



Boyne Falls Public School

Respect ⇌ Skills ⇌ Knowledge ⇌ Throughout Life

Karen Sherwood, Superintendent/K-12 Administrator

School Annual Education Report (AER) Cover Letter

August 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 Boyne Falls School. The AER addresses the complex reporting information required by federal and state laws; however, our staff is available to help you understand this information. 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 Karen Sherwood, Superintendent/K-12 Administrator for assistance.

The AER is available for you to review electronically by visiting the following web site www.boynefalls.org or you may review a copy from the Boyne Falls School office.

The report contains the following information:

Student Assessment Data-Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (Mi-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) - Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2010-2011, Boyne Falls School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1. Boyne Falls School is a K-12 building so we do not need/have a process to assign students to specific schools.
2. The school has maintained school improvement goals in the areas of reading, writing and math and science. Progress toward the goals is monitored and goals are adjusted yearly.
3. Boyne Falls School follows the Michigan Department of Education curriculum, available for viewing at <http://www.michigan.gov/mde>. Teachers coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing, cyclical process includes research, analysis of current practice, selection of appropriate resources, and implementation. Subjects at each grade level in are taught by one teacher which would assure horizontal alignment; however, in any instance where that may not be the case, horizontal articulation assures that all students have access to the same curriculum regardless of the teacher to whom they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next. The district curriculum is aligned with the Michigan Department of Education Grade Level Content Expectations.
4. The following chart shows the percentage of students proficient on the Fall 2010 MEAP test:

	Reading	Math	Science	Social Studies
3 rd Grade	79%	100%	--	--
4 th Grade	86%	100%	--	%
5 th Grade	--	--	--	--
6 th Grade	95%	85%	--	90%
7 th Grade	96%	91%	--	--
8 th Grade	82%	72%	78%	--

5. 45 % of our students were represented by parents during our parent-teacher conferences.
6. 30% of eligible students were enrolled in dual enrollment classes.

We would like to thank the staff, students, parents and community members for working together to support our students as they work toward achieving their academic and personal goals. With continued combined effort, we will continue to move forward accomplishing even greater results in the future.

We are proud of the success our students are achieving. The success of our students is possible because of the support they receive from their families, the employees of the school district, and individuals and groups in our community. I thank you for being a part of the success of our students and schools.

Sincerely,

Karen Sherwood, Superintendent/K-12 Administrator
Boyne Falls Public School

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	61.1%	61.1%	11.1%	50%	33.3%	5.6%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	78.6%	78.6%	57.1%	21.4%	14.3%	7.1%
English Language Arts / Reading	03	American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2010-11	<10	86.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	62.5%	62.5%	12.5%	50%	31.3%	6.3%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	84.6%	84.6%	61.5%	23.1%	15.4%	0%
English Language Arts / Reading	03	Female	2009-10	<10	91.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Female	2010-11	<10	89.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	50%	50%	20%	30%	40%	10%
English Language Arts / Reading	03	Male	2010-11	<10	84.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	60%	60%	10%	50%	30%	10%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	75%	75%	58.3%	16.7%	16.7%	8.3%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	90.9%	90.9%	36.4%	54.5%	0%	9.1%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	85.7%	85.7%	14.3%	71.4%	7.1%	7.1%
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	90%	90%	30%	60%	0%	10%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	90.9%	90.9%	9.1%	81.8%	9.1%	0%
English Language Arts / Reading	04	Female	2009-10	<10	86.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Female	2010-11	<10	87%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Male	2010-11	<10	81.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	<10	75.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	<10	76.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	95.5%	95.5%	45.5%	50%	0%	4.5%
English Language Arts / Reading	05	All Students	2010-11	<10	85.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	100%	89.8%	95.5%	95.5%	45.5%	50%	0%	4.5%
English Language Arts / Reading	05	White	2010-11	<10	89%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	05	Female	2010-11	<10	87.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	90%	90%	40%	50%	0%	10%
English Language Arts / Reading	05	Male	2010-11	<10	82.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	100%	100%	35.7%	64.3%	0%	0%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	<10	77.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	100%	100%	32.1%	67.9%	0%	0%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	95%	95%	35%	60%	0%	5%
English Language Arts / Reading	06	American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	American Indian or Alaska Native	2010-11	<10	80.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	100%	91.1%	100%	100%	32%	68%	0%	0%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	94.4%	94.4%	33.3%	61.1%	0%	5.6%
English Language Arts / Reading	06	Female	2009-10	100%	90%	100%	100%	31.3%	68.8%	0%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	100%	100%	54.5%	45.5%	0%	0%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	100%	100%	33.3%	66.7%	0%	0%
English Language Arts / Reading	06	Male	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	100%	100%	29.4%	70.6%	0%	0%

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English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	100%	100%	18.2%	81.8%	0%	0%
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	82.4%	82.4%	35.3%	47.1%	11.8%	5.9%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	95.7%	95.7%	47.8%	47.8%	4.3%	0%
English Language Arts / Reading	07	Hispanic or Latino	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	82.4%	82.4%	35.3%	47.1%	11.8%	5.9%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	95.2%	95.2%	47.6%	47.6%	4.8%	0%
English Language Arts / Reading	07	Female	2009-10	<10	84.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	91.7%	91.7%	25%	66.7%	8.3%	0%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	75%	75%	25%	50%	16.7%	8.3%
English Language Arts / Reading	07	Male	2010-11	100%	75%	100%	100%	72.7%	27.3%	0%	0%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	<10	72.4%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	91.7%	91.7%	33.3%	58.3%	8.3%	0%
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	87.5%	87.5%	33.3%	54.2%	8.3%	4.2%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	82.4%	82.4%	41.2%	41.2%	17.6%	0%
English Language Arts / Reading	08	American Indian or Alaska Native	2009-10	<10	80.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Two or More Races	2009-10	<10	79.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2009-10	100%	86.9%	86.4%	86.4%	36.4%	50%	9.1%	4.5%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	82.4%	82.4%	41.2%	41.2%	17.6%	0%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	87.5%	87.5%	43.8%	43.8%	12.5%	0%
English Language Arts / Reading	08	Female	2010-11	<10	86.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Male	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	75%	75%	41.7%	33.3%	25%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	83.3%	83.3%	16.7%	66.7%	8.3%	8.3%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	<10	72.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	88.9%	88.9%	27.8%	61.1%	11.1%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	100%	100%	69.2%	30.8%	0%	0%
Mathematics	03	American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2009-10	<10	94.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	93.8%	93.8%	31.3%	62.5%	6.3%	0%
Mathematics	03	White	2010-11	100%	97.1%	100%	100%	69.2%	30.8%	0%	0%
Mathematics	03	Female	2009-10	<10	94.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Female	2010-11	<10	95.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	Male	2009-10	100%	94.8%	90%	90%	40%	50%	10%	0%
Mathematics	03	Male	2010-11	<10	95.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	90%	90%	30%	60%	10%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	100%	100%	72.7%	27.3%	0%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	100%	100%	54.5%	45.5%	0%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	100%	100%	53.8%	46.2%	0%	0%
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	100%	100%	50%	50%	0%	0%

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Subject	Grade	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)
Mathematics	04	White	2010-11	100%	94.3%	100%	100%	54.5%	45.5%	0%	0%
Mathematics	04	Female	2009-10	<10	92.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	<10	91.6%	<10	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	91.6%	<10	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	<10	91.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2010-11	<10	86.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	81.8%	81.8%	40.9%	40.9%	13.6%	4.5%
Mathematics	05	All Students	2010-11	<10	79.9%	<10	<10	<10	<10	<10	<10
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	81.8%	81.8%	40.9%	40.9%	13.6%	4.5%
Mathematics	05	White	2010-11	<10	85.1%	<10	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	100%	79.6%	91.7%	91.7%	58.3%	33.3%	0%	8.3%
Mathematics	05	Female	2010-11	<10	80.1%	<10	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	100%	79.4%	70%	70%	20%	50%	30%	0%
Mathematics	05	Male	2010-11	<10	79.7%	<10	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	85.7%	85.7%	35.7%	50%	14.3%	0%
Mathematics	05	Economically Disadvantaged	2010-11	<10	70.2%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	92.9%	92.9%	82.1%	10.7%	7.1%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	85%	85%	25%	60%	15%	0%
Mathematics	06	American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	American Indian or Alaska Native	2010-11	<10	80.9%	<10	<10	<10	<10	<10	<10

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Mathematics	06	Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	100%	87.5%	92%	92%	80%	12%	8%	0%
Mathematics	06	White	2010-11	100%	88.8%	83.3%	83.3%	22.2%	61.1%	16.7%	0%
Mathematics	06	Female	2009-10	100%	83%	87.5%	87.5%	75%	12.5%	12.5%	0%
Mathematics	06	Female	2010-11	100%	86.2%	90.9%	90.9%	27.3%	63.6%	9.1%	0%
Mathematics	06	Male	2009-10	100%	81.1%	100%	100%	91.7%	8.3%	0%	0%
Mathematics	06	Male	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	88.2%	88.2%	70.6%	17.6%	11.8%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	90.9%	90.9%	9.1%	81.8%	9.1%	0%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	77.8%	77.8%	61.1%	16.7%	22.2%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	91.3%	91.3%	78.3%	13%	8.7%	0%
Mathematics	07	Hispanic or Latino	2010-11	<10	79.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Two or More Races	2010-11	<10	83.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	77.8%	77.8%	61.1%	16.7%	22.2%	0%
Mathematics	07	White	2010-11	100%	89.1%	90.5%	90.5%	76.2%	14.3%	9.5%	0%
Mathematics	07	Female	2009-10	<10	82.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Female	2010-11	100%	86.3%	83.3%	83.3%	66.7%	16.7%	16.7%	0%
Mathematics	07	Male	2009-10	100%	81.7%	69.2%	69.2%	53.8%	15.4%	30.8%	0%
Mathematics	07	Male	2010-11	100%	82.9%	100%	100%	90.9%	9.1%	0%	0%
Mathematics	07	Economically Disadvantaged	2009-10	<10	72.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	83.3%	83.3%	66.7%	16.7%	16.7%	0%
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Mathematics	08	All Students	2009-10	100%	70.3%	76%	76%	48%	28%	20%	4%
Mathematics	08	All Students	2010-11	100%	78%	72.2%	72.2%	16.7%	55.6%	16.7%	11.1%
Mathematics	08	American Indian or Alaska Native	2009-10	<10	63%	<10	<10	<10	<10	<10	<10
Mathematics	08	Two or More Races	2009-10	<10	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	78.3%	78.3%	52.2%	26.1%	17.4%	4.3%
Mathematics	08	White	2010-11	100%	83.6%	72.2%	72.2%	16.7%	55.6%	16.7%	11.1%
Mathematics	08	Female	2009-10	100%	70.6%	81.3%	81.3%	37.5%	43.8%	12.5%	6.3%
Mathematics	08	Female	2010-11	<10	78.1%	<10	<10	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
Mathematics	08	Male	2010-11	100%	77.8%	61.5%	61.5%	7.7%	53.8%	23.1%	15.4%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	61.5%	61.5%	38.5%	23.1%	30.8%	7.7%
Mathematics	08	Economically Disadvantaged	2010-11	<10	66.9%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	100%	100%	55%	45%	0%	0%
Science	05	All Students	2010-11	<10	78.1%	<10	<10	<10	<10	<10	<10
Science	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.4%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	100%	100%	55%	45%	0%	0%
Science	05	White	2010-11	<10	85.5%	<10	<10	<10	<10	<10	<10
Science	05	Female	2009-10	100%	81.1%	100%	100%	63.6%	36.4%	0%	0%
Science	05	Female	2010-11	<10	78.6%	<10	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	80.8%	<10	<10	<10	<10	<10	<10
Science	05	Male	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	100%	100%	41.7%	58.3%	0%	0%
Science	05	Economically Disadvantaged	2010-11	<10	66.6%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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)
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	80.8%	80.8%	15.4%	65.4%	15.4%	3.8%
Science	08	All Students	2010-11	100%	78.1%	77.8%	77.8%	33.3%	44.4%	22.2%	0%
Science	08	American Indian or Alaska Native	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
Science	08	Two or More Races	2009-10	<10	69.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83.1%	83.3%	83.3%	16.7%	66.7%	12.5%	4.2%
Science	08	White	2010-11	100%	84.1%	77.8%	77.8%	33.3%	44.4%	22.2%	0%
Science	08	Female	2009-10	100%	77%	87.5%	87.5%	18.8%	68.8%	12.5%	0%
Science	08	Female	2010-11	<10	79.4%	<10	<10	<10	<10	<10	<10
Science	08	Male	2009-10	100%	74.9%	70%	70%	10%	60%	20%	10%
Science	08	Male	2010-11	100%	76.9%	69.2%	69.2%	23.1%	46.2%	30.8%	0%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	69.2%	69.2%	7.7%	61.5%	23.1%	7.7%
Science	08	Economically Disadvantaged	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	11	All Students	2009-10	95.5%	65.2%	66.7%	66.7%	0%	66.7%	19%	14.3%
English Language Arts / Reading	11	All Students	2010-11	87.5%	63.4%	78.6%	78.6%	0%	78.6%	14.3%	7.1%
English Language Arts / Reading	11	Two or More Races	2010-11	<10	62.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2009-10	95.5%	71.5%	66.7%	66.7%	0%	66.7%	19%	14.3%
English Language Arts / Reading	11	White	2010-11	86.7%	70.1%	76.9%	76.9%	0%	76.9%	15.4%	7.7%
English Language Arts / Reading	11	Female	2009-10	<10	68%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Female	2010-11	<10	66%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Male	2009-10	100%	62.3%	60%	60%	0%	60%	20%	20%
English Language Arts / Reading	11	Male	2010-11	80%	60.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	<10	46.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2009-10	<10	23.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2010-11	<10	24.1%	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	11	All Students	2009-10	95.5%	50.4%	61.9%	61.9%	4.8%	57.1%	9.5%	28.6%
Mathematics	11	All Students	2010-11	87.5%	52%	85.7%	85.7%	28.6%	57.1%	7.1%	7.1%
Mathematics	11	Two or More Races	2010-11	<10	47.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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)
Mathematics	11	White	2009-10	95.5%	57.9%	61.9%	61.9%	4.8%	57.1%	9.5%	28.6%
Mathematics	11	White	2010-11	86.7%	59.3%	84.6%	84.6%	30.8%	53.8%	7.7%	7.7%
Mathematics	11	Female	2009-10	<10	48.3%	<10	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	50.9%	<10	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	100%	52.5%	60%	60%	6.7%	53.3%	6.7%	33.3%
Mathematics	11	Male	2010-11	80%	53.1%	<10	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2010-11	<10	32.3%	<10	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	<10	11.2%	<10	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2010-11	<10	11.4%	N/A	N/A	N/A	N/A	N/A	N/A

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	04	All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	04	White	2010-11	<10	84.3%	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	<10	84.3%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2010-11	<10	71%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	<10	74.9%	<10	<10	<10	<10	<10
Mathematics	07	White	2010-11	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Mathematics	07	Male	2010-11	<10	71.7%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	11	Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Science	11	White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Science	11	Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	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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Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - MI-Access : Participation

Subject	Grade	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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Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading	03	All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Reading	03	White	2009-10	<10	31.7%	<10	<10	<10	<10	<10
Reading	03	Female	2009-10	<10	31.5%	<10	<10	<10	<10	<10
Reading	03	Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Reading	08	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Reading	08	White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Reading	08	Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
Reading	08	Economically Disadvantaged	2009-10	<10	57.1%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	<10	63.8%	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	<10	55.5%	<10	<10	<10	<10	<10
Mathematics	03	Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	37.6%	<10	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	100%	94.5%
All Students	District	Mathematics	98.3%	95.2%
All Students	School	English Language Arts / Reading	100%	94.5%
All Students	School	Mathematics	98.3%	95.2%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	98.1%	95.7%
White	District	Mathematics	98.1%	94.8%
White	School	English Language Arts / Reading	98.1%	95.7%
White	School	Mathematics	98.1%	94.8%

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	101.6%	91%
Economically Disadvantaged	District	Mathematics	98.4%	90.8%
Economically Disadvantaged	School	English Language Arts / Reading	101.6%	91%
Economically Disadvantaged	School	Mathematics	98.4%	90.8%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	<30	<30
Students with Disabilities	District	Mathematics	<30	<30
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	91.67%
All Students	School	91.67%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
White	District	91.67%
White	School	91.67%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	<10
Economically Disadvantaged	School	<10
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	<10
Students with Disabilities	School	<10

* All data based on students enrolled for a full academic year.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96.8%
All Students	School	96.8%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	96.6%
American Indian or Alaska Native	School	96.6%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	94.7%
Asian, Native Hawaiian, or Pacific Islander	School	94.7%
Black or African American	State	91.9%
Hispanic or Latino	State	94.2%
Two or More Races	State	94.7%
White	State	95.6%
White	District	96.8%
White	School	96.8%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	96.4%
Economically Disadvantaged	School	96.4%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	96.5%
Students with Disabilities	School	96.5%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

% of Schools making AYP: 77.8%
 % of Schools in School Improvement status: 11.1%
 % of Schools in Corrective Action status: 11.1%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	11	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

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Teacher Quality Data

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

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	2.9%

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
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	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ 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.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

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.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

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		33	13	2
Not Eligible	57	52	36	31	10
#		24	‡	‡	‡
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
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.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

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	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
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	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

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.

Combined Reports Data for Charlevoix-Emmet ISD, Boyne Falls Public School District, Boyne Falls Public School

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
		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
		70.72	3.239	70.46	3.298	85.15	4.505