	6
	2007-08	10	63	25	2
Female	2006-07	22	64	11	3
	2007-08	6	76	17	1

<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	2006-07	6	70	17	7
	2007-08	9	63	20	8
White	2006-07	6	71	16	7
	2007-08	9	63	19	9
Students with Disabilities	2006-07	0	33	42	33
	2007-08	3	29	39	29
Economically Disadvantaged	2006-07	6	63	20	12
	2007-08	6	59	21	14
Male	2006-07	3	67	19	10
	2007-08	6	56	27	11
Female	2006-07	9	74	14	4
	2007-08	11	67	15	6

<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	2006-07	17	59	21	12
	2007-08	12	67	17	5
White	2006-07	18	59	17	6
	2007-08	12	67	16	4
Students with Disabilities	2006-07	0	15	41	44
	2007-08	0	36	23	41
Economically Disadvantaged	2006-07	12	60	17	12
	2007-08	6	69	16	9
Male	2006-07	13	56	22	8
	2007-08	7	65	22	6
Female	2006-07	20	61	12	7
	2007-08	17	69	11	3

<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	2006-07	0	48	37	15
	2007-08	1	48	38	13
White	2006-07	0	49	36	14
	2007-08	1	50	37	12
Students with Disabilities	2006-07	0	3	23	73
	2007-08	0	4	42	54
Economically Disadvantaged	2006-07	0	40	34	26
	2007-08	4	27	50	19
Male	2006-07	1	43	34	22
	2007-08	1	42	43	14
Female	2006-07	0	52	40	8
	2007-08	1	55	32	13

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	2006-07	52	38	10	0
	2007-08	58	35	7	1
White	2006-07	54	38	9	0
	2007-08	58	35	7	1
Students with Disabilities	2006-07	13	48	39	0
	2007-08	40	37	20	3
Economically Disadvantaged	2006-07	13	48	39	0
	2007-08	44	44	12	1
Male	2006-07	57	30	13	0
	2007-08	61	30	9	1
Female	2006-07	48	46	6	0
	2007-08	54	41	5	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	2006-07	38	48	13	1
	2007-08	50	42	7	1
White	2006-07	41	47	11	1
	2007-08	51	41	7	1
Students with Disabilities	2006-07	4	42	46	8
	2007-08	21	55	17	7
Economically Disadvantaged	2006-07	32	44	24	0
	2007-08	33	52	14	1
Male	2006-07	40	43	16	1
	2007-08	58	33	6	2
Female	2006-07	36	53	10	1
	2007-08	43	49	8	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	2006-07	30	45	23	2
	2007-0-8	25	43	24	8
White	2006-07	30	45	23	2
	2007-08	26	45	22	6
Students with Disabilities	2006-07	10	20	67	3
	2007-08	9	18	36	36
Economically Disadvantaged	2006-07	15	44	39	2
	2007-08	26	45	22	6
Male	2006-07	33	37	27	2
	2007-08	29	36	23	12
Female	2006-07	26	52	20	1
	2007-08	21	50	25	4

<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	2006-07	23	42	25	9
	2007-08	36	37	21	7
White	2006-07	24	43	25	8
	2007-08	37	36	20	7
Students with Disabilities	2006-07	11	21	29	39
	2007-08	6	23	46	26
Economically Disadvantaged	2006-07	18	34	31	17
	2007-08	18	34	35	13
Male	2006-07	28	38	26	8
	2007-08	34	35	23	7
Female	2006-07	20	45	25	10
	2007-08	37	38	19	6

<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	2006-07	23	34	35	7
	2007-08	26	35	31	8
White	2006-07	24	35	34	7
	2007-08	27	36	29	8
Students with Disabilities	2006-07	4	16	52	28
	2007-08	13	13	56	19
Economically Disadvantaged	2006-07	18	26	43	13
	2007-08	18	31	41	11
Male	2006-07	24	33	35	8
	2007-08	22	37	33	8
Female	2006-07	23	35	35	6
	2007-08	29	34	29	8

<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	2006-07	17	51	27	5
	2007-08	28	38	26	8
White	2006-07	17	51	27	5
	2007-08	30	38	26	7
Students with Disabilities	2006-07	3	18	52	27
	2007-08	12	12	31	46
Economically Disadvantaged	2006-07	13	46	33	9
	2007-08	17	29	41	12
Male	2006-07	22	50	23	5
	2007-08	28	36	29	8
Female	2006-07	12	53	31	4
	2007-08	28	41	22	9

<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	2006-07	8	31	26	35
	2007-08	7	41	19	33
White	2006-07	8	33	27	32
	2007-08	8	41	19	33
Students with Disabilities	2006-07	0	10	6	84
	2007-08	4	12	4	81
Economically Disadvantaged	2006-07	6	31	13	50
	2007-08	4	30	25	42
Male	2006-07	9	34	26	31
	2007-08	11	41	18	31
Female	2006-07	8	31	26	35
	2007-08	4	42	19	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	2006-07	35	51	12	2
	2007-08	36	42	15	7
Hispanic	2006-07	20	60	20	0
	2007-08	0	50	25	25
White	2006-07	36	51	12	2
	2007-08	39	42	14	6
Students with Disabilities	2006-07	19	34	38	9
	2007-08	9	24	33	33
Economically Disadvantaged	2006-07	14	58	25	4
	2007-08	24	43	26	7
Male	2006-07	37	50	12	2
	2007-08	40	32	18	10
Female	2006-07	37	50	12	2
	2007-08	32	53	11	4

<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	2006-07	31	46	19	4
	2007-08	35	46	17	2
White	2006-07	31	46	19	4
	2007-08	36	47	16	2
Students with Disabilities	2006-07	9	30	42	18
	2007-08	7	30	52	11
Economically Disadvantaged	2006-07	22	49	26	4
	2007-08	24	49	24	2
Male	2006-07	22	50	23	5
	2007-08	36	45	16	2
Female	2006-07	12	53	31	4
	2007-08	34	46	18	2

<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	2006-07	2	53	18	27
	2007-08	5	55	14	26
White	2006-07	2	53	19	25
	2007-08	5	57	14	25
Students with Disabilities	2006-07	0	3	6	91
	2007-08	0	19	8	73
Economically Disadvantaged	2006-07	2	46	15	37
	2007-08	4	40	17	38
Male	2006-07	3	52	13	32
	2007-08	8	53	14	25
Female	2006-07	1	55	23	21
	2007-08	1	59	14	27

SUBJECT: SOCIAL STUDIES

<u>Social Studies</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	2006-07	35	40	19	6
	2007-08	36	37	12	15
White	2006-07	36	40	18	6
	2007-08	37	36	12	16
Students with Disabilities	2006-07	17	31	34	17
	2007-08	11	27	22	41
Economically Disadvantaged	2006-07	32	36	22	10
	2007-08	19	37	14	30
Male	2006-07	33	40	20	7
	2007-08	36	34	15	15
Female	2006-07	37	40	18	6
	2007-08	35	40	10	15

<u>Social Studies</u> Grade: 9th	<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	2006-07	26	52	16	6
	2007-08	24	45	22	9
White	2006-07	26	52	16	6
	2007-08	24	47	21	8
Students with Disabilities	2006-07	0	37	47	17
	2007-08	6	31	36	28
Economically Disadvantaged	2006-07	15	58	20	6
	2007-08	20	41	26	13
Male	2006-07	29	50	16	5
	2007-08	30	41	20	9
Female	2006-07	23	55	16	7
	2007-08	18	49	25	8

<u>Social Studies</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	2006-07	39	45	10	6
	2007-08	41	43	10	6
White	2006-07	41	45	9	5
	2007-08	41	43	11	5
Students with Disabilities	2006-07	0	37	33	30
	2007-08	12	38	19	31
Economically Disadvantaged	2006-07	40	36	12	12
	2007-08	29	46	17	8
Male	2006-07	43	38	12	6
	2007-08	39	45	9	7
Female	2006-07	38	51	6	4
	2007-08	42	41	12	5

IV. Adequate Yearly Progress (AYP) Data

Achievement Targets in Relation to AYP Targets and Graduation Rate

<u>High School</u>	ELA Percent Proficient & Advanced Goal: 61%		Math Percent Proficient & Advanced Goal: 55%		Additional Academic Indicator Graduation Rate For Class of 2007 80%	
	District	State	District	State	District	State
All Students	51	52	51	46	89.6	75.4
White		53	59	51	53	
Economically Disadvantaged		30	31	36	25	

<u>Middle School</u>	ELA Percent Proficient & Advanced Goal: 54%		Math Percent Proficient & Advanced Goal: 54%		Additional Academic Indicator Attendance Rate	
	District	State	District	State	District	State
All Students	77	76	67	74	95	
White	77	79	69	81	95.6	
Economically Disadvantaged	69	63	49	60	94	

<u>Elementary 3rd & 4th</u>	ELA Percent Proficient & Advanced Goal: 59%		Math Percent Proficient & Advanced Goal: 65%		Additional Academic Indicator Attendance Rate Goal 85%	
	District	State	District	State	District	State
All Students	80	79	92	88	95.5	
White	80	84	92	93	95.6	
Economically Disadvantaged	71	67	86	81	94	

V. 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.

	High School	Middle School	Galewood	Parkview	Washington	Weymouth
Fall						
2006-07	38%	88.4%	98%	98.4%	95%	93%
2007-08	42%	NA	99%	98%	98%	95%

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.

	2006-2007		2007-2008	
	# Students	% of Students	# Students	% of Students
Students participating in Dual Enrollment	20	4%	23	5%

IX. 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 2007-08 school year we analyzed achievement results for strengths and weaknesses within our curriculum. We continued to share achievement data from MEAP 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 changes in the state of Michigan mandated curriculum were reviewed. The new Michigan Merit Curriculum was evaluated by the high school staff. Students participated in the Michigan Merit Exam (MME).

IX. Teacher Qualification

The Charlotte Public Schools district under No Child Left Behind (NCLB) legislation had 100% of their staff members highly qualified by the 2007-08 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	68	120	1