

2800 Stone School Rd.
Ann Arbor, MI 48104
(734) 971-2665
2008-2009, Sheila Brown, Principal

Stone

High School

2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President
Susan Baskett, Randy Friedman, Helen Gates-Bryant, Adam Hollier, Glenn Nelson

Mission Statement

Stone High School is a safe, multi-service community of learners where:

Students are met where they are.

Students' strengths are fostered through high expectations, supportive relationships, and curriculum that is differentiated, relevant, innovative and accessible.

All relationships in our community are respectful and cooperative, and students, staff and parents participate in meaningful dialogue regarding policies and building culture.

The environment and staff are welcoming, equitable, and racially and culturally proficient.

Every student wants and chooses to attend.

Every student is supported academically, socially, emotionally, and physically in order to become

- a self-sufficient individual,
- a life-long learner, and
- a progressive community member and leader

2008-2009 Student Achievement Goals

The school student achievement goals are now based on district-wide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.

GOALS

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

Issues, Decisions, and Accomplishments

- Received three grants from the AAPS Educational Foundation - Positive Peer Influence, Stone Stop and Shop, and Stone Chronicles and Yearbook.
- Expanded relationship with University of Michigan Regional Alliance for Healthy Schools (RAHS).
- Provided medical information and testing opportunities of STIs for 100% of the student body
- Provided opportunities for students to testify before Michigan legislature on issues relating to our student body.
- First Steps instruction offered to every pregnant or parenting teen.
- Technology incorporated into every classroom to enhance instruction.
- RAHS coordinated day-long workshop with speakers related to physical, social and emotional health.
- University of Michigan nursing students provided educational enrichment in the areas of child development and health, and health effects of smoking and how to quit.
- Collaborated with Chartwell's Food Service to run dinner program for students who participate in after school activities.
- Continued practice of comprehensive weekly progress reports in every class.
- Continued the formal partnership with Washtenaw Community College Student Services to facilitate the transition of Stone graduates to Washtenaw Community College through tours, admissions, counseling and a series of one day classes specifically designed for Stone High School seniors.
- The Ann Arbor Downtown Rotary Club, in partnership with the Ann Arbor Area Community Foundation, continued its support of the STRIVE scholarship competition program. The STRIVE program awarded \$22,500 in scholarships to Stone High School graduates who demonstrated re-dedication to education as evidenced by academic achievement, outstanding attendance and freedom from substance abuse.
- Started weekly Dad's Club for Stone students who are fathers.

- Increased number of after school activities. Added Black Student Union.
- BSU hosted Stone Talent Show and end of the year cookout.
- Provided a variety of incentive programs for motivating student performance and success.
- Passed an intensive North Central Accreditation audit for academic integrity.

2008-09 School Improvement Team Members

Linda Baskey, Cindy Bledsoe, Sheila Brown, Jerron Bryant, Rian Burke, Claudia Burns, Simona Cavazos, Madeline Davis, Rolando Herrera, Joanna Johnson, Rob Koplan, Edward Lenoir, Brittiany McCree, Shaenu Micou, Young Park, Brittany Prochnow, Kelley Pulisic, Wendy Reinhardt, Lynne Richards, Jackie Scott, Daphne Slater, Ryan Soupal, Michael Sumerton, Tivon Thurman

Major Issues Identified for Next Year's Team

- Increase numbers of students earning credit.
- Increase MME participation and scores.
- Continue to strengthen and increase individual relationships between students and staff members.
- Increase parent involvement and school-family connections.
- Using incentives and interventions develop consistent, effective policies and practices to increase attendance.
- Establish a late policy and practices that recognize Stone students' transportation and parenting challenges and at the same time teaches the importance of being on time.
- Continue to work on curriculum alignment and assessment models that comply with State requirements while meeting Stone's unique student needs.
- Increase reading and writing proficiency amongst the students.
- Increase math scores through the use of mandatory labs for failing students.

Student Achievement

50 students earned the credits necessary to earn an AAPS high school diploma or GED certificate.
20 students were awarded scholarships totaling more than \$22,500.

Staff Development Activities:

- Adaptive Schools and Professional Learning Communities Trainings with national consultant
- Courageous Conversations
- Portfolio Workshop
- Advisory Workshop
- Technology Workshop
- Curriculum alignment and assessment
- Graduate Follow-up Survey
- Understanding White Privilege workshop
- Equity and CARE Team meetings
- Re-evaluation of Stone's vision, mission and shared practices
- Retreat at The Henry Ford's Staff Development Center focusing on:
 - Team building amongst staff
 - Building relationships with students
 - Becoming more creative and innovative in lesson planning

Core Curriculum Status: Core curriculum is a standard curriculum covering each subject area and all grade levels in the district. See the district annual report or call 994-2315 for information on the district core curriculum. All students are ensured enrollment in all courses or subject areas in the academic core curriculum.

Highly Qualified Teachers: The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Stone teachers meet this requirement.**

**5 of 180 total district Student Intervention and Support Service staff are completing the requirements to meet Highly Qualified status as approved by the Michigan Department of Education.

Accreditation Status: Stone School is fully accredited by North Central Association as a Special Purpose High School.

Parent Participation: All parents or adult advocates of Stone High School students meet with the principal and counselor annually. Parents and/or adult advocates are invited to participate in fall and winter capsule nights and NAAPID events. Parents were members of every staff interview/selection committee.

District Cohort Graduation and Drop Out Data: The Federal NCLB legislation has mandated that Michigan, along with all other states, change the way graduation rates are calculated. Students must be tracked over the entire high school career to determine graduation and dropout rates. The graduation class of 2008 used data available over 5 years (Fall 2004-Fall 2008) to accommodate this requirement. Students enrolled in 9th grade in Fall 2004 anywhere in the state are included at the last school they attended. Students who move into the district/school in the 2008 graduating class are also included. Students who move out of a school, but within the state, must be enrolled by another school before being dropped from our district data. The 2008 graduation rate was 87.7%.

Specialized Schools: In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

Student Attendance: A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Stone's attendance rate for 2008/09, as calculated by the state, was 77.0%.

11th Grade MME/ACT Mean Score

Composite Scores Shown based on total score of 36

<u>Year</u>	<u>Asian</u>	<u>African American</u>	<u>Caucasian</u>	<u>Other</u>	<u>Total</u>
2007/08	0.0	13.4	16.1	15.4	14.3
2008/09	0.0	13.4	20.5	14.7	14.7

Beginning in 2006/07, every 11th grader in the state was required to take the MME (Michigan Merit Exam), which includes the ACT. In 2007/08, the district also made participation in the MME a requirement for graduation. Consequently, the ACT data reported here represents a much larger cohort of students than in prior years when the ACT was optional.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	1	46	10	104	2	0	5	3	86	85
Percentage	0.6	26.9	5.9	60.8	1.2	0.0	2.9	1.8	50.3	49.7
Total Enrollment	171									

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.

STONE High School

2008/2009

Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Advanced Proficient	Proficient/ Advanced	Proficient (MEAP + MI-Access)	
ENGLISH LANGUAGE ARTS									
School Total	06/07	62	64.5	54.5	27.3	18.2	0.0	18.2	18.2
	07/08	87	60.9	44.1	44.1	11.8	0.0	11.8	11.8
	08/09	39	23.1	50.0	30.0	20.0	0.0	20.0	20.0
Female	06/07	42	66.7	50.0	28.6	21.4	0.0	21.4	21.4
	07/08	53	62.3	35.0	60.0	5.0	0.0	5.0	5.0
	08/09	25	28.0	44.4	38.9	16.7	0.0	16.7	16.7
Male	06/07	20	60.0	62.5	25.0	12.5	0.0	12.5	12.5
	07/08	34	58.8	57.1	21.4	21.4	0.0	21.4	21.4
	08/09	14	14.3	58.3	16.7	25.0	0.0	25.0	25.0
African American	06/07	37	70.3	72.7	18.2	9.1	0.0	9.1	9.1
	07/08	51	58.8	66.7	33.3	0.0	0.0	0.0	0.0
	08/09	28	28.6	65.0	25.0	10.0	0.0	10.0	10.0
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Caucasian	06/07	13	53.8	33.3	33.3	33.3	0.0	33.3	33.3
	07/08	19	68.4	0.0	50.0	50.0	0.0	50.0	50.0
	08/09	5	20.0	0.0	25.0	75.0	0.0	75.0	75.0
Hispanic	06/07	6	66.7	0.0	50.0	50.0	0.0	50.0	50.0
	07/08	5	40.0	33.3	66.7	0.0	0.0	0.0	0.0
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	50.0
Multi-ethnic	06/07	4	50.0	50.0	50.0	0.0	0.0	0.0	0.0
	07/08	9	66.7	0.0	100.0	0.0	0.0	0.0	0.0
	08/09	4	0.0	50.0	50.0	0.0	0.0	0.0	0.0
Other	06/07	2	50.0	100.0	0.0	0.0	0.0	0.0	0.0
	07/08	2	50.0	0.0	0.0	100.0	0.0	100.0	100.0
Econ. Disadv.	06/07	38	71.1	54.5	36.4	9.1	0.0	9.1	9.1
	07/08	58	53.4	44.4	44.4	11.1	0.0	11.1	11.1
	08/09	19	21.1	66.7	26.7	6.7	0.0	6.7	6.7
Special Education	06/07	20	80.0	50.0	25.0	25.0	0.0	25.0	25.0
	07/08	24	54.2	72.7	18.2	9.1	0.0	9.1	9.1
	08/09	14	7.1	61.5	23.1	15.4	0.0	15.4	15.4
LEP	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	07/08	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0

The Proficient Column is based on the students who met standards on either the MME or the alternate MI-Access Assessment.

Adequate Yearly Progress (AYP)

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 61% and Mathematics 55%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

STONE High School

2008/2009

Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	MME LEVELS				Proficient/ Advanced	
				Not Proficient	Partially Proficient	Advanced Proficient			
READING									
School Total	06/07	62	64.5	40.9	31.8	27.3	0.0	27.3	
	07/08	87	54.0	45.0	25.0	30.0	0.0	30.0	
	08/09	39	23.1	46.7	16.7	36.7	0.0	36.7	
Female	06/07	42	66.7	42.9	28.6	28.6	0.0	28.6	
	07/08	53	54.7	37.5	29.2	33.3	0.0	33.3	
	08/09	25	28.0	38.9	27.8	33.3	0.0	33.3	
Male	06/07	20	60.0	37.5	37.5	25.0	0.0	25.0	
	07/08	34	52.9	56.3	18.8	25.0	0.0	25.0	
	08/09	14	14.3	58.3	0.0	41.7	0.0	41.7	
African American	06/07	37	70.3	63.6	18.2	18.2	0.0	18.2	
	07/08	51	49.0	65.4	11.5	23.1	0.0	23.1	
	08/09	28	28.6	60.0	20.0	20.0	0.0	20.0	
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	
Caucasian	06/07	13	53.8	33.3	16.7	50.0	0.0	50.0	
	07/08	19	63.2	14.3	28.6	57.1	0.0	57.1	
	08/09	5	20.0	0.0	0.0	100.0	0.0	100.0	
Hispanic	06/07	6	66.7	0.0	50.0	50.0	0.0	50.0	
	07/08	5	40.0	0.0	100.0	0.0	0.0	0.0	
	08/09	2	0.0	0.0	0.0	100.0	0.0	100.0	
Multi-ethnic	06/07	4	50.0	0.0	100.0	0.0	0.0	0.0	
	07/08	9	66.7	0.0	66.7	33.3	0.0	33.3	
	08/09	4	0.0	50.0	25.0	25.0	0.0	25.0	
Other	06/07	2	50.0	0.0	100.0	0.0	0.0	0.0	
	07/08	2	50.0	0.0	0.0	100.0	0.0	100.0	
Econ. Disadv.	06/07	38	71.1	36.4	45.5	18.2	0.0	18.2	
	07/08	58	46.6	45.2	25.8	29.0	0.0	29.0	
	08/09	19	21.1	66.7	13.3	20.0	0.0	20.0	
Special Education	06/07	20	80.0	50.0	0.0	50.0	0.0	50.0	
	07/08	24	50.0	75.0	8.3	16.7	0.0	16.7	
	08/09	14	7.1	61.5	7.7	30.8	0.0	30.8	
LEP	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
	07/08	1	0.0	0.0	100.0	0.0	0.0	0.0	

The Proficient Column is based on the students who met standards on either the MME or the alternate MI-Access Assessment.

Adequate Yearly Progress (AYP)

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 61% and Mathematics 55%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

July 2009

STONE High School

2008/2009

Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	MME LEVELS				Proficient/ Advanced	
				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/ Advanced		
WRITING									
School Total	06/07	62	62.9	47.8	39.1	13.0	0.0	13.0	
	07/08	87	58.6	41.7	50.0	8.3	0.0	8.3	
	08/09	39	23.1	43.3	43.3	13.3	0.0	13.3	
Female	06/07	42	66.7	50.0	35.7	14.3	0.0	14.3	
	07/08	53	62.3	30.0	65.0	5.0	0.0	5.0	
	08/09	25	28.0	33.3	55.6	11.1	0.0	11.1	
Male	06/07	20	55.0	44.4	44.4	11.1	0.0	11.1	
	07/08	34	52.9	56.3	31.3	12.5	0.0	12.5	
	08/09	14	14.3	58.3	25.0	16.7	0.0	16.7	
African American	06/07	37	70.3	63.6	27.3	9.1	0.0	9.1	
	07/08	51	54.9	60.9	34.8	4.3	0.0	4.3	
	08/09	28	28.6	55.0	40.0	5.0	0.0	5.0	
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	
Caucasian	06/07	13	46.2	28.6	42.9	28.6	0.0	28.6	
	07/08	19	68.4	0.0	66.7	33.3	0.0	33.3	
	08/09	5	20.0	0.0	50.0	50.0	0.0	50.0	
Hispanic	06/07	6	66.7	0.0	100.0	0.0	0.0	0.0	
	07/08	5	40.0	33.3	66.7	0.0	0.0	0.0	
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	
Multi-ethnic	06/07	4	50.0	50.0	50.0	0.0	0.0	0.0	
	07/08	9	66.7	0.0	100.0	0.0	0.0	0.0	
	08/09	4	0.0	50.0	50.0	0.0	0.0	0.0	
Other	06/07	2	50.0	100.0	0.0	0.0	0.0	0.0	
	07/08	2	50.0	0.0	100.0	0.0	0.0	0.0	
Econ. Disadv.	06/07	38	71.1	54.5	36.4	9.1	0.0	9.1	
	07/08	58	51.7	42.9	53.6	3.6	0.0	3.6	
	08/09	19	21.1	60.0	33.3	6.7	0.0	6.7	
Special Education	06/07	20	75.0	60.0	20.0	20.0	0.0	20.0	
	07/08	24	54.2	72.7	18.2	9.1	0.0	9.1	
	08/09	14	7.1	53.8	38.5	7.7	0.0	7.7	
LEP	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
	07/08	1	0.0	100.0	0.0	0.0	0.0	0.0	

The Proficient Column is based on the students who met standards on either the MME or the alternate MI-Access Assessment.

Adequate Yearly Progress (AYP)

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 61% and Mathematics 55%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

July 2009

STONE High School

2008/2009

Grade 11		Number Enrolled	% Not Tested	MME LEVELS				Proficient/Advanced	Proficient (MEAP + MI-Access)
				Not Proficient	Partially Proficient	Advanced Proficient			
MATHEMATICS									
School Total	06/07	62	66.1	85.7	14.3	0.0	0.0	0.0	0.0
	07/08	87	56.3	81.6	10.5	7.9	0.0	7.9	7.9
	08/09	39	25.6	86.2	6.9	6.9	0.0	6.9	6.9
Female	06/07	42	66.7	85.7	14.3	0.0	0.0	0.0	0.0
	07/08	53	56.6	91.3	4.3	4.3	0.0	4.3	4.3
	08/09	25	28.0	88.9	11.1	0.0	0.0	0.0	0.0
Male	06/07	20	65.0	85.7	14.3	0.0	0.0	0.0	0.0
	07/08	34	55.9	66.7	20.0	13.3	0.0	13.3	13.3
	08/09	14	21.4	81.8	0.0	18.2	0.0	18.2	18.2
African American	06/07	37	73.0	90.0	10.0	0.0	0.0	0.0	0.0
	07/08	51	52.9	95.8	4.2	0.0	0.0	0.0	0.0
	08/09	28	28.6	95.0	5.0	0.0	0.0	0.0	0.0
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Caucasian	06/07	13	53.8	83.3	16.7	0.0	0.0	0.0	0.0
	07/08	19	63.2	28.6	28.6	42.9	0.0	42.9	42.9
	08/09	5	20.0	50.0	0.0	50.0	0.0	50.0	50.0
Hispanic	06/07	6	66.7	50.0	50.0	0.0	0.0	0.0	0.0
	07/08	5	40.0	100.0	0.0	0.0	0.0	0.0	0.0
	08/09	2	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Multi-ethnic	06/07	4	50.0	100.0	0.0	0.0	0.0	0.0	0.0
	07/08	9	66.7	100.0	0.0	0.0	0.0	0.0	0.0
	08/09	4	25.0	66.7	33.3	0.0	0.0	0.0	0.0
Other	06/07	2	50.0	100.0	0.0	0.0	0.0	0.0	0.0
	07/08	2	50.0	0.0	100.0	0.0	0.0	0.0	0.0
Econ. Disadv.	06/07	38	73.7	90.0	10.0	0.0	0.0	0.0	0.0
	07/08	58	50.0	86.2	10.3	3.4	0.0	3.4	3.4
	08/09	19	26.3	100.0	0.0	0.0	0.0	0.0	0.0
Special Education	06/07	20	85.0	66.7	33.3	0.0	0.0	0.0	0.0
	07/08	24	50.0	83.3	8.3	8.3	0.0	8.3	8.3
	08/09	14	7.1	92.3	0.0	7.7	0.0	7.7	7.7
LEP	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	07/08	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0

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Adequate Yearly Progress (AYP)

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Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	MME LEVELS				Proficient/ Advanced	
				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/ Advanced		
SCIENCE									
School Total	06/07	62	62.9	82.6	4.3	13.0	0.0	13.0	
	07/08	87	57.5	67.6	10.8	21.6	0.0	21.6	
	08/09	39	28.2	75.0	7.1	14.3	3.6	17.9	
Female	06/07	42	66.7	78.6	7.1	14.3	0.0	14.3	
	07/08	53	62.3	75.0	20.0	5.0	0.0	5.0	
	08/09	25	28.0	83.3	5.6	11.1	0.0	11.1	
Male	06/07	20	55.0	88.9	0.0	11.1	0.0	11.1	
	07/08	34	50.0	58.8	0.0	41.2	0.0	41.2	
	08/09	14	28.6	60.0	10.0	20.0	10.0	30.0	
African American	06/07	37	70.3	90.9	0.0	9.1	0.0	9.1	
	07/08	51	52.9	83.3	8.3	8.3	0.0	8.3	
	08/09	28	32.1	89.5	0.0	10.5	0.0	10.5	
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	
Caucasian	06/07	13	46.2	71.4	14.3	14.3	0.0	14.3	
	07/08	19	68.4	16.7	0.0	83.3	0.0	83.3	
	08/09	5	20.0	0.0	25.0	50.0	25.0	75.0	
Hispanic	06/07	6	66.7	50.0	0.0	50.0	0.0	50.0	
	07/08	5	40.0	100.0	0.0	0.0	0.0	0.0	
	08/09	2	0.0	50.0	50.0	0.0	0.0	0.0	
Multi-ethnic	06/07	4	50.0	100.0	0.0	0.0	0.0	0.0	
	07/08	9	66.7	33.3	66.7	0.0	0.0	0.0	
	08/09	4	25.0	100.0	0.0	0.0	0.0	0.0	
Other	06/07	2	50.0	100.0	0.0	0.0	0.0	0.0	
	07/08	2	50.0	0.0	0.0	100.0	0.0	100.0	
Econ. Disadv.	06/07	38	71.1	90.9	0.0	9.1	0.0	9.1	
	07/08	58	50.0	72.4	13.8	13.8	0.0	13.8	
	08/09	19	26.3	85.7	0.0	14.3	0.0	14.3	
Special Education	06/07	20	75.0	80.0	0.0	20.0	0.0	20.0	
	07/08	24	54.2	81.8	0.0	18.2	0.0	18.2	
	08/09	14	7.1	76.9	7.7	7.7	7.7	15.4	
LEP	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	
	07/08	1	0.0	100.0	0.0	0.0	0.0	0.0	

The Proficient Column is based on the students who met standards on either the MME or the alternate MI-Access Assessment.

Adequate Yearly Progress (AYP)

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 61% and Mathematics 55%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

July 2009

STONE High School

2008/2009

Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Advanced Proficient	Proficient/ Advanced	Proficient/ Advanced	
SOCIAL STUDIES									
School Total	06/07	62	54.8	39.3	21.4	32.1	7.1	39.2	
	07/08	87	55.2	33.3	25.6	28.2	12.8	41.0	
	08/09	39	20.5	22.6	32.3	29.0	16.1	45.1	
Female	06/07	42	59.5	41.2	17.6	29.4	11.8	41.2	
	07/08	53	62.3	30.0	30.0	35.0	5.0	40.0	
	08/09	25	20.0	10.0	50.0	30.0	10.0	40.0	
Male	06/07	20	45.0	36.4	27.3	36.4	0.0	36.4	
	07/08	34	44.1	36.8	21.1	21.1	21.1	42.2	
	08/09	14	21.4	45.5	0.0	27.3	27.3	54.6	
African American	06/07	37	64.9	46.2	30.8	15.4	7.7	23.1	
	07/08	51	51.0	40.0	32.0	20.0	8.0	28.0	
	08/09	28	21.4	27.3	36.4	31.8	4.5	36.3	
Asian	07/08	1	100.0	0.0	0.0	0.0	0.0	0.0	
Caucasian	06/07	13	23.1	20.0	20.0	50.0	10.0	60.0	
	07/08	19	63.2	14.3	0.0	57.1	28.6	85.7	
	08/09	5	20.0	0.0	0.0	25.0	75.0	100.0	
Hispanic	06/07	6	66.7	50.0	0.0	50.0	0.0	50.0	
	07/08	5	40.0	33.3	66.7	0.0	0.0	0.0	
	08/09	2	0.0	0.0	50.0	0.0	50.0	50.0	
Multi-ethnic	06/07	4	50.0	50.0	0.0	50.0	0.0	50.0	
	07/08	9	66.7	33.3	0.0	66.7	0.0	66.7	
	08/09	4	25.0	33.3	33.3	33.3	0.0	33.3	
Other	06/07	2	50.0	100.0	0.0	0.0	0.0	0.0	
	07/08	2	50.0	0.0	0.0	0.0	100.0	100.0	
Econ. Disadv.	06/07	38	65.8	53.8	15.4	23.1	7.7	30.8	
	07/08	58	46.6	32.3	29.0	35.5	3.2	38.7	
	08/09	19	15.8	31.3	43.8	18.8	6.3	25.1	
Special Education	06/07	20	55.0	33.3	22.2	44.4	0.0	44.4	
	07/08	24	50.0	50.0	8.3	33.3	8.3	41.6	
	08/09	14	7.1	23.1	38.5	23.1	15.4	38.5	
LEP	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	
	07/08	1	0.0	100.0	0.0	0.0	0.0	0.0	

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