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Dr. Benjamin Edmondson, 2009-2010

Joe Dulin, Principal, 2008-2009

Roberto Clemente 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

Roberto Clemente is an alternative educational program that builds a family environment and develops relationships between students, staff, parents, and the community. Through these relationships, all students will be empowered with strategies and skills, preparing them for success in a global society.

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

- Continued implementation of a trimester schedule.
- Every student's reading level was determined using the Scholastic Reading Inventory.
- Students are reading more for enjoyment, as we continue to have our weekly half-hour of "Drop Everything and Read".
- Music students performed at NAAPID at Night.
- Continued national exposure of Roberto Clemente's program through National African American Parent Involvement Day (NAAPID) and NAAPID at Night Program.
- Weekly staff meetings enhance teacher-student learning. Emphasis is primarily on student achievement, implementing the new graduation requirements, attendance, and behavior.
- Involvement of our parents in National African American Parent Involvement Day, Parent Breakfast Club meetings, Capsule Night; we have an open door policy for parents. It is mandatory for parents to attend the Parent Breakfast Club meetings at least once every fall and spring.
- The Clemente staff personally delivers progress reports during the middle of each term, to parents' homes.
- Parents give very positive feedback in regards to improvement of their children in the home, school, and community. Carryover value is emphasized.
- Teachers provide after school support for students who need extra help.
- Clemente faculty is involved in many community projects, including township board of trustees, tutoring youngsters, serving as workshop coordinators and consultants.
- Clemente faculty served on local and state committees.
- Continued involvement in the district's Achievement Initiatives.

Roberto Clemente High School

2008-2009

Major Issues Identified for Next Year's Team

- Continue Implementation of the new graduation requirements for current 9th, 10th, and 11th graders, and still offer the appropriate curriculum for seniors.
- Improve compliance of our unified dress code for all students.
- Continue with periodic advisory periods, where all students are assigned to a staff member for mentoring.
- Improve the achievement of all students by setting higher G.P.A. goals.
- Improve student attendance and fine-tune our attendance policy.
- Develop a workable system for credit recovery.
- Assist students in having a successful transition back to their home school.
- Transition to a new principal and teaching staff.
- Redefine the mission and goal of our program. Determine if we are a school or a program, and in what direction we want to go.
- Continue to promote the value and significance of an education beyond high school.

2008-2009 School Improvement Team Members

Joseph Dulin, Rita Hampton, Gina Lewis, Pat Morrow, Kathleen Ardan, Michael Smith, Tonya Whitehorn, Raven Lee.

Staff Development Activities

- National African American Parent Involvement Day (NAAPID)
- NAAPID at Night
- WCC Conference for special education teachers and students
- ASSIST Suicide Prevention Training
- Moodle
- Realignment meetings on high school curriculum
- Martin Luther King Symposium U of M
- Youth Mentoring Advisory Board
- Advanced Sky Warn Spotter (National Weather Service)
- North American Rock Garden Society
- Michigan School Band/Orchestra Association Conference
- Community Action Board
- Huron Valley Ambulance Board
- Safe Drug Free School Task Force
- Alternatives for At-Risk Students
- Washtenaw Housing Alliance Board
- COPE Board of Directors
- Equity Team
- Read 180
- ACT Conference
- Michigan Merit Exam Training
- Student Success and Mentorship

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 Clemente 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.

Roberto Clemente High School

2008-2009

Parent Participation: We encourage all Roberto Clemente parents to join us as partners in their child's education. The support and contributions of our parents are crucial factors in our students' success. Parent/teacher conferences are held in the child's home at the parents' convenience. 100% of all Clemente students were represented by one or more parents during the 2008-2009 school year. Parent Breakfast Club meetings are held on Saturday mornings, six times during the school year. Parents are required to attend at least one every fall and spring. Activities include parent/child rap sessions, guest speakers on parenting, families, conflict resolution, learning styles, sharing of experiences and breakout discussion sessions. The Breakfast Club provides an opportunity for students, staff, and parents to have a fruitful exchange of ideas. Parents are also encouraged to visit the school at any time and are invited to participate in rap sessions, field trips, annual potlucks, and music concerts.

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. Roberto Clemente attendance rate for 2008/09, as calculated by the state, was 86.1%

DISTRICT SCORES

11th Grade MME/ACT Mean Score

Composite Scores Shown based on total score of 36

<u>Year</u>	<u>African American</u>	<u>Caucasian</u>	<u>Other</u>	<u>Total</u>
2007/08	14.1	NA	NA	14.8
2008/09	14.1	13.8	19.3	14.6

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	0	7	2	74	0	2	11	5	43	58
Percentage	0.0	6.9	2.0	73.3	0.0	2.0	10.9	5.0	42.6	57.4
Total Enrollment	101									

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.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

CLEMENTE
Middle School

Grade: 6

Grade: 7

Grade: 8

ENGLISH LANGUAGE ARTS (ELA)

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08									10	0.0	10.0	30.0	60.0	0.0	60.0	60.0	8	0.0	0.0	50.0	50.0	0.0	50.0	50.0
	08/09									8	0.0	0.0	50.0	50.0	0.0	50.0	50.0								
Female	07/08									5	0.0	20.0	0.0	80.0	0.0	80.0	80.0								
Male	07/08									5	0.0	0.0	60.0	40.0	0.0	40.0	40.0								
	08/09									6	0.0	0.0	66.7	33.3	0.0	33.3	33.3								
African American	07/08									9	0.0	11.1	33.3	55.6	0.0	55.6	55.6								
	08/09									6	0.0	0.0	50.0	50.0	0.0	50.0	50.0								
Econ. Disadvantaged	07/08									7	0.0	14.3	42.9	42.9	0.0	42.9	42.9								
	08/09									7	0.0	0.0	57.1	42.9	0.0	42.9	42.9								

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

CLEMENTE
Middle School

Grade: 6

Grade: 7

Grade: 8

READING

		Grade: 6							Grade: 7							Grade: 8									
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08																	10	0.0	20.0	30.0	40.0	10.0	50.0	
	08/09																	8	0.0	0.0	37.5	50.0	12.5	62.5	
Female	07/08																	5	0.0	20.0	20.0	40.0	20.0	60.0	
Male	07/08																	5	0.0	20.0	40.0	40.0	0.0	40.0	
	08/09																	6	0.0	0.0	50.0	50.0	0.0	50.0	
African American	07/08																	9	0.0	22.2	33.3	33.3	11.1	44.4	
	08/09																	6	0.0	0.0	33.3	50.0	16.7	66.7	
Econ. Disadvantaged	07/08																	7	0.0	28.6	42.9	28.6	0.0	28.6	
	08/09																	7	0.0	0.0	42.9	42.9	14.3	57.2	

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

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State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

CLEMENTE
Middle School

Grade: 6

Grade: 7

Grade: 8

WRITING

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08									10	0.0	20.0	40.0	40.0	0.0	40.0		8	0.0	0.0	50.0	50.0	0.0	50.0	
	08/09																								
Female	07/08									5	0.0	20.0	20.0	60.0	0.0	60.0									
Male	07/08									5	0.0	20.0	60.0	20.0	0.0	20.0		6	0.0	0.0	66.7	33.3	0.0	33.3	
	08/09																								
African American	07/08									9	0.0	22.2	44.4	33.3	0.0	33.3		6	0.0	0.0	33.3	66.7	0.0	66.7	
	08/09																								
Econ. Disadvantaged	07/08									7	0.0	28.6	42.9	28.6	0.0	28.6		7	0.0	0.0	42.9	57.1	0.0	57.1	
	08/09																								

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

CLEMENTE
Middle School

Grade: 6

Grade: 7

Grade: 8

MATHEMATICS

		Grade: 6							Grade: 7							Grade: 8									
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08																	10	0.0	20.0	20.0	50.0	10.0	60.0	60.0
	08/09																	8	0.0	0.0	62.5	25.0	12.5	37.5	37.5
Female	07/08																	5	0.0	20.0	20.0	60.0	0.0	60.0	60.0
Male	07/08																	5	0.0	20.0	20.0	40.0	20.0	60.0	60.0
	08/09																	6	0.0	0.0	66.7	16.7	16.7	33.4	33.3
African American	07/08																	9	0.0	22.2	22.2	55.6	0.0	55.6	55.6
	08/09																	6	0.0	0.0	50.0	33.3	16.7	50.0	50.0
Econ. Disadvantaged	07/08																	7	0.0	28.6	14.3	57.1	0.0	57.1	57.1
	08/09																	7	0.0	0.0	57.1	28.6	14.3	42.9	42.9

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

CLEMENTE
Middle School

Grade: 6

Grade: 7

Grade: 8

SCIENCE

		Grade: 6							Grade: 7							Grade: 8									
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08																	10	0.0	10.0	20.0	60.0	10.0	70.0	
	08/09																	8	0.0	25.0	37.5	37.5	0.0	37.5	
Female	07/08																	5	0.0	0.0	0.0	100.0	0.0	100.0	
Male	07/08																	5	0.0	20.0	40.0	20.0	20.0	40.0	
	08/09																	6	0.0	16.7	50.0	33.3	0.0	33.3	
African American	07/08																	9	0.0	11.1	22.2	66.7	0.0	66.7	
	08/09																	6	0.0	33.3	16.7	50.0	0.0	50.0	
Econ. Disadvantaged	07/08																	7	0.0	14.3	28.6	57.1	0.0	57.1	
	08/09																	7	0.0	28.6	28.6	42.9	0.0	42.9	

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

CLEMENTE 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	Proficient (MEAP + MI-Access)
ENGLISH LANGUAGE ARTS									
School Total	06/07	19	5.3	22.2	61.1	16.7	0.0	16.7	16.7
	07/08	23	21.7	22.2	66.7	11.1	0.0	11.1	11.1
	08/09	31	9.7	25.0	64.3	10.7	0.0	10.7	10.7
Female	06/07	8	0.0	25.0	62.5	12.5	0.0	12.5	12.5
	07/08	14	21.4	18.2	81.8	0.0	0.0	0.0	0.0
	08/09	21	4.8	20.0	65.0	15.0	0.0	15.0	15.0
Male	06/07	11	9.1	20.0	60.0	20.0	0.0	20.0	20.0
	07/08	9	22.2	28.6	42.9	28.6	0.0	28.6	28.6
	08/09	10	20.0	37.5	62.5	0.0	0.0	0.0	0.0
African American	06/07	16	6.3	26.7	60.0	13.3	0.0	13.3	13.3
	07/08	19	15.8	25.0	68.8	6.3	0.0	6.3	6.3
	08/09	22	4.5	28.6	66.7	4.8	0.0	4.8	4.8
Caucasian	06/07	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
	07/08	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
	08/09	5	20.0	25.0	75.0	0.0	0.0	0.0	0.0
Hispanic	08/09	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Middle Eastern	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
	08/09	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Multi-ethnic	07/08	3	66.7	0.0	100.0	0.0	0.0	0.0	0.0
	08/09	2	0.0	0.0	0.0	100.0	0.0	100.0	100.0
Other	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0
Econ. Disadv.	06/07	11	9.1	10.0	80.0	10.0	0.0	10.0	10.0
	07/08	15	20.0	16.7	75.0	8.3	0.0	8.3	8.3
	08/09	18	5.6	35.3	52.9	11.8	0.0	11.8	11.8
Special Education	06/07	4	0.0	25.0	50.0	25.0	0.0	25.0	25.0
	07/08	7	0.0	28.6	71.4	0.0	0.0	0.0	0.0
	08/09	9	22.2	57.1	28.6	14.3	0.0	14.3	14.3

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

CLEMENTE High School

2008/2009

Grade	11	Number Enrolled	% Not Tested	MME LEVELS				Proficient/Advanced	Proficient (MEAP + MI-Access)
				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/Advanced		
READING									
School Total	06/07	19	5.3	5.6	72.2	22.2	0.0	22.2	
	07/08	23	21.7	27.8	55.6	16.7	0.0	16.7	
	08/09	31	9.7	32.1	39.3	28.6	0.0	28.6	
Female	06/07	8	0.0	0.0	75.0	25.0	0.0	25.0	
	07/08	14	21.4	27.3	63.6	9.1	0.0	9.1	
	08/09	21	4.8	25.0	45.0	30.0	0.0	30.0	
Male	06/07	11	9.1	10.0	70.0	20.0	0.0	20.0	
	07/08	9	22.2	28.6	42.9	28.6	0.0	28.6	
	08/09	10	20.0	50.0	25.0	25.0	0.0	25.0	
African American	06/07	16	6.3	6.7	73.3	20.0	0.0	20.0	
	07/08	19	15.8	31.3	56.3	12.5	0.0	12.5	
	08/09	22	4.5	28.6	52.4	19.0	0.0	19.0	
Caucasian	06/07	1	0.0	0.0	0.0	100.0	0.0	100.0	
	07/08	1	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	5	20.0	75.0	0.0	25.0	0.0	25.0	
Hispanic	08/09	1	100.0	0.0	0.0	0.0	0.0	0.0	
Middle Eastern	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
	08/09	1	0.0	0.0	0.0	100.0	0.0	100.0	
Multi-ethnic	07/08	3	66.7	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	
Other	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
Econ. Disadv.	06/07	11	9.1	0.0	80.0	20.0	0.0	20.0	
	07/08	15	20.0	25.0	66.7	8.3	0.0	8.3	
	08/09	18	5.6	35.3	41.2	23.5	0.0	23.5	
Special Education	06/07	4	0.0	25.0	50.0	25.0	0.0	25.0	
	07/08	7	0.0	42.9	42.9	14.3	0.0	14.3	
	08/09	9	22.2	57.1	28.6	14.3	0.0	14.3	

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.

CLEMENTE High School

2008/2009

Grade	11	Number Enrolled	% Not Tested	MME LEVELS				Proficient/Advanced	Proficient (MEAP + MI-Access)
				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/Advanced		
WRITING									
School Total	06/07	19	5.3	22.2	77.8	0.0	0.0	0.0	
	07/08	23	21.7	22.2	72.2	5.6	0.0	5.6	
	08/09	31	3.2	20.0	73.3	6.7	0.0	6.7	
Female	06/07	8	0.0	25.0	75.0	0.0	0.0	0.0	
	07/08	14	21.4	18.2	81.8	0.0	0.0	0.0	
	08/09	21	4.8	15.0	75.0	10.0	0.0	10.0	
Male	06/07	11	9.1	20.0	80.0	0.0	0.0	0.0	
	07/08	9	22.2	28.6	57.1	14.3	0.0	14.3	
	08/09	10	0.0	30.0	70.0	0.0	0.0	0.0	
African American	06/07	16	6.3	26.7	73.3	0.0	0.0	0.0	
	07/08	19	15.8	25.0	75.0	0.0	0.0	0.0	
	08/09	22	0.0	22.7	72.7	4.5	0.0	4.5	
Caucasian	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
	07/08	1	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	5	0.0	20.0	80.0	0.0	0.0	0.0	
Hispanic	08/09	1	100.0	0.0	0.0	0.0	0.0	0.0	
Middle Eastern	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
	08/09	1	0.0	0.0	100.0	0.0	0.0	0.0	
Multi-ethnic	07/08	3	66.7	0.0	100.0	0.0	0.0	0.0	
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	
Other	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
Econ. Disadv.	06/07	11	9.1	10.0	90.0	0.0	0.0	0.0	
	07/08	15	20.0	25.0	75.0	0.0	0.0	0.0	
	08/09	18	0.0	27.8	66.7	5.6	0.0	5.6	
Special Education	06/07	4	0.0	25.0	75.0	0.0	0.0	0.0	
	07/08	7	0.0	28.6	71.4	0.0	0.0	0.0	
	08/09	9	0.0	22.2	77.8	0.0	0.0	0.0	

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Adequate Yearly Progress (AYP)

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CLEMENTE High School

2008/2009

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				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/Advanced		
MATHEMATICS									
School Total	06/07	19	5.3	66.7	11.1	22.2	0.0	22.2	22.2
	07/08	23	21.7	77.8	11.1	11.1	0.0	11.1	11.1
	08/09	31	9.7	96.4	0.0	3.6	0.0	3.6	3.6
Female	06/07	8	0.0	75.0	0.0	25.0	0.0	25.0	25.0
	07/08	14	21.4	81.8	18.2	0.0	0.0	0.0	0.0
	08/09	21	4.8	95.0	0.0	5.0	0.0	5.0	5.0
Male	06/07	11	9.1	60.0	20.0	20.0	0.0	20.0	20.0
	07/08	9	22.2	71.4	0.0	28.6	0.0	28.6	28.6
	08/09	10	20.0	100.0	0.0	0.0	0.0	0.0	0.0
African American	06/07	16	6.3	66.7	13.3	20.0	0.0	20.0	20.0
	07/08	19	15.8	81.3	12.5	6.3	0.0	6.3	6.3
	08/09	22	4.5	100.0	0.0	0.0	0.0	0.0	0.0
Caucasian	06/07	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
	07/08	1	0.0	0.0	0.0	100.0	0.0	100.0	100.0
	08/09	5	20.0	100.0	0.0	0.0	0.0	0.0	0.0
Hispanic	08/09	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0
Middle Eastern	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	08/09	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Multi-ethnic	07/08	3	66.7	100.0	0.0	0.0	0.0	0.0	0.0
	08/09	2	0.0	50.0	0.0	50.0	0.0	50.0	50.0
Other	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0
Econ. Disadv.	06/07	11	9.1	80.0	10.0	10.0	0.0	10.0	10.0
	07/08	15	20.0	83.3	8.3	8.3	0.0	8.3	8.3
	08/09	18	5.6	94.1	0.0	5.9	0.0	5.9	5.9
Special Education	06/07	4	0.0	75.0	0.0	25.0	0.0	25.0	25.0
	07/08	7	0.0	85.7	0.0	14.3	0.0	14.3	14.3
	08/09	9	22.2	100.0	0.0	0.0	0.0	0.0	0.0

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CLEMENTE High School

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Grade	11	Number Enrolled	% Not Tested	MME LEVELS				Proficient/ Advanced	Proficient (MEAP + MI-Access)
				Not Proficient	Partially Proficient	Advanced Proficient	Advanced Proficient		
SCIENCE									
School Total	06/07	19	5.3	72.2	16.7	11.1	0.0	11.1	
	07/08	23	21.7	66.7	22.2	5.6	5.6	11.2	
	08/09	31	3.2	83.3	6.7	10.0	0.0	10.0	
Female	06/07	8	0.0	87.5	12.5	0.0	0.0	0.0	
	07/08	14	21.4	81.8	18.2	0.0	0.0	0.0	
	08/09	21	4.8	85.0	5.0	10.0	0.0	10.0	
Male	06/07	11	9.1	60.0	20.0	20.0	0.0	20.0	
	07/08	9	22.2	42.9	28.6	14.3	14.3	28.6	
	08/09	10	0.0	80.0	10.0	10.0	0.0	10.0	
African American	06/07	16	6.3	73.3	20.0	6.7	0.0	6.7	
	07/08	19	15.8	75.0	18.8	6.3	0.0	6.3	
	08/09	22	0.0	86.4	4.5	9.1	0.0	9.1	
Caucasian	06/07	1	0.0	0.0	0.0	100.0	0.0	100.0	
	07/08	1	0.0	0.0	0.0	0.0	100.0	100.0	
	08/09	5	0.0	80.0	20.0	0.0	0.0	0.0	
Hispanic	08/09	1	100.0	0.0	0.0	0.0	0.0	0.0	
Middle Eastern	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	
	08/09	1	0.0	100.0	0.0	0.0	0.0	0.0	
Multi-ethnic	07/08	3	66.7	0.0	100.0	0.0	0.0	0.0	
	08/09	2	0.0	50.0	0.0	50.0	0.0	50.0	
Other	06/07	1	0.0	100.0	0.0	0.0	0.0	0.0	
Econ. Disadv.	06/07	11	9.1	80.0	20.0	0.0	0.0	0.0	
	07/08	15	20.0	58.3	33.3	8.3	0.0	8.3	
	08/09	18	0.0	88.9	0.0	11.1	0.0	11.1	
Special Education	06/07	4	0.0	75.0	0.0	25.0	0.0	25.0	
	07/08	7	0.0	85.7	14.3	0.0	0.0	0.0	
	08/09	9	0.0	88.9	11.1	0.0	0.0	0.0	

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				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/Advanced		
SOCIAL STUDIES									
School Total	06/07	19	0.0	21.1	10.5	63.2	5.3	68.5	
	07/08	23	17.4	21.1	42.1	31.6	5.3	36.9	
	08/09	31	6.5	37.9	13.8	44.8	3.4	48.2	
Female	06/07	8	0.0	25.0	12.5	62.5	0.0	62.5	
	07/08	14	21.4	18.2	45.5	36.4	0.0	36.4	
	08/09	21	0.0	38.1	14.3	42.9	4.8	47.7	
Male	06/07	11	0.0	18.2	9.1	63.6	9.1	72.7	
	07/08	9	11.1	25.0	37.5	25.0	12.5	37.5	
	08/09	10	20.0	37.5	12.5	50.0	0.0	50.0	
African American	06/07	16	0.0	25.0	6.3	68.8	0.0	68.8	
	07/08	19	10.5	23.5	47.1	29.4	0.0	29.4	
	08/09	22	4.5	42.9	19.0	38.1	0.0	38.1	
Caucasian	06/07	1	0.0	0.0	0.0	0.0	100.0	100.0	
	07/08	1	0.0	0.0	0.0	0.0	100.0	100.0	
	08/09	5	20.0	25.0	0.0	75.0	0.0	75.0	
Hispanic	08/09	1	0.0	100.0	0.0	0.0	0.0	0.0	
Middle Eastern	06/07	1	0.0	0.0	0.0	100.0	0.0	100.0	
	08/09	1	0.0	0.0	0.0	100.0	0.0	100.0	
Multi-ethnic	07/08	3	66.7	0.0	0.0	100.0	0.0	100.0	
	08/09	2	0.0	0.0	0.0	50.0	50.0	100.0	
Other	06/07	1	0.0	0.0	100.0	0.0	0.0	0.0	
Econ. Disadv.	06/07	11	0.0	18.2	18.2	63.6	0.0	63.6	
	07/08	15	13.3	30.8	23.1	46.2	0.0	46.2	
	08/09	18	5.6	41.2	23.5	29.4	5.9	35.3	
Special Education	06/07	4	0.0	0.0	25.0	50.0	25.0	75.0	
	07/08	7	0.0	14.3	71.4	14.3	0.0	14.3	
	08/09	9	22.2	57.1	0.0	42.9	0.0	42.9	

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