

2727 Fuller Road
Ann Arbor, MI 48105
(734) 994-2040
Arthur Williams, Principal

Huron 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

The mission of Huron High School is to ensure that every student will graduate with a plan for the future. We commit to a system of support to assure this outcome.

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.

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

- Budgeting for site based proposals
- Supporting staff development initiatives, identified during high school transition process
- Working well together as a group
- Communicating with the Huron community
- Merged site-based team with high school department chairs
- Transition to Smaller Learning Communities
- Provide Academic Support for all students experiencing academic, social, emotional difficulties
- Implement Rigor, Relevance and Relationships into the school
- Broaden the use of the Professional Learning Communities framework
- Expanded the use of Reading Apprenticeship

Major Issues Identified for Next Year's Team

- High School Reform and Re-design.
- Achievement for all students.
- Continue support for NCA/OA goals.
- Continue high school review and planning as Huron is restructured.
- Connecting students better to the institution.
- Continuing study and implementation of Smaller Learning Communities Concept.
- 9th grade orientation and transition activities.
- Career Pathways.
- Continue to implement strategies identified in the Huron Strategic Plan.
- Expand Credit Recovery opportunities for struggling students.
- Continue to investigate strategies for supporting and accelerating students.

2008-2009 SIT Team Members

Peter Collins, Carey Culbertson, Dottie Davis, Sara Duvall, Manjiree Nikam, Vinyak Nikam, Oscar Thomas, Kay Wade, Arthur Williams and Don Yeatts

Staff Development Activities:

- PowerSchool Workshops
- New High School Graduation Requirements Workshops
- Rigor and Relevance Workshop
- Courageous Conversations on Race
- Autism Lecture Series
- First Amendment/Civil Rights Conference
- NCA Regional Conference
- Educating for Citizenship
- CPR Training
- Working with African American Males
- Business Professional Leadership Conference
- Apple Digital Workshop
- Fetal Alcohol Syndrome Workshop
- Adolescent Psychology – EMU
- Literary Circles
- Creative Writing Prose Course
- Empower Mind Seminar
- Semitic Linguistics
- MI Health Occupational Educators Conference
- Post Traumatic Stress Disorder Workshop
- Love & Logic for Educators
- Why are all the Black Kids Sitting Together in the Cafeteria
- Introduction to Digital Video
- Nova: The Elegant Universe
- An Evening with the Brown Sisters
- Michigan Career Placement Conference
- International Automotive Technicians Network
- Kagan Win Win Discipline Workshop
- Medieval English Literature
- ESL Training
- One Mind at a Time Seminar
- Excellence in Education
- Measurement & Evaluation – EMU
- Cooperative Learning Structure
- Graph Expo
- Introduction to Counseling
- Classroom Management
- Section 504: Definition & Classroom Implications
- New Directions in Math & Science Technology
- No Disposable Kids
- Cosmic Origins
- Assessment
- "Good to Great" Faculty Book Discussion
- "Failure Is Not An Option" Summit
- Model Schools

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 Huron 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.

Parent Participation: Parents regularly volunteer to support our Booster Club, fundraising, math lab, field trips, music/drama programs and school assemblies. Parent contributions and support are crucial factors in our students' success. We are pleased to report that we continued to have excellent parent participation at our 2008-09 parent-teacher conferences and Capsule Night.

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. Huron's attendance rate for 2008/09, as calculated by the state, was 94.6%.

DISTRICT SCORES

11th Grade MME/ACT Mean Score

Composite Scores Shown based on total score of 36

Year	Asian	African American	Caucasian	Other	Total
2007/08	25.8	16.0	24.2	20.1	22.6
2008/09	26.8	16.9	25.0	21.4	23.3

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.

AAPS SAT data for the class of 2009.

Note: this is not a required test. Approximately 51% of AAPS students take the SAT.

	Verbal (Critical Reading)	Mathematics	Writing
Huron	606	643	601
District	598	623	593
State	584	603	575
National	501	515	493

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	7	936	91	388	340	57	70	57	1017	929
Percentage	0.4	48.1	4.7	19.9	17.5	2.9	3.6	2.9	52.3	47.7
Total Enrollment	1946									

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.

HURON 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	519	11.2	5.9	20.3	64.3	9.6	73.9	74.0
	07/08	555	5.6	8.7	18.1	57.5	15.6	73.1	73.5
	08/09	516	2.1	6.8	18.7	59.6	14.9	74.5	74.7
Female	06/07	245	6.5	5.3	23.2	61.0	10.5	71.5	71.6
	07/08	267	3.4	8.6	18.8	56.5	16.1	72.6	72.9
	08/09	243	1.2	6.3	15.1	58.4	20.2	78.6	78.8
Male	06/07	274	15.3	6.5	17.3	67.5	8.7	76.2	76.3
	07/08	288	7.6	8.7	17.5	58.6	15.2	73.8	74.1
	08/09	273	2.9	7.2	21.9	60.8	10.2	71.0	70.9
African American	06/07	94	17.0	14.3	49.4	36.4	0.0	36.4	37.2
	07/08	102	8.8	25.6	36.7	36.7	1.1	37.8	39.8
	08/09	101	7.9	16.3	43.5	39.1	1.1	40.2	40.9
Asian	06/07	78	6.4	4.1	19.2	53.4	23.3	76.7	76.7
	07/08	114	4.4	3.7	14.7	56.9	24.8	81.7	81.7
	08/09	71	0.0	5.7	8.6	61.4	24.3	85.7	85.9
Caucasian	06/07	274	9.1	2.4	10.4	77.1	10.0	87.1	87.1
	07/08	267	4.1	2.8	10.3	67.6	19.4	87.0	87.1
	08/09	278	1.1	3.3	10.2	68.7	17.8	86.5	86.5
Hispanic	06/07	28	32.1	27.8	16.7	50.0	5.6	55.6	57.9
	07/08	19	15.8	25.0	50.0	25.0	0.0	25.0	25.0
	08/09	24	0.0	16.7	37.5	41.7	4.2	45.9	45.8
Middle Eastern	06/07	23	4.3	0.0	40.9	54.5	4.5	59.0	59.1
	07/08	17	5.9	12.5	18.8	68.8	0.0	68.8	68.8
	08/09	16	0.0	12.5	18.8	56.3	12.5	68.8	68.8
Multi-ethnic	06/07	7	14.3	16.7	16.7	66.7	0.0	66.7	66.7
	07/08	14	7.1	15.4	7.7	61.5	15.4	76.9	76.9
	08/09	24	0.0	0.0	29.2	50.0	20.8	70.8	70.8
Other	06/07	15	6.7	7.1	14.3	78.6	0.0	78.6	78.6
	07/08	22	4.5	14.3	33.3	42.9	9.5	52.4	52.4
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	50.0
Econ. Disadv.	06/07	64	23.4	25.0	39.6	35.4	0.0	35.4	36.7
	07/08	92	9.8	28.8	41.3	26.3	3.8	30.1	32.5
	08/09	64	7.8	22.0	44.1	30.5	3.4	33.9	33.9
Special Education	06/07	52	28.8	34.3	40.0	25.7	0.0	25.7	29.7
	07/08	52	21.2	54.3	22.9	17.1	5.7	22.8	34.1
	08/09	39	2.6	27.8	50.0	19.4	2.8	22.2	26.3
LEP	06/07	19	31.6	38.5	38.5	23.1	0.0	23.1	23.1
	07/08	16	25.0	33.3	66.7	0.0	0.0	0.0	0.0
	08/09	19	0.0	52.6	47.4	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.

HURON 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	519	8.1	9.9	13.3	67.8	9.1	76.9	
	07/08	555	5.8	10.9	12.6	61.2	15.3	76.5	
	08/09	516	1.9	7.1	14.7	64.9	13.3	78.2	
Female	06/07	245	4.5	10.3	15.0	65.2	9.4	74.6	
	07/08	267	4.1	11.7	12.1	61.3	14.8	76.1	
	08/09	243	1.2	5.0	13.4	66.0	15.5	81.5	
Male	06/07	274	11.3	9.5	11.6	70.2	8.7	78.9	
	07/08	288	7.3	10.1	13.1	61.0	15.7	76.7	
	08/09	273	2.6	9.0	15.8	63.9	11.3	75.2	
African American	06/07	94	14.9	21.5	34.2	43.0	1.3	44.3	
	07/08	102	7.8	29.8	25.5	43.6	1.1	44.7	
	08/09	101	7.9	15.2	32.6	52.2	0.0	52.2	
Asian	06/07	78	5.1	6.8	14.9	59.5	18.9	78.4	
	07/08	114	4.4	6.4	10.1	62.4	21.1	83.5	
	08/09	71	0.0	8.6	5.7	64.3	21.4	85.7	
Caucasian	06/07	274	5.8	4.7	7.0	77.9	10.5	88.4	
	07/08	267	5.2	3.2	8.3	68.0	20.6	88.6	
	08/09	278	0.7	2.9	9.1	72.8	15.2	88.0	
Hispanic	06/07	28	21.4	33.3	19.0	47.6	0.0	47.6	
	07/08	19	15.8	25.0	18.8	56.3	0.0	56.3	
	08/09	24	0.0	12.5	29.2	54.2	4.2	58.4	
Middle Eastern	06/07	23	4.3	9.1	13.6	72.7	4.5	77.2	
	07/08	17	5.9	18.8	18.8	62.5	0.0	62.5	
	08/09	16	0.0	12.5	12.5	62.5	12.5	75.0	
Multi-ethnic	06/07	7	14.3	33.3	0.0	66.7	0.0	66.7	
	07/08	14	7.1	15.4	0.0	76.9	7.7	84.6	
	08/09	24	0.0	12.5	20.8	37.5	29.2	66.7	
Other	06/07	15	0.0	13.3	0.0	86.7	0.0	86.7	
	07/08	22	0.0	22.7	18.2	45.5	13.6	59.1	
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	
Econ. Disadv.	06/07	64	18.8	35.3	19.6	45.1	0.0	45.1	
	07/08	92	10.9	29.3	29.3	37.8	3.7	41.5	
	08/09	64	7.8	18.6	35.6	42.4	3.4	45.8	
Special Education	06/07	52	21.2	41.0	30.8	25.6	2.6	28.2	
	07/08	52	28.8	43.2	35.1	16.2	5.4	21.6	
	08/09	39	0.0	27.0	35.1	35.1	2.7	37.8	
LEP	06/07	19	15.8	68.8	12.5	18.8	0.0	18.8	
	07/08	16	25.0	58.3	33.3	8.3	0.0	8.3	
	08/09	19	0.0	52.6	36.8	10.5	0.0	10.5	

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.

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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	519	11.0	3.9	28.9	57.6	9.6	67.2	
	07/08	555	6.7	6.4	25.1	52.1	16.4	68.5	
	08/09	516	1.6	6.1	24.3	53.4	16.2	69.6	
Female	06/07	245	6.5	3.1	31.1	54.8	11.0	65.8	
	07/08	267	4.5	5.1	27.1	49.8	18.0	67.8	
	08/09	243	0.4	6.3	19.6	52.9	21.3	74.2	
Male	06/07	274	15.0	4.7	26.7	60.3	8.2	68.5	
	07/08	288	8.7	7.6	23.2	54.4	14.8	69.2	
	08/09	273	2.6	6.0	28.6	53.8	11.7	65.5	
African American	06/07	94	17.0	10.4	61.0	28.6	0.0	28.6	
	07/08	102	11.8	21.1	48.9	28.9	1.1	30.0	
	08/09	101	5.0	14.7	57.9	26.3	1.1	27.4	
Asian	06/07	78	6.4	1.4	21.9	50.7	26.0	76.7	
	07/08	114	4.4	2.8	17.4	51.4	28.4	79.8	
	08/09	71	0.0	5.7	12.9	48.6	32.9	81.5	
Caucasian	06/07	274	8.8	1.2	18.8	71.2	8.8	80.0	
	07/08	267	5.2	1.6	16.2	62.8	19.4	82.2	
	08/09	278	1.1	2.9	13.5	64.7	18.9	83.6	
Hispanic	06/07	28	32.1	22.2	33.3	33.3	11.1	44.4	
	07/08	19	15.8	12.5	62.5	25.0	0.0	25.0	
	08/09	24	0.0	16.7	41.7	37.5	4.2	41.7	
Middle Eastern	06/07	23	4.3	4.5	45.5	45.5	4.5	50.0	
	07/08	17	5.9	6.3	31.3	62.5	0.0	62.5	
	08/09	16	0.0	6.3	37.5	43.8	12.5	56.3	
Multi-ethnic	06/07	7	14.3	16.7	16.7	66.7	0.0	66.7	
	07/08	14	7.1	15.4	15.4	53.8	15.4	69.2	
	08/09	24	0.0	0.0	20.8	66.7	12.5	79.2	
Other	06/07	15	6.7	0.0	42.9	57.1	0.0	57.1	
	07/08	22	4.5	9.5	42.9	38.1	9.5	47.6	
	08/09	2	0.0	0.0	50.0	50.0	0.0	50.0	
Econ. Disadv.	06/07	64	23.4	18.8	54.2	27.1	0.0	27.1	
	07/08	92	13.0	25.0	48.8	22.5	3.8	26.3	
	08/09	64	4.7	16.4	55.7	27.9	0.0	27.9	
Special Education	06/07	52	26.9	25.0	63.9	11.1	0.0	11.1	
	07/08	52	32.7	45.7	37.1	14.3	2.9	17.2	
	08/09	39	2.6	22.2	61.1	13.9	2.8	16.7	
LEP	06/07	19	31.6	23.1	46.2	30.8	0.0	30.8	
	07/08	16	25.0	33.3	66.7	0.0	0.0	0.0	
	08/09	19	0.0	42.1	52.6	5.3	0.0	5.3	

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				Not Proficient	Partially Proficient	Advanced Proficient	Proficient/Advanced		
MATHEMATICS									
School Total	06/07	519	7.9	17.2	9.9	37.0	35.9	72.9	73.0
	07/08	555	4.9	20.5	7.3	30.5	41.8	72.3	72.3
	08/09	516	2.1	18.1	7.2	34.8	40.0	74.8	74.9
Female	06/07	245	4.5	20.2	10.3	39.1	30.5	69.6	69.7
	07/08	267	3.4	22.0	7.1	34.9	36.1	71.0	71.3
	08/09	243	1.2	18.9	5.9	41.2	34.0	75.2	75.4
Male	06/07	274	10.9	14.4	9.5	35.0	41.2	76.2	76.2
	07/08	288	6.3	19.1	7.5	26.2	47.2	73.4	73.3
	08/09	273	2.9	17.4	8.3	29.1	45.3	74.4	74.3
African American	06/07	94	14.9	49.4	20.3	27.8	2.5	30.3	31.3
	07/08	102	4.9	58.5	8.5	27.7	5.3	33.0	35.1
	08/09	101	7.9	53.3	14.1	29.3	3.3	32.6	33.3
Asian	06/07	78	5.1	6.8	5.4	18.9	68.9	87.8	87.8
	07/08	114	4.4	7.3	2.8	22.9	67.0	89.9	89.9
	08/09	71	0.0	5.7	1.4	22.9	70.0	92.9	93.0
Caucasian	06/07	274	5.5	8.1	7.3	43.6	40.9	84.5	84.6
	07/08	267	4.1	9.1	6.7	36.4	47.8	84.2	84.0
	08/09	278	0.7	7.2	5.4	39.9	47.5	87.4	87.3
Hispanic	06/07	28	21.4	42.9	19.0	28.6	9.5	38.1	40.9
	07/08	19	15.8	50.0	25.0	6.3	18.8	25.1	25.0
	08/09	24	4.2	39.1	8.7	43.5	8.7	52.2	52.2
Middle Eastern	06/07	23	4.3	13.6	13.6	50.0	22.7	72.7	72.7
	07/08	17	5.9	18.8	12.5	31.3	37.5	68.8	68.8
	08/09	16	0.0	12.5	25.0	31.3	31.3	62.6	62.5
Multi-ethnic	06/07	7	14.3	33.3	0.0	66.7	0.0	66.7	66.7
	07/08	14	14.3	16.7	8.3	41.7	33.3	75.0	75.0
	08/09	24	0.0	25.0	4.2	25.0	45.8	70.8	70.8
Other	06/07	15	0.0	20.0	6.7	40.0	33.3	73.3	73.3
	07/08	22	0.0	36.4	13.6	22.7	27.3	50.0	50.0
	08/09	2	0.0	50.0	0.0	50.0	0.0	50.0	50.0
Econ. Disadv.	06/07	64	18.8	43.1	21.6	33.3	2.0	35.3	36.5
	07/08	92	7.6	57.3	11.0	22.0	9.8	31.8	34.1
	08/09	64	7.8	57.6	10.2	25.4	6.8	32.2	32.2
Special Education	06/07	52	19.2	65.0	12.5	15.0	7.5	22.5	26.2
	07/08	52	17.3	70.3	8.1	16.2	5.4	21.6	30.2
	08/09	39	0.0	54.1	24.3	16.2	5.4	21.6	25.6
LEP	06/07	19	15.8	50.0	12.5	31.3	6.3	37.6	37.5
	07/08	16	31.3	54.5	9.1	27.3	9.1	36.4	36.4
	08/09	19	0.0	47.4	26.3	26.3	0.0	26.3	26.3

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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.

HURON 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		
SCIENCE									
School Total	06/07	519	9.1	13.2	9.8	54.9	22.1	77.0	
	07/08	555	5.2	16.9	8.8	47.7	26.5	74.2	
	08/09	516	1.9	17.1	6.3	46.2	30.4	76.6	
Female	06/07	245	5.7	15.2	9.6	58.3	17.0	75.3	
	07/08	267	3.4	17.6	10.2	53.3	18.8	72.1	
	08/09	243	1.2	17.2	8.0	47.9	26.9	74.8	
Male	06/07	274	12.0	11.3	10.0	51.7	27.1	78.8	
	07/08	288	6.9	16.2	7.5	42.3	34.0	76.3	
	08/09	273	2.6	16.9	4.9	44.7	33.5	78.2	
African American	06/07	94	14.9	39.2	20.3	35.4	5.1	40.5	
	07/08	102	6.9	46.7	17.4	32.6	3.3	35.9	
	08/09	101	6.9	46.2	9.7	40.9	3.2	44.1	
Asian	06/07	78	5.1	5.4	9.5	37.8	47.3	85.1	
	07/08	114	4.4	10.1	4.6	52.3	33.0	85.3	
	08/09	71	0.0	10.0	5.7	28.6	55.7	84.3	
Caucasian	06/07	274	7.3	3.9	7.1	66.1	22.8	88.9	
	07/08	267	4.1	5.9	5.9	53.0	35.2	88.2	
	08/09	278	0.7	6.5	5.1	52.5	35.9	88.4	
Hispanic	06/07	28	25.0	35.0	5.0	55.0	5.0	60.0	
	07/08	19	15.8	43.8	18.8	37.5	0.0	37.5	
	08/09	24	4.2	39.1	13.0	39.1	8.7	47.8	
Middle Eastern	06/07	23	4.3	18.2	18.2	45.5	18.2	63.7	
	07/08	17	5.9	25.0	18.8	50.0	6.3	56.3	
	08/09	16	0.0	18.8	6.3	50.0	25.0	75.0	
Multi-ethnic	06/07	7	14.3	33.3	0.0	66.7	0.0	66.7	
	07/08	14	7.1	15.4	15.4	30.8	38.5	69.3	
	08/09	24	0.0	20.8	4.2	50.0	25.0	75.0	
Other	06/07	15	0.0	26.7	0.0	60.0	13.3	73.3	
	07/08	22	4.5	28.6	9.5	42.9	19.0	61.9	
	08/09	2	0.0	50.0	0.0	50.0	0.0	50.0	
Econ. Disadv.	06/07	64	18.8	49.0	19.6	29.4	2.0	31.4	
	07/08	92	9.8	51.3	16.3	23.8	8.8	32.6	
	08/09	64	6.3	50.0	10.0	33.3	6.7	40.0	
Special Education	06/07	52	21.2	53.8	7.7	35.9	2.6	38.5	
	07/08	52	17.3	62.2	10.8	21.6	5.4	27.0	
	08/09	39	0.0	51.4	10.8	35.1	2.7	37.8	
LEP	06/07	19	15.8	50.0	18.8	31.3	0.0	31.3	
	07/08	16	25.0	66.7	25.0	8.3	0.0	8.3	
	08/09	19	0.0	84.2	15.8	0.0	0.0	0.0	

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Adequate Yearly Progress (AYP)

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HURON High School

2008/2009

Grade 11

MME LEVELS

Proficient
(MEAP +
MI-Access)

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Advanced Proficient	Proficient/ Advanced		
SOCIAL STUDIES									
School Total	06/07	519	8.9	3.6	6.2	32.5	57.7	90.2	
	07/08	555	6.3	4.8	11.0	28.1	56.2	84.3	
	08/09	516	1.9	3.4	7.1	29.0	60.5	89.5	
Female	06/07	245	4.9	2.6	7.3	37.1	53.0	90.1	
	07/08	267	4.5	4.7	12.5	35.7	47.1	82.8	
	08/09	243	0.8	4.6	6.7	30.5	58.2	88.7	
Male	06/07	274	12.4	4.6	5.0	28.0	62.3	90.3	
	07/08	288	8.0	4.9	9.4	20.8	64.9	85.7	
	08/09	273	2.9	2.3	7.5	27.5	62.6	90.1	
African American	06/07	94	13.8	6.3	16.3	52.5	25.0	77.5	
	07/08	102	9.8	16.3	26.1	42.4	15.2	57.6	
	08/09	101	7.9	9.8	15.2	55.4	19.6	75.0	
Asian	06/07	78	2.6	3.9	6.6	19.7	69.7	89.4	
	07/08	114	4.4	2.8	7.3	26.6	63.3	89.9	
	08/09	71	0.0	2.9	5.7	17.1	74.3	91.4	
Caucasian	06/07	274	7.3	1.6	2.0	26.4	70.1	96.5	
	07/08	267	5.2	1.6	4.7	22.9	70.8	93.7	
	08/09	278	0.4	1.1	3.6	22.4	72.9	95.3	
Hispanic	06/07	28	32.1	27.8	0.0	38.9	33.3	72.2	
	07/08	19	15.8	12.5	18.8	43.8	25.0	68.8	
	08/09	24	4.2	8.7	21.7	30.4	39.1	69.5	
Middle Eastern	06/07	23	0.0	0.0	17.4	47.8	34.8	82.6	
	07/08	17	5.9	6.3	12.5	37.5	43.8	81.3	
	08/09	16	0.0	0.0	12.5	31.3	56.3	87.6	
Multi-ethnic	06/07	7	14.3	0.0	16.7	50.0	33.3	83.3	
	07/08	14	7.1	0.0	23.1	15.4	61.5	76.9	
	08/09	24	0.0	4.2	4.2	29.2	62.5	91.7	
Other	06/07	15	6.7	0.0	7.1	57.1	35.7	92.8	
	07/08	22	4.5	0.0	23.8	23.8	52.4	76.2	
	08/09	2	0.0	0.0	0.0	100.0	0.0	100.0	
Econ. Disadv.	06/07	64	21.9	16.3	16.3	44.9	22.4	67.3	
	07/08	92	13.0	16.3	31.3	31.3	21.3	52.6	
	08/09	64	7.8	13.6	20.3	44.1	22.0	66.1	
Special Education	06/07	52	19.2	22.5	25.0	37.5	15.0	52.5	
	07/08	52	28.8	32.4	32.4	18.9	16.2	35.1	
	08/09	39	0.0	8.1	35.1	37.8	18.9	56.7	
LEP	06/07	19	31.6	38.5	15.4	30.8	15.4	46.2	
	07/08	16	25.0	16.7	66.7	16.7	0.0	16.7	
	08/09	19	0.0	21.1	42.1	36.8	0.0	36.8	

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