



LARSON ELEMENTARY SCHOOL

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Harrison, MI
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School Annual Education Report (AER) Cover Letter

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Robert M. Larson Elementary School . The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Julie A. Rosekrans, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.harrisonschools.com or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of it's student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels OR has been identified as a Reward School OR Focus School OR Priority School.

During the 2012 – 2013 school year staff analyzed state assessment data and determined that students struggle in the area of Reading Comprehension and Math in all areas.

READING- On the 2012-2013 MEAP, 43.9% of the third grade students were proficient on the reading MEAP assessment. Furthermore, the gap in Reading between non-economically disadvantaged students/economically disadvantaged students is 10.5%. The gap between males/females is 13.9%. The gap between non-disabled and disabled students is a concern.

MATH- On the 2012-2013 MEAP, 22.2% of the third grade students were proficient on the math MEAP assessment. Again the gap between non-disabled and disabled students is a concern.

To address both areas staff implemented a Collaborative Intervention time in the school schedule. To decrease the achievement gap while increasing all students' achievement, a Common Intervention will be implemented that focuses on students' at risk of academic failure and there are of need. The Intervention will be implemented with fidelity using best practice strategies, small group instruction, and professional development. To evaluate student growth the building will use Reading and Math benchmark assessments

Description of the School

Larson Elementary Schools serves students in Kindergarten, First Grade and Second Grade. Programs and services provided at the school include English Language Arts, Mathematics, Science, Social Studies, school-wide Title I Support, Family and Community Liaison, Police Liaison, School Nurse, Early Childhood Program, Balanced Literacy Framework, Young Authors, Study Ladder, Breakfast Program, Parent Workshops, Family Nights, SPARKS, PTO, Skyward Reporting for Parents, Technology, Music Programs, Health and Wellness, Extended Learning Opportunities, and Community Collaboration and Support. We employ the most up-to date, research based instructional practices. Our friendly, caring atmosphere provides our students with a great place to learn.

The staff at Larson Elementary will diligently continue to collect and analyze student data in order to make informed educational decisions for all students. Additionally, the data will also drive our professional development needs as outlined in our school improvement plan. We are committed to providing the best education and latest technology for our students at Larson Elementary School. Each room has a document camera, LCD projector and 3-5 Ipads. Our safe, friendly and positive atmosphere

ensures that our students feel secure, relaxed and cared for as they learn and achieve throughout the school year. We also provide parents with a parent resource center filled with materials and information to help their child at home. Our Family and Community Liaison along with the staff strive to make parental involvement a top priority since the link between positive family engagement and student achievement is great.

Process for Assigning Pupils to the School

All district pupils in Kindergarten, First Grade and Second Grade are assigned to Larson Elementary School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

School Improvement Process

School improvement at Larson Elementary School is an ongoing process. Believing that all students can learn, the school improvement document is designed to increase students' level of academic achievement and help them become life-long learners. Our current school improvement 3-5 year plan is in its second year of implementation. In the development of our plan, the staff at Larson has investigated best practices as indicated in research. We recognize the impact that highly effective strategies and instruction can have on student success. As we address our Grade Level Expectations and core academic standards, we look for the best possible methods of teaching for mastery. Workshops, conferences and in-services are attended by staff in an effort to stay current with effective practices. We identify professional development needs based on our school goals, assessment data, and teacher need. Access to the internet has made it possible for staff to research and obtain information on a wide variety of subjects, strategies and programs in a short period of time.

Larson Elementary School strives towards meeting the No Child Left Behind and Education YES! Initiatives. The core academic areas are the focus of our school improvement plan along with providing meaningful parent involvement programs and activities, teacher education and professional development. The staff is committed to ensuring that the students enjoy a safe, drug free environment where they can contribute positively as members of the school community.

Status of School Improvement Plan

A copy of the School Improvement Plan is available on the school website at www.harrisonschools.com and a paper copy can be accessed from the principal's office or parent resource area. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Goal 1 Reading All students at Larson Elementary School will make progress towards becoming proficient readers.			
Strategy: Family and Community Engagement Families will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys. Families and community will be stakeholders in the school improvement process through increased knowledge and engagement.		X	
Strategy: Curriculum Alignment: Teachers will systemically implement the district curriculum with fidelity. Teachers will focus on the alignment of the Common Core State Standards, including pacing guides, assessments, unit plans, lesson plans and instruction. The curriculum will include the necessary elements of the Reading Practices.		X	
Strategy: Technology Teachers will incorporate technology across the curriculum through grade level technology benchmarks. Technology tools and professional development will be implemented to enhance general instruction and improve technology literacy.		X	
Strategy: Timely and Appropriate Intervention Teachers will use data to identify students who are at risk of academic failure. Instructional interventions will be provided based on students' need in their area of weakness.		X	
Goal 2 Writing All students at Larson Elementary School will make progress in becoming proficient in writing.			
Strategy: Family and Community Engagement Families will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on		X	

data and parent input based on surveys. Families and community will be stakeholders in the school improvement process through increased knowledge and engagement.			
Strategy: Curriculum Alignment: Teachers will systemically implement the district curriculum with fidelity. Teachers will focus on the alignment of the Common Core State Standards, including pacing guides, assessments, unit plans, lesson plans and instruction. The curriculum will include the necessary elements of Write From the Beginning and informational writing across the curriculum.		X	
Strategy: Technology Teachers will incorporate technology across the curriculum through grade level technology benchmarks. Technology tools and professional development will be implemented to enhance general instruction and improve technology literacy.		X	
Strategy: Timely and Appropriate Intervention Teachers will use data to identify students who are at risk of academic failure. Instructional interventions will be provided based on students' need in their area of weakness.		X	
Goal 3 Mathematics All students at Larson Elementary School will make progress in becoming proficient in math.			
Strategy: Family and Community Engagement Families will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys. Families and community will be stakeholders in the school improvement process through increased knowledge and engagement.		X	
Strategy: Curriculum Alignment: Teachers will systemically implement the district curriculum with fidelity. Teachers will focus on the alignment of the Common Core State Standards, including pacing guides, assessments, unit plans, lesson plans and instruction. The curriculum will include the necessary elements of the Mathematical Practices.		X	
Strategy: Technology Teachers will incorporate technology across the curriculum through grade level technology benchmarks. Technology tools and professional development will be implemented to enhance general instruction and improve technology literacy.		X	
Strategy: Timely and Appropriate Intervention Teachers will use data to identify students who are at risk of academic failure. Instructional interventions will be provided based on students' need in their area of weakness.		X	
Goal 4 Science All students at Larson Elementary School will make progress at becoming proficient in science.			
Strategy: Family and Community Engagement Families will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on		X	

data and parent input based on surveys. Families and community will be stakeholders in the school improvement process through increased knowledge and engagement.			
Strategy: Curriculum Alignment: Teachers will systemically implement the district curriculum with fidelity. Teachers will focus on the alignment of the Common Core State Standards/Next Generation Science including pacing guides, assessments, unit plans, lesson plans and instruction. The curriculum will include the necessary elements of the eight sciences and engineering practices.		X	
Strategy: Technology Teachers will incorporate technology across the curriculum through grade level technology benchmarks. Technology tools and professional development will be implemented to enhance general instruction and improve technology literacy.		X	
Strategy: Timely and Appropriate Intervention Teachers will use data to identify students who are at risk of academic failure. Instructional interventions will be provided based on students' need in their area of weakness.			
Goal 5 Social Studies All students at Larson Elementary School will make progress at becoming proficient in social studies.			
Strategy: Family and Community Engagement Families will learn how to support their child's learning at home in reading through evidenced based workshops and activities presented by school staff. Topics will be determined by academic need based on data and parent input based on surveys. Families and community will be stakeholders in the school improvement process through increased knowledge and engagement.		X	
Strategy: Curriculum Alignment: Teachers will systemically implement the district curriculum with fidelity. Teachers will focus on the alignment of the Common Core State Standards, including pacing guides, assessments, unit plans, lesson plans and instruction.		X	
Strategy: Technology Teachers will incorporate technology across the curriculum through grade level technology benchmarks. Technology tools and professional development will be implemented to enhance general instruction and improve technology literacy.		X	
Strategy: Timely and Appropriate Intervention Teachers will use data to identify students who are at risk of academic failure. Instructional interventions will be provided based on students' need in their area of weakness.		X	

Core Curriculum Status

Larson Elementary School has been working on transitioning to the Common Core State Standards. Each grade level is responsible to update their curriculum maps,

pacing guides, and assessments/evaluations. A copy of the Core Curriculum is available in the principal's office either electronically or by paper format. Also, staff members have content/grade level documents in their classrooms. During the 2013-2014 school year staff will finalize all curriculum and will begin implementing in the classrooms. To this time we are not making any variances from the State's Model.

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize Benchmark Education Literacy, Write From the Beginning and supplemental resources, which are verified by research conducted by the school improvement team and district curriculum committees. The entire staff will continually to upgrade instruction skills in language arts and attends professional development activities.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education. Building educators utilize My Math and supplemental resources verified by research conducted by the school improvement team and district curriculum committees. The entire staff will continually to upgrade instruction skills in mathematics and attends professional development activities.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators will utilize the Next Science Generation practices in the 2013/2014 school year. The entire staff will continually to upgrade instruction skills in the science practices and attends professional development activities.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the Micitizenship curriculum along with supplemental resources verified by the building school improvement team, and district curriculum team. The entire staff will continually to upgrade instruction skills in the science practices and attends professional development activities.

Highly Qualified Staff

Larson Elementary School is committed to making sure that all of its teachers and staff are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001. Currently each of the buildings teachers holds a valid State of Michigan teaching certificate for the position to which he or she is assigned. NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Education Personnel (REP), 100% of Larson Elementary Teachers met the highly qualified standards for the classes they teach.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Annual Education Report

Hillside Elementary School

[Student Assessment](#) | [Accountability](#) | [Teacher Quality](#) | [NAEP](#)

Michigan Educational Assessment Program (MEAP)

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Advanced (Level 1)</u>	<u>% Proficient (Level 2)</u>	<u>% Partially Proficient (Level 3)</u>	<u>% Not Proficient (Level 4)</u>	
Mathematics										
3rd Grade										
All Students	2011-12	100%			100%	36.3%	25%	25%	< 10 25%	28.8% 46.2%
All Students	2012-13	100%			100%	40.9%	22.2%	22.2%	< 10 22.2%	19.4% 58.3%
African American	2011-12	< 10			< 10	14.5%	< 10	< 10	< 10 < 10	< 10 < 10
American Indian	2012-13	< 10			< 10	30.6%	< 10	< 10	< 10 < 10	< 10 < 10
Asian	2012-13	< 10			< 10	65.6%	< 10	< 10	< 10 < 10	< 10 < 10
Hispanic of Any Race	2011-12	< 10			< 10	23%	< 10	< 10	< 10 < 10	< 10 < 10
Hispanic of Any Race	2012-13	< 10			< 10	25.7%	< 10	< 10	< 10 < 10	< 10 < 10
Two or More Races	2011-12	< 10			< 10	34.4%	< 10	< 10	< 10 < 10	< 10 < 10
Two or More Races	2012-13	< 10			< 10	40%	< 10	< 10	< 10 < 10	< 10 < 10
White	2011-12	100%			100%	42.3%	25.8%	25.8%	< 10 25.8%	28.9% 45.4%
White	2012-13	100%			100%	47.4%	21.2%	21.2%	< 10 21.2%	20.2% 58.6%
Female	2011-	100%			100%	34.9%	< 10	< 10	< 10 < 10	22% 60%

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Advanced (Level 1)</u>	<u>% Proficient (Level 2)</u>	<u>% Partially Proficient (Level 3)</u>	<u>% Not Proficient (Level 4)</u>			
	Two or More Races			2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10	
	White			2011-12	98.8%	45.7%	15.2%	15.2%	< 10	15.2%	25.3%	59.5%
	White			2012-13	100%	52.4%	24.3%	24.3%	< 10	23.4%	14.4%	61.3%
	Female			2011-12	97.6%	37.5%	< 10	< 10	< 10	< 10	< 10	65.9%
	Female			2012-13	100%	43.9%	24.2%	24.2%	< 10	24.2%	< 10	61.3%
	Male			2011-12	100%	41.6%	< 10	< 10	< 10	< 10	28.2%	51.3%
	Male			2012-13	100%	47.5%	26%	26%	< 10	24%	< 10	60%
	Economically Disadvantaged			2011-12	100%	24.9%	< 10	< 10	< 10	< 10	19.6%	69.6%
	Economically Disadvantaged			2012-13	100%	30.3%	25.6%	25.6%	< 10	24.4%	11.6%	62.8%
	Students With Disabilities			2011-12	100%	16%	< 10	< 10	< 10	< 10	< 10	80%
	Students With Disabilities			2012-13	100%	19.9%	< 10	< 10	< 10	< 10	< 10	80%
Reading												
	3rd Grade											
	All Students			2011-12	100%	62.4%	47.1%	47.1%	< 10	40.4%	38.5%	14.4%
	All Students			2012-13	100%	66.5%	43.9%	43.9%	< 10	41.1%	28%	28%
	African American			2011-12	< 10	38.4%	< 10	< 10	< 10	< 10	< 10	< 10
	American Indian			2012-13	< 10	60.9%	< 10	< 10	< 10	< 10	< 10	< 10
	Asian			2012-13	< 10	79%	< 10	< 10	< 10	< 10	< 10	< 10
	Hispanic of Any Race			2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10	< 10
	Hispanic of Any Race			2012-13	< 10	53.5%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2011-12	< 10	63%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2012-13	< 10	67.6%	< 10	< 10	< 10	< 10	< 10	< 10
	White			2011-12	100%	69.8%	47.4%	47.4%	< 10	40.2%	38.1%	14.4%
	White			2012-13	100%	73%	43.9%	43.9%	< 10	40.8%	27.6%	28.6%
	Female			2011-12	100%	65.9%	48%	48%	< 10	40%	36%	< 10
	Female			2012-13	100%	70.2%	50.9%	50.9%	< 10	49.1%	32.1%	< 10
	Male			2011-12	100%	59%	46.3%	46.3%	< 10	40.7%	40.7%	< 10
	Male			2012-13	100%	63%	37%	37%	< 10	33.3%	24.1%	38.9%
	Economically Disadvantaged			2011-	100%	49.5%	40.8%	40.8%	< 10	39.4%	39.4%	19.7%

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Advanced (Level 1)</u>	<u>% Proficient (Level 2)</u>	<u>% Partially Proficient (Level 3)</u>	<u>% Not Proficient (Level 4)</u>			
				12								
	Economically Disadvantaged			2012-13	100%	53.8%	41.7%	41.7%	< 10	39.3%	27.4%	31%
	Students With Disabilities			2011-12	100%	34.3%	< 10	< 10	< 10	< 10	< 10	< 10
	Students With Disabilities			2012-13	< 10	37.9%	< 10	< 10	< 10	< 10	< 10	< 10
	4th Grade											
	All Students			2011-12	100%	67.7%	56.8%	56.8%	< 10	50.5%	24.3%	18.9%
	All Students			2012-13	100%	68.1%	53.2%	53.2%	< 10	50%	37.2%	< 10
	African American			2012-13	< 10	43%	< 10	< 10	< 10	< 10	< 10	< 10
	Hispanic of Any Race			2012-13	< 10	57.5%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2011-12	< 10	66.6%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2012-13	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
	White			2011-12	100%	74.4%	56.4%	56.4%	< 10	50%	24.5%	19.1%
	White			2012-13	100%	75.1%	53.9%	53.9%	< 10	50.6%	36%	< 10
	Female			2011-12	100%	71.7%	61%	61%	< 10	57.6%	25.4%	< 10
	Female			2012-13	100%	71.1%	52.1%	52.1%	< 10	47.9%	39.6%	< 10
	Male			2011-12	100%	63.7%	51.9%	51.9%	< 10	42.3%	23.1%	25%
	Male			2012-13	100%	65.1%	54.3%	54.3%	< 10	52.2%	34.8%	< 10
	Economically Disadvantaged			2011-12	100%	55%	54%	54%	< 10	48.3%	24.1%	21.8%
	Economically Disadvantaged			2012-13	100%	55.1%	45.6%	45.6%	< 10	44.1%	42.6%	< 10
	Students With Disabilities			2011-12	100%	35%	< 10	< 10	< 10	< 10	< 10	52%
	Students With Disabilities			2012-13	100%	38.3%	< 10	< 10	< 10	< 10	< 10	< 10
	5th Grade											
	All Students			2011-12	98.8%	68.8%	56.3%	56.3%	< 10	53.8%	27.5%	16.3%
	All Students			2012-13	100%	70.4%	59.8%	59.8%	8.9%	50.9%	20.5%	19.6%
	Two or More Races			2011-12	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2012-13	< 10	70.4%	< 10	< 10	< 10	< 10	< 10	< 10
	White			2011-12	98.8%	74.8%	55.7%	55.7%	< 10	53.2%	27.8%	16.5%
	White			2012-13	100%	76.9%	59.5%	59.5%	< 10	51.4%	20.7%	19.8%
	Female			2011-12	97.6%	71.7%	61%	61%	< 10	58.5%	< 10	< 10

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Advanced (Level 1)</u>	<u>% Proficient (Level 2)</u>	<u>% Partially Proficient (Level 3)</u>	<u>% Not Proficient (Level 4)</u>			
	Female			2012-13	100%	74.1%	64.5%	64.5%	< 10	56.5%	19.4%	16.1%
	Male			2011-12	100%	65.9%	51.3%	51.3%	< 10	48.7%	35.9%	< 10
	Male			2012-13	100%	66.8%	54%	54%	< 10	44%	22%	24%
	Economically Disadvantaged			2011-12	100%	56.1%	48.2%	48.2%	< 10	48.2%	28.6%	23.2%
	Economically Disadvantaged			2012-13	100%	57.9%	57%	57%	< 10	47.7%	18.6%	24.4%
	Students With Disabilities			2011-12	100%	34.2%	< 10	< 10	< 10	< 10	< 10	< 10
	Students With Disabilities			2012-13	100%	36.6%	< 10	< 10	< 10	< 10	< 10	50%
Science												
	5th Grade											
	All Students			2011-12	98.8%	15.3%	< 10	< 10	< 10	< 10	30.5%	63.4%
	All Students			2012-13	100%	13.1%	< 10	< 10	< 10	< 10	31.7%	64.2%
	African American			2011-12	< 10	3.2%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10	< 10
	Two or More Races			2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
	White			2011-12	98.8%	18.9%	< 10	< 10	< 10	< 10	30%	63.7%
	White			2012-13	100%	16%	< 10	< 10	< 10	< 10	31.1%	64.7%
	Female			2011-12	97.7%	13.6%	< 10	< 10	< 10	< 10	26.2%	69%
	Female			2012-13	100%	11.6%	< 10	< 10	< 10	< 10	27.7%	69.2%
	Male			2011-12	100%	17%	< 10	< 10	< 10	< 10	35%	57.5%
	Male			2012-13	100%	14.5%	< 10	< 10	< 10	< 10	36.4%	58.2%
	Economically Disadvantaged			2011-12	100%	7%	< 10	< 10	< 10	< 10	24.1%	74.1%
	Economically Disadvantaged			2012-13	100%	5.8%	< 10	< 10	< 10	< 10	29.8%	66%
	Students With Disabilities			2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	81.3%
	Students With Disabilities			2012-13	100%	4.1%	< 10	< 10	< 10	< 10	< 10	78.6%

Michigan Merit Examination (MME)

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Advanced (Level 1)</u>	<u>% Proficient (Level 2)</u>	<u>% Partially Proficient (Level 3)</u>	<u>% Not Proficient (Level 4)</u>
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No records to display for the current Report Settings.

Michigan Educational Assessment Program Access (MEAP - Access)

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Exceeded</u>	<u>% Met</u>	<u>% Progressing</u>
Mathematics								
3rd Grade								
All Students	2011-12		100%	100%	56.4%	< 10	< 10	< 100%
All Students	2012-13		80%	80%	63.7%	100%	100%	< 100%
African American	2011-12		< 10	< 10	47.2%	< 10	< 10	< 10
White	2011-12		< 10	< 10	65.2%	< 10	< 10	< 10
White	2012-13		80%	80%	68.3%	100%	100%	< 100%
Female	2011-12		< 10	< 10	51.9%	< 10	< 10	< 10
Female	2012-13		< 10	< 10	58.4%	< 10	< 10	< 10
Male	2012-13		75%	75%	66.4%	100%	100%	< 100%
Economically Disadvantaged	2011-12		< 10	< 10	57.7%	< 10	< 10	< 10
Economically Disadvantaged	2012-13		80%	80%	62.4%	100%	100%	< 100%
4th Grade								
All Students	2011-12		100%	100%	55.1%	< 10	< 10	75%
All Students	2012-13		< 10	< 10	57.5%	< 10	< 10	< 10
African American	2012-13		< 10	< 10	47%	< 10	< 10	< 10
White	2011-12		100%	100%	61%	< 10	< 10	75%
White	2012-13		< 10	< 10	63.6%	< 10	< 10	< 10
Female	2011-12		< 10	< 10	53.4%	< 10	< 10	< 10
Female	2012-13		< 10	< 10	56.8%	< 10	< 10	< 10
Male	2011-12		< 10	< 10	58.9%	< 10	< 10	< 10
Economically Disadvantaged	2011-12		100%	100%	54.6%	< 10	< 10	75%
Economically Disadvantaged	2012-13		< 10	< 10	55.5%	< 10	< 10	< 10
5th Grade								
All Students	2011-12		100%	100%	59.9%	100%	100%	< 100%
All Students	2012-13		100%	100%	58.5%	71.4%	71.4%	< 57.1%
African American	2011-12		< 10	< 10	50.9%	< 10	< 10	< 10
White	2011-12		< 10	< 10	67.5%	< 10	< 10	< 10
White	2012-13		100%	100%	64%	71.4%	71.4%	< 57.1%

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Exceeded</u>	<u>% Met</u>	<u>% Progressing</u>
Reading	Female		2011-12	< 10	59.2%	< 10	< 10	< 10
	Female		2012-13	< 10	55.1%	< 10	< 10	< 10
	Male		2011-12	< 10	64%	< 10	< 10	< 10
	Male		2012-13	100%	60.4%	60%	60%	< 10
	Economically Disadvantaged		2011-12	< 10	59.3%	< 10	< 10	< 10
	Economically Disadvantaged		2012-13	100%	55.7%	71.4%	71.4%	< 10
	3rd Grade							
	All Students		2011-12	100%	42.1%	< 10	< 10	< 10
	All Students		2012-13	85.7%	39.3%	< 10	< 10	< 10
	African American		2011-12	< 10	43.5%	< 10	< 10	< 10
	White		2011-12	< 10	42.3%	< 10	< 10	< 10
	White		2012-13	85.7%	42.8%	< 10	< 10	< 10
	Female		2011-12	< 10	43.8%	< 10	< 10	< 10
	Female		2012-13	< 10	41.5%	< 10	< 10	< 10
	Male		2012-13	80%	38.3%	< 10	< 10	< 10
	Economically Disadvantaged		2011-12	< 10	39.1%	< 10	< 10	< 10
	Economically Disadvantaged		2012-13	85.7%	34.6%	< 10	< 10	< 10
	4th Grade							
	All Students		2011-12	100%	45.8%	< 10	< 10	< 10
	All Students		2012-13	< 10	46.3%	< 10	< 10	< 10
	African American		2012-13	< 10	36.3%	< 10	< 10	< 10
	White		2011-12	100%	50.6%	< 10	< 10	< 10
	White		2012-13	< 10	51.4%	< 10	< 10	< 10
	Female		2011-12	< 10	46.6%	< 10	< 10	< 10
	Female		2012-13	< 10	50.8%	< 10	< 10	< 10
	Male		2011-12	< 10	47.6%	< 10	< 10	< 10
	Economically Disadvantaged		2011-12	100%	44.5%	< 10	< 10	< 10
	Economically Disadvantaged		2012-13	< 10	43.3%	< 10	< 10	< 10

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Exceeded</u>	<u>% Met</u>	<u>% Progressing</u>
5th Grade								
All Students			2011-12	100%	55%	66.7%	66.7%	< 10 66.7% 33.3%
All Students			2012-13	100%	59.8%	< 10	< 10	< 10 < 10 75%
African American			2011-12	< 10	47.3%	< 10	< 10	< 10 < 10 < 10
White			2011-12	< 10	61.1%	< 10	< 10	< 10 < 10 < 10
White			2012-13	100%	63.4%	< 10	< 10	< 10 < 10 75%
Female			2011-12	< 10	57.3%	< 10	< 10	< 10 < 10 < 10
Female			2012-13	100%	64.2%	< 10	< 10	< 10 < 10 < 10
Male			2011-12	< 10	56.8%	< 10	< 10	< 10 < 10 < 10
Male			2012-13	100%	57.4%	< 10	< 10	< 10 < 10 80%
Economically Disadvantaged			2011-12	< 10	52.8%	< 10	< 10	< 10 < 10 < 10
Economically Disadvantaged			2012-13	100%	58%	< 10	< 10	< 10 < 10 75%

MI-Access

Functional Independence

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Surpassed (Level 1)</u>	<u>% Attained (Level 2)</u>	<u>% Emerging (Level 3)</u>
Mathematics								
3rd Grade								
All Students				2011-12	< 10	72%	< 10	< 10 < 10
All Students				2012-13	< 10	77.5%	< 10	< 10 < 10
White				2011-12	< 10	75.2%	< 10	< 10 < 10
White				2012-13	< 10	80.8%	< 10	< 10 < 10
Male				2011-12	< 10	73.1%	< 10	< 10 < 10
Male				2012-13	< 10	77.8%	< 10	< 10 < 10
Economically Disadvantaged				2011-12	< 10	72.1%	< 10	< 10 < 10
Economically Disadvantaged				2012-13	< 10	78.5%	< 10	< 10 < 10
4th Grade								
All Students				2012-13	< 10	79.4%	< 10	< 10 < 10
White				2012-13	< 10	80.6%	< 10	< 10 < 10

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Surpassed (Level 1)</u>	<u>% Attained (Level 2)</u>	<u>% Emerging (Level 3)</u>
Reading	Male			2012-13	< 10	81.6% < 10	< 10	< 10
	Economically Disadvantaged			2012-13	< 10	79.7% < 10	< 10	< 10
	5th Grade							
	All Students			2011-12	< 10	69.9% < 10	< 10	< 10
	White			2011-12	< 10	73.3% < 10	< 10	< 10
	Male			2011-12	< 10	72.2% < 10	< 10	< 10
	Economically Disadvantaged			2011-12	< 10	71.2% < 10	< 10	< 10
	3rd Grade							
	All Students			2011-12	< 10	75.5% < 10	< 10	< 10
	All Students			2012-13	< 10	81.7% < 10	< 10	< 10
	White			2011-12	< 10	79.2% < 10	< 10	< 10
	White			2012-13	< 10	84.9% < 10	< 10	< 10
	Male			2011-12	< 10	74.1% < 10	< 10	< 10
	Male			2012-13	< 10	81.7% < 10	< 10	< 10
	Economically Disadvantaged			2011-12	< 10	74.1% < 10	< 10	< 10
	Economically Disadvantaged			2012-13	< 10	81.2% < 10	< 10	< 10
	4th Grade							
	All Students			2012-13	< 10	75.1% < 10	< 10	< 10
	White			2012-13	< 10	75.1% < 10	< 10	< 10
	Male			2012-13	< 10	75.6% < 10	< 10	< 10
Economically Disadvantaged			2012-13	< 10	74.8% < 10	< 10	< 10	
5th Grade								
All Students			2011-12	< 10	81% < 10	< 10	< 10	
White			2011-12	< 10	82.5% < 10	< 10	< 10	
Male			2011-12	< 10	80.4% < 10	< 10	< 10	
Economically Disadvantaged			2011-12	< 10	81.6% < 10	< 10	< 10	
Science								
5th Grade								
All Students			2011-12	< 10	45.4% < 10	< 10	< 10	
White			2011-12	< 10	49.6% < 10	< 10	< 10	

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Surpassed (Level 1)</u>	<u>% Attained (Level 2)</u>	<u>% Emerging (Level 3)</u>
							10	10
	Male			2011-12	< 10	47.6%	< 10	< 10
	Economically Disadvantaged			2011-12	< 10	46.4%	< 10	< 10

Supported Independence

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Surpassed (Level 1)</u>	<u>% Attained (Level 2)</u>	<u>% Emerging (Level 3)</u>
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No records to display for the current Report Settings.

Participation

<u>Testing Group</u>	<u>School Year</u>	<u>% Students Tested</u>	<u>State % Students Proficient</u>	<u>District % Students Proficient</u>	<u>School % Students Proficient</u>	<u>% Surpassed (Level 1)</u>	<u>% Attained (Level 2)</u>	<u>% Emerging (Level 3)</u>
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No records to display for the current Report Settings.

Accountability Detail Reporting

<u>Subject</u>	<u>% Tested Total(Goal 95%)</u>	<u>% Proficient for Accountability*</u>
All Students		Statewide
		Mathematics 98.7%
		Reading 99%
		Science 97.9%
		Social Studies 96.7%
		Writing 98.2%
		58.2%
		83.1%
		38.6%
		57.5%
		69.4%
		District
		Mathematics 99.1%
		Reading 99.2%
		Science 99.2%
		Social Studies 98.2%
		Writing 98.5%
		45.7%
		75.3%
		< 30%
		39.5%
		53%
		School
		Mathematics 99.4%
		Reading 99.7%
		Science 100%
		Writing 100%
		49.6%
		79.9%
		< 30%
		41.7%
Bottom 30%		Statewide
		Mathematics
		Reading
		< 30%
		51.3%

<u>Subject</u>	<u>% Tested Total(Goal 95%)</u>	<u>% Proficient for Accountability*</u>	
		Science	< 30%
		Social Studies	< 30%
		Writing	< 30%
	District	Mathematics	< 30%
		Reading	< 30%
		Science	< 30%
		Social Studies	< 30%
		Writing	< 30%
	School	Mathematics	< 30%
		Reading	36.6%
		Science	< 30%
		Writing	< 30%
African American			
	Statewide	Mathematics 96.9%	32.7%
		Reading 97.3%	67.9%
		Science 94.8%	< 30%
		Social Studies 92.4%	< 30%
		Writing 95.6%	48.8%
	District	Mathematics 100%	83.3%
		Reading 100%	50%
		Science 100%	100%
		Social Studies 100%	< 30%
		Writing 100%	< 30%
	School	Mathematics 100%	66.7%
		Reading 100%	33.3%
		Writing 100%	< 30%
American Indian			
	Statewide	Mathematics 98.5%	48.4%
		Reading 98.8%	79.7%
		Science 97.5%	< 30%
		Social Studies 95.9%	52.3%
		Writing 97.7%	61.6%
	District	Mathematics 100%	50%
		Reading 100%	50%
		Science 100%	< 30%
		Social Studies 100%	50%
		Writing	
	School	Mathematics 100%	
		Reading 100%	
Asian			
	Statewide	Mathematics 99.4%	81.5%

<u>Subject</u>	<u>% Tested Total(Goal 95%)</u>	<u>% Proficient for Accountability*</u>	
		Reading 100.3%	90.1%
		Science 99.1%	57.4%
		Social Studies 99%	73.6%
		Writing 98.9%	82.9%
	District	Mathematics 100%	50%
		Reading 100%	75%
		Science 100%	50%
		Social Studies 100%	< 30%
		Writing 100%	100%
	School	Mathematics 100%	
		Reading 100%	
Hispanic of Any Race	Statewide	Mathematics 98.6%	45.9%
		Reading 99.2%	77%
		Science 97.9%	< 30%
		Social Studies 96.1%	43%
		Writing 98%	59.7%
	District	Mathematics 100%	54.6%
		Reading 100%	100%
		Science 100%	< 30%
		Social Studies 100%	66.7%
		Writing 100%	57.1%
	School	Mathematics 100%	< 30%
		Reading 100%	100%
		Writing 100%	33.3%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics 97.4%	64.9%
		Reading 97.4%	85.7%
		Science 93.7%	49.2%
		Social Studies 93.2%	59.7%
		Writing 94.5%	74.4%
	District	Mathematics	
		Reading	
		Science	
		Social Studies	
		Writing	
Two or More Races	Statewide	Mathematics 99.2%	55.9%
		Reading 99.4%	83.6%
		Science 98.7%	35.7%
		Social Studies 97.6%	53.5%
		Writing 98.9%	68.5%

<u>Subject</u>	<u>% Tested Total(Goal 95%)</u>	<u>% Proficient for Accountability*</u>	
White	District	Mathematics 100%	44.4%
		Reading 100%	77.8%
		Science 100%	33.3%
		Social Studies 100%	< 30%
		Writing 100%	50%
	School	Mathematics 100%	66.7%
		Reading 100%	100%
		Science 100%	100%
		Writing 100%	< 30%
		Statewide	Mathematics 99.2%
		Reading 99.4%	86.9%
		Science 98.7%	45%
		Social Studies 98%	64.7%
		Writing 98.9%	74.3%
	District	Mathematics 99.1%	45.1%
Reading 99.2%		75.1%	
Science 99.1%		< 30%	
Social Studies 98.1%		40.4%	
Writing 98.4%		53.2%	
School	Mathematics 99.4%	49.8%	
	Reading 99.7%	80%	
	Science 100%	< 30%	
	Writing 100%	43.3%	
	Economically Disadvantaged	Statewide	Mathematics 98.2%
Reading 98.6%			74.8%
Science 97%			< 30%
Social Studies 95.1%			40.3%
Writing 97.3%			55.7%
District		Mathematics 98.8%	43.8%
		Reading 99%	72.7%
		Science 98.9%	< 30%
		Social Studies 97.9%	34.5%
		Writing 98%	49.5%
School		Mathematics 99.2%	45%
		Reading 99.6%	74.8%
		Science 100%	< 30%
		Writing 100%	34.9%
		English Language Learners	Statewide

<u>Subject</u>	<u>% Tested Total(Goal 95%)</u>	<u>% Proficient for Accountability*</u>		
Students With Disabilities		Reading	100.5%	62.4%
		Science	98%	< 30%
		Social Studies	96.4%	< 30%
		Writing	97.3%	42.1%
		District		
		Mathematics		
		Reading		
		Science		
		Social Studies		
		Writing		
		Statewide		
		Mathematics	97.8%	32.5%
		Reading	98.1%	51.8%
		Science	96.5%	< 30%
		Social Studies	91.9%	< 30%
		Writing	96.6%	< 30%
		District		
		Mathematics	96.8%	34.1%
		Reading	98.1%	49.3%
		Science	96.3%	< 30%
Social Studies	93.6%	< 30%		
Writing	93.4%	< 30%		
School				
Mathematics	98.6%	36.9%		
Reading	100%	54.6%		
Science	100%	< 30%		
Writing	100%	36.4%		

Accountability Scorecard Completion Rate (High Schools only)
(Goal 80%)

All Students	Statewide	76.2%
	District	72.7%
African American	Statewide	59.9%
	Statewide	66.4%
American Indian	Statewide	87.4%
	Statewide	64.3%
Asian	Statewide	
	Statewide	
Hispanic of Any Race	Statewide	
	Statewide	
Migrant	Statewide	
	Statewide	

Accountability Scorecard Completion Rate (High Schools only)
(Goal 80%)

	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
	District	72.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
	District	66%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%

Attendance Rate
(Goal 90%)

All Students	Statewide	94%
	District	93%
	School	94%

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

** More information regarding Michigan School Accountability Scorecards can be found at the following link:

http://www.michigan.gov/mde/0,4615,7-140-22709_25058---,00.html

Accountability Status Reporting

School

<u>Distri</u> <u>ct</u> <u>Name</u>	<u>Scho</u> <u>ol</u> <u>Name</u>	<u>Title</u> <u>1</u> <u>Statu</u> <u>s</u>	<u>Readin</u> <u>g</u> <u>Status</u>	<u>Readin</u> <u>g</u> <u>Score</u>	<u>Writin</u> <u>g</u> <u>Status</u>	<u>Writin</u> <u>g</u> <u>Score</u>	<u>Math</u> <u>Statu</u> <u>s</u>	<u>Math</u> <u>Score</u>	<u>Scienc</u> <u>e</u> <u>Status</u>	<u>Scienc</u> <u>e</u> <u>Score</u>	<u>Social</u> <u>Stu</u> <u>die</u> <u>s</u> <u>Status</u>	<u>Social</u> <u>Stu</u> <u>die</u> <u>Score</u>	<u>Overall</u> <u>Status</u>	<u>Overall</u> <u>Score</u>	
Harrison Community Schools	Hillside Elementary School					Green	2	Green	2	Green	2	Green	2	Yellow	38

Other B.A. M.A. P.H.D.

Professional Qualifications of All Public Elementary and Secondary School Teachers in the School 0 15 5 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

Certification Percent

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

	<u>School</u> <u>Aggregate</u>	<u>High-Poverty</u> <u>Schools</u>	<u>Low-Poverty</u> <u>Schools</u>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

National Assessment of Educational Progress (NAEP)

NAEP Grade 4 Mathematics Results

<u>Percent of Students</u>	<u>Percent below Basic</u>	<u>Percent Basic</u>	<u>Percent Proficient</u>	<u>Percent Advanced</u>
All Students		100	22 43	30 5
Male		50	21 42	31 6
Female		50	22 45	29 4
National Lunch Program Eligibility				
Eligible		43	35 47	17 1
Not Eligible		56	11 41	41 8
Info not available				
Race/Ethnicity				
White		71	14 45	36 5
Black		16	53 39	8 0
Hispanic		6	31 48	19 2
Asian		3	7 22	45 26
American Indian			† †	† †
Native Hawaiian/Pacific Islander			† †	† †
Two or More Races		2	23 50	21 6
Student classified as having a disability				
SD		13	50 37	13 1
Not SD		87	18 44	32 5
Student is an English Language Learner				
ELL		4	47 41	11 1
Not ELL		96	21 44	31 5

‡ 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) 2011 Mathematics Achievement.

NAEP Grade 8 Mathematics Results

Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students			100	29 40 25 6
Male			51	28 39 26 7
Female			49	30 41 24 5
National Lunch Program Eligibility				
Eligible			42	45 39 15 2
Not Eligible			58	18 41 32 9
Info not available				
Race/Ethnicity				
White			74	22 43 29 6
Black			16	66 26 7 0
Hispanic			4	26 41 18 5
Asian			3	13 25 31 32
American Indian			1	‡ ‡ ‡ ‡
Native Hawaiian/Pacific Islander				‡ ‡ ‡ ‡
Two or More Races			2	‡ ‡ ‡ ‡
Student classified as having a disability				
SD			12	70 23 5 1
Not SD			88	25 41 27 6
Student is an English Language Learner				
ELL			2	57 27 7 10
Not ELL			98	29 40 25 6

‡ 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) 2011 Mathematics Achievement.

NAEP Grade 4 Reading Results

Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students			100	34 34 25 6
Male			50	38 33 24 6
Female			50	31 36 26 7
National Lunch Program Eligibility				
Eligible			45	51 32 15 2
Not Eligible			55	21 36 33 10
Info not available				
Race/Ethnicity				
White			70	26 37 30 7
Black			17	67 24 7 1
Hispanic			6	51 29 17 3
Asian			3	19 33 33 15
American Indian			0	‡ ‡ ‡ ‡
Native Hawaiian/Pacific Islander				‡ ‡ ‡ ‡
Two or More Races			2	36 31 19 14
Student classified as having a disability				
SD			13	73 17 8 2
Not SD			87	30 36 27 7
Student is an English Language Learner				
ELL			3	67 26 7 0
Not ELL			97	33 35 25 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), 2011 Reading Assessment.

NAEP Grade 8 Reading Results

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students			100	23 45	29 3
Male			50	28 47	24 2
Female			50	18 43	35 4
National Lunch Program Eligibility					
Eligible			42	35 46	18 0
Not Eligible			58	14 44	37 4
Info not available					
Race/Ethnicity					
White			74	18 46	33 3
Black			16	46 43	10 0
Hispanic			4	25 50	25 1
Asian			3	19 27	39 14
American Indian			1	‡ ‡	‡ ‡
Native Hawaiian/Pacific Islander				‡ ‡	‡ ‡
Two or More Races			1	‡ ‡	‡ ‡
Student classified as having a disability					
SD			12	67 27	6 0
Not SD			88	19 46	31 3
Student is an English Language Learner					
ELL			2	52 40	8 0
Not ELL			98	22 45	30 3

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), 2011 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error	
4	Math		85	2.0	73	3.3
	Reading		75	3.1	93	2.4
8	Math		73	2.5	83	4.7
	Reading		63	3.3	79	4.5

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Family Engagement Policy

It is the policy of Larson Elementary Schools to fully implement family engagement programs, activities and procedures with meaningful consultation with parents of participating children. One percent of funding has been dedicated to family engagement activities. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with families of participating children.

Larson Elementary School

Title I School-Wide Family Engagement Policy

Vision

Families are their children's first and most important teachers. When the school and families are involved cooperatively, positive results occur. These include high student achievement, reduced absenteeism, improved behavior, and a feeling of confidence regarding the partnership between home and school.

Part I: Policy Engagement

The Larson Elementary Title I School-Wide Family Engagement Policy was created as a collaborative effort between families and staff. Families played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title I Program. 1118(b)

Convene an annual meeting: 1118 (c) (1)

Larson Elementary School will:

- *Hold an annual meeting for all families at the first Parent-Teacher-Organization meeting in September.*
- *The purpose of the meeting will be to share the School-wide School Improvement Plan, review and evaluate the Family Engagement Policy, and to explain our Title I program and how families can be involved to help their child be successful.*
- *Families will be notified of the meeting through way of the school newsletter informing them of the time and date.*
- *Hold a meeting to present the Annual Report at our second PTO meeting at the end of September.*

Offer flexible meeting times & varied activities designed to support and encourage the engagement of all parents: 1118 (c) (2)

Larson Elementary School will ensure the engagement of all parents by offering the following activities:

- *Family Orientation Night (curriculum based)*
- *Monthly Family Academic Workshops (Childcare Provided)*
- *Parent/Family Teacher Conferences*
- *Monthly PTO Meetings*
- *Flexible IEP Times*
- *Family Engagement Coordinator*
- *Fall Open House*
- *Progress reports as needed*
- *PA25 Annual Report*
- *Family participation with building school improvement tasks*
- *Two way communication*
- *Student / Family/ School Compact*
- *Family Volunteers*

Engage families in planning, reviewing, implementing and improving the School-Wide Title 1 program, including the School and District Family Engagement Policy: 1118 (c) (3)

Larson Elementary School will ensure the engagement of families in planning, reviewing, implementation and improving the School-Wide Title 1 program by:

- *Reviewing the School-Wide Title I Family Engagement Policy at the first PTO meeting in September.*
- *Posting the Family Engagement Policy for families to review during the fall Parent/Family Teacher conferences in a visible location. A suggestion box under the plan will make it possible for families to share suggestions.*
- *Reviewing and distributing the family-school compact at our fall PTC's.*
- *Conducting a family survey for all families using Survey Monkey. Surveys will be conducted during the fall PTC's.*
- *Placing a suggestion box in a visible location for continued communication between families and school all year. Reviewing suggestions and comments at monthly PTO meetings. Acting on these suggestions made by stakeholders as appropriate. Revision will be made to the School-Wide Title I Family Engagement Policy as needed based on the family survey and suggestion box.*
- *Hold a Title I meeting in January at flexible times to review the title I program, family engagement policy and ask for suggestions for improvement. Provide families with a short survey so they may provide feedback on the program. These suggestions will be used to revise the family school compact and family engagement policy.*
- *Expanding all avenues of communication with families (school newsletters, district publications, School Messenger and website) to increase family engagement in the school-wide Title I program.*

Provide timely information about the School-Wide Title 1 Program, the academic curriculum, assessments used to measure progress, and grade level expectations: 1118 (c) (4) (A) (B)

Larson Elementary School will provide timely information through:

- *Monthly Family Academic Workshops (Childcare Provided)*
- *Parent/Family Teacher Conferences – November/December and February*
- *Monthly PTO Meetings*
- *Annual Title I Meeting*
- *Flexible IEP Times*
- *Family Engagement Coordinator*
- *Fall Open House*
- *Progress reports and report cards*
- *PA25 Annual Report*
- *Family participation with building school improvement tasks*
- *Two way communication – Telephone calls, E-mail correspondence*
- *Student / Family School Compact*
- *Family Volunteers*
- *District Web Site – Policy and Compact available on web site*
- *Home visits*
- *Family/Student handbook*
- *Weekly take home folders*
- *School/classroom newsletters*
- *Early Childhood conferences, “Here We Come” to kindergarten transition meeting with all preschools in the district, Early Childhood Curriculum and Parent Meeting (childcare provided)*

Provide families the opportunity to interact with teachers regarding the education of their children. Include families in the decision making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and families need and share revisions with LEA: 1118 (c) (4) (C) & 1118 (c) (5)

Larson Elementary School will provide families an opportunity to interact with their child’s school by:

- *Family suggestion box located in a visible location where families can make suggestions for improvement and comments regarding the School-Wide Title I Program. Include School-Wide Title I as a monthly agenda item at PTO meetings and share suggestions. Utilize family feedback to revise and update our School-Wide Title I program to meet the needs of families and students. Share suggestions and comments with the LEA and act on suggestions as appropriate*
- *Conduct a family survey at the fall Parent/Family Teacher conferences for all families using Survey Monkey. Family Engagement Consultant will assist with technology needs.*
- *Hold a Title I meeting in January to begin evaluating the school improvement plan, family engagement policy and compact. Revisions will be made based on suggestions for improvement from family survey, written and verbal communication. Suggestions will be used to make revisions when appropriate.*

- *Parent/Family Teacher Conferences (November/December, February, additional conferences upon family request).*
- *Telephone calls – e-mail correspondence between families teachers and school.*
- *Larson’s mail system (Hornet Mail).*

Part II: Share Responsibilities for High Student Academic Achievement

Develop jointly with families and teachers a School/Family/Student Compact. The compact will outline ways in which the families, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent/family-teacher conferences: 1118 (d) (1) & 1118 (d) (2) (A)

Larson Elementary School will develop a School/Family/Student Compact:

- *The School/Family/Student compact is developed with family input and reviewed annually. Revisions are made based on the Fall PTC survey results and additional suggestions provided by families.*
- *The compact is reviewed and given to all families at the November Parent/Family Teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

Provide frequent reports to families on their children’s progress: 1118 (d) (2) (B)

Larson Elementary School will provide various academic reports to families:

- *Reports cards – November, March, and June*
- *Progress reports available on a as-needed basis*
- *Family contact regarding progress for academic disadvantage students*
- *On-line access to grades, lessons, and attendance (Skyward). Family training on how to use Skyward will be available during Parent/Family Teacher Conferences*
- *Parent/Family Teacher Conferences in November/December and February – additional conferences available upon request*

Afford families reasonable access to staff. Provide opportunities for families to volunteer participate and observe in their child’s classroom: 1118 (d) (2) (C)

Larson Elementary School has an open door policy for families with both administration and staff. Additionally, families are encouraged to participate in the following activities:

- *Monthly PTO meetings (Parent Teacher Organization)*
- *Room helpers*
- *Reading Buddies*
- *Tutoring one-on-one*
- *Chaperones for field trips*
- *Playground/lunchroom help/Parking help*
- *Lunch with their child*
- *Library volunteers*
- *Typing in our publishing center*

- *Office/health room help*
- *Fitness Mileage Club*

Part III: Building Capacity for Involvement

Provide information and assistance to families regarding the state and local academic standards and assessments: 1118 (e) (1) To ensure that families are informed about academic standards and assessments, Larson Elementary School will provide the following:

- *Family copy of the Common Core State Standards at Fall Open House*
- *Parent/Families Teacher Conferences*
- *Local assessment information (Dibels, school-wide assessments in reading, writing, math, spelling, benchmark assessment in science / social studies) shared with families at PTC's*
- *Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with families when appropriate.*
- *Title I Consultant available at conferences to provide information and answer questions about assessments.*
- *During preschool/kindergarten transition, staff share kindergarten expectations and provide families with examples of at home activities to help their child reach their highest potential.*
- *Monthly family workshops (including Early Childhood Program)*

Provide materials and training to families: 1118 (e) (2)

Larson Elementary School offer training and materials to families through the following events and activities:

- *Take-home book bags – daily or weekly*
- *Monthly family workshops*
- *Fall Open House*
- *Provide lists of community resources to individual parents and assistance in accessing these resources as needed*
- *Summer school*
- *Weekly school/teacher newsletter*
- *Website –provides parents with materials and resources to help their child achieve success and support at home.*
- *PTO meetings*
- *Preschool/Kindergarten Transition Night*

Educate teachers, Title 1 staff and principals regarding the value of family involvement, ways to communicate effectively with families, and implementation of family programs: 1118 (e) (3)

- *Larson Elementary School values and respects family involvement in the school community. Family involvement will be part of the professional development plan. Time at bi-weekly staff meetings will be devoted to learn about effective family communication (6 types). Teachers will learn how to post classroom newsletters, add materials and resources to the school website. A family resource area is available to all families.*

Coordinate family involvement activities with other programs: 1118 (e) (4)

Larson Elementary School will work to coordinate programs to ensure success for all:

- *Transition to Kindergarten activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations*
- *GSRP – Great Start Readiness Program – Preschool program located across the street and affiliated with Larson Elementary School prepare students for Kindergarten expectations*
- *Headstart and RESD Preschool*
- *Preschool students and their parents are invited to Larson Elementary School to tour their new building (April)*
- *Big Brother/Big Sister lunch program*
- *Grandparents program*
- *PTO*
- *October Fun – School wide fun night*
- *City Library assemblies*
- *Chartwell’s food service program*
- *SPARKS – after school program*

Inform families of school and family programs in a timely and practical format in a language they can understand: 1118 (e) (5) To ensure that all families are informed in a timely and user-friendly manner, Larson Elementary School will provide:

- *Daily take home folders*
- *School/classroom newsletters written in a language parents can understand*
- *Local newspaper*
- *Accommodations available as needed*

Provide support for family involvement at their request: 1118 (e) (14)

Larson Elementary School will make every effort to support our families and make sure their needs are met:

- *Make every effort to accommodate parent requests to ensure that students and families individual needs are met in order to foster more positive family involvement.*
- *Family Engagement Coordinator will ensure increased communication*

Part IV: Accessibility

Family engagement activities accessible to all families, including those with disabilities and families who use English as their 2nd language: 1118 (f) Larson Elementary School will provide:

- *Flexible meeting times*
- *Handicapped accessible facilities*
- *Home visits*
- *Transportation assistance*
- *School/classroom newsletters written in a language families can understand*
- *Collaborations with community agencies*
- *Other accommodations available as needed*

Parent Teacher Conferences

Parent Teacher Conference Attendance Data				
Subgroup	2011-2012		2012-2013	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	264/337	78%	251/314	80%
American Indian Native Alaskan	1/1	100%	NA	NA
Asian Pacific Islander	3/3	100%	2/2	100%
Black, Not of Hispanic Origin	2/2	100%	NA	NA
Hispanic	2/2	100%	1/1	100%
Multi Origin	6/11	55%	10/12	83%
White, Not of Hispanic Origin	251/318	79%	239/300	80%
Students with Disabilities	8/14	57%	7/12	53%
Limited English Proficiency	NA	NA	NA	NA
Economically Disadvantaged	207/274	76%	208/264	79%
Male	134/170	79%	129/150	86%

Female	121/156	78%	124/160	76%

The staff at Larson Elementary School welcomes this opportunity to provide parents, students, staff and community members with information about our school. We are proud of our accomplishments. 3With hard work and continued involvement from parents and community members, we are confident that we will prevail in our efforts to improve student achievement and close the achievement gap.

Sincerely,

**Julie A. Rosekrans, Principal
Larson Elementary School**