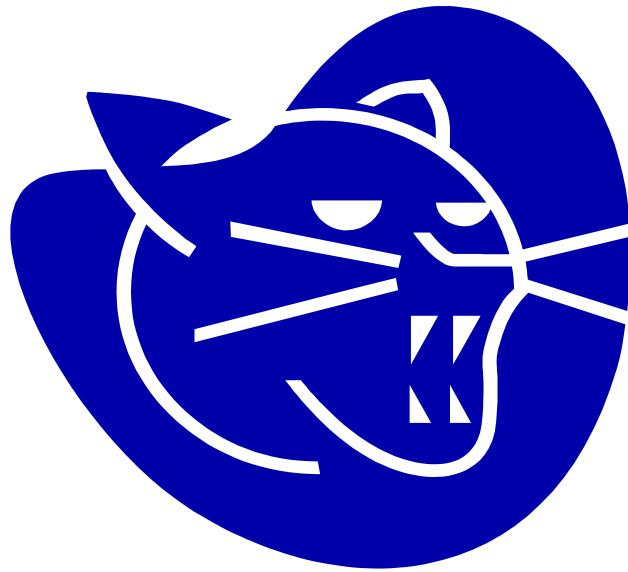


Annual Education Report

2010-2011

Clarence B. Sabbath 6-8

Preparatory Academy



School District: River Rouge School District

Dr Carlos Lopez, Superintendent

Mr. Brandon C. Cox, Principal

I. Overview of School

The Mission of C.B. Sabbath 6-8 Preparatory Academy, in partnership with parents and community, strives to provide a safe and positive school environment that promotes academic excellence, develops exemplary character, fosters diversity, and prepares students to compete globally as life long learners.

Community Demographics: The River Rouge School District is a public school district located in Wayne County, Michigan. River Rouge School District is a public school that serves approximately 1,221 students in grades PK-12. There are presently four (3) schools associated with this district. The District is supported by a number of organizations, businesses, and groups (The Guidance Center, Eastern Michigan University, Wayne RESA, Kaplan & the U.S. Marine Corps) with their primary focus of enabling students to learn and grow as citizens of the community, state, country and world.

School Demographics: As of the 2010-2011 school year, Clarence B. Sabbath 6-8 Preparatory Academy services approximately 225 students in grades 6-8. The school meets the requirements and operates as a school-wide Title I school. For the 2010-2011 school year, Clarence B. Sabbath School has 78% of its students eligible for free or reduced lunch. This is a racially mixed school with 77% Black, 18% Hispanic, 4% White and less than 1% American Indian/Alaskan Native. Our enrollment consists of 56% female and 44% for male students.

The staff has changed each year due to layoffs and a change in the grades being served. In spite of the many challenges caused by these changes, the school continues to work toward ensuring that a continuity of practices and instruction is implemented. We have attempted to include multiple stakeholders in the planning and decision making process with school-wide programs and activities throughout the year that illustrates our attempt to keep key practices constant. Through our comprehensive needs assessment, we have determined that there is a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected.

Our staff believes that learning is a lifelong process of continuously striving for excellence for our students. We believe that all of our students have unique strengths and needs that impact their learning and that their success contributes to their self-esteem. We strive to enhance student achievement by portraying positive attitudes with a belief that all students can succeed.

The district provides a psychologist, social worker, counselor, Community Outreach Resource Liaison, a speech and language pathologist, and a shared district autistic consultant. Our school also has paraprofessionals who work with our autistic students. Wayne RESA provides bilingual services for our English Language Learners and also coaches who provide support to strengthen staff classroom instruction practices to ELA and Math classrooms. Coaches for special education, ELA and Math provide professional development for all staff.

We offer a number of programs to encourage student achievement and parental involvement. We offer after school programs for enrichment and tutoring as well as Family Nights. Our school has full inclusion for students receiving special education services to ensure that special education students are receiving special education service are instructed in the least restrictive environment and are presented with high standards and program materials.

II. School Improvement Plan

ELA (Reading & Writing)

Goal:	<p>All students will be proficient readers and writers according to the GLCEs by 2014.</p> <p>All students will increase proficiency level by 10% yearly.</p>
Data to support goal selection:	<p>Upon examination of our 2010 MEAP data, there is a gap in achievement at all grade levels when comparing students with disabilities and students without disabilities. A lower percentage of students with disabilities were proficient on With Disabilities (SWD) and Students Without Disabilities.</p> <p>Evaluation of causes is an ongoing process and is visited at bi-weekly staff meetings in order to close gaps and meet the needs of all students.</p>
Planned Strategies and Interventions:	<p>The following strategies will be used to close the achievement gap: All in grades 6-8 will be given ELA Formative Assessments using Curriculum Crafters (Kent County). The data will be analyzed. The following strategies are some that will be incorporated into classroom practice to help meet targeted/measurable objectives: (EBI) Thinking Maps, The "Reciprocal Teaching Model", (EBI) "Marzano's Nine", "Blue Prints for Writing", Targeted/Measurable GLCEs, Curriculum 'Alignment using Curriculum Crafters' Common Formative Assessment Development, Use of technology through the use of Smart boards, computers, cameras and projectors, and Brain Based Instruction.</p>
Accomplishments:	<p>Clarence B. Sabbath School made AYP for the 2010-2011 school year.</p>
Implications for next year:	<p>Continue to implement the above strategies at all grade levels.</p>

Math

Goal:	Students will be proficient in Mathematics according to GLCEs by 2014 as follows: We will increase proficiency level by 10% yearly.
Data to support goal selection:	The gap in student achievement is contributed to poor student attendance, a curriculum that is not fully aligned to the benchmarks, the need to create common formative assessments for each grade level and the need for exit testing. The sources of data used to identify the gap in student achievement include: daily attendance, Zangle reports, Fall 2010 MEAP/MI-Access; report cards, progress reports, and Class A Assessments.
Planned Strategies and Interventions:	<p>Strategies that will help us attain our goals are: All students will be given Math /formative Assessments. The following EBI strategies will be incorporated into classroom practice: "Thinking Maps", "Marzano's Nine", Technology, and Hands-on Activities. Targeted/Measurable GLCEs.</p> <p>Teachers will incorporate Math Manipulatives into their lessons; A math coach will be used to model lessons and help teachers incorporate manipulatives, technology and new teaching strategies into the classroom; Sabbath will incorporate Compass Learning Odyssey to improve student achievement; Curriculum crafters will be used to align the Math curriculum; Staff will hold Family Math Night for students and their families; Math tutoring will be available to students who need or want help. Teachers will create common quarterly formative assessments; Scholastic Math magazines will be read to help improve reading in math; Sabbath will hold 2 Success Academies during the summer; and teachers will be trained in Brain Based Instruction.</p>
Accomplishments:	School made AYP for the 2010-2011 school year.
Implications for next year:	Math will continue to be a school-wide focus.

Science

Goal:	All students will demonstrate a proficiency in Science as measured in conjunction to the GLCEs by 2014, yearly progress of 10%
Data to support goal selection:	Causes for the gap can be attributed to the following: outdated text books, a need for more science materials, an aligned curriculum and common formative assessments. The data used to determine our strategies was MEAP/MI-Access, Class A Assessment, attendance records; progress/report cards; student surveys; and classroom observations.
Planned Strategies and Interventions:	All students in grades 6-8 will be given Science Formative Assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practices: Thinking Maps, The "Reciprocal Teaching Model", "Marzano's Nine", Project Based Learning; Hands-on experiences, and technology. Additional activities will include: The use of a Weekly Reader "Current Science"; The district will purchase Delta Science Readers for the students that will correspond to the science aligned Curriculum; Implementing Science Family Nights; Use of Study Island as a way to improve student mastery on the Science GLCEs; and to align the curriculum using Curriculum Crafters
Implications for next year:	Continue to focus on these strategies for the 2011-2012 school years.

Social Studies

Goal:	All students will be proficient in Social Studies according to Grade Level Content Expectations/benchmarks by 2014. Students will increase proficiency by 10% yearly.
Data to support goal selection:	The data used to determine our strategies was MEAP/MI-Access, progress/report cards; and Class A Assessments. Students with disabilities are fully included in the Social Studies general education curriculum without special education support staff. Poor attendance is also a factor. Students need more integration of technology into their instruction. Sabbath has outdated textbooks and a lack of current materials such as maps/globes. There is a need for curriculum alignment and common formative assessments.
Planned Strategies and Interventions:	All students in grades 6-8 will be given Social Studies formative assessments. The data will be analyzed and the following EBI strategies will be incorporated into classroom practice: Thinking Maps, Marzano's Nine; Study Island; and Targeted/Measurable GLCES will be determined based on test data. Also new updated textbooks will be purchased. Teachers will use technology effectively throughout the school day by using Study Island and Smart Boards. Social Studies Family Nights will be implemented. Students will be provided opportunities to participate in the Michigan Social Studies Olympiad. Teachers will use Curriculum Crafters to align the Social Studies curriculum.
Accomplishments:	Teachers have been trained in Kent County-Curriculum Crafters
Implications for next year:	Reinforce strategies that will meet the needs of the sub-groups. Implement differentiated instruction during Social Studies lessons

Assessment Data

Adequate Yearly Progress (AYP) Data

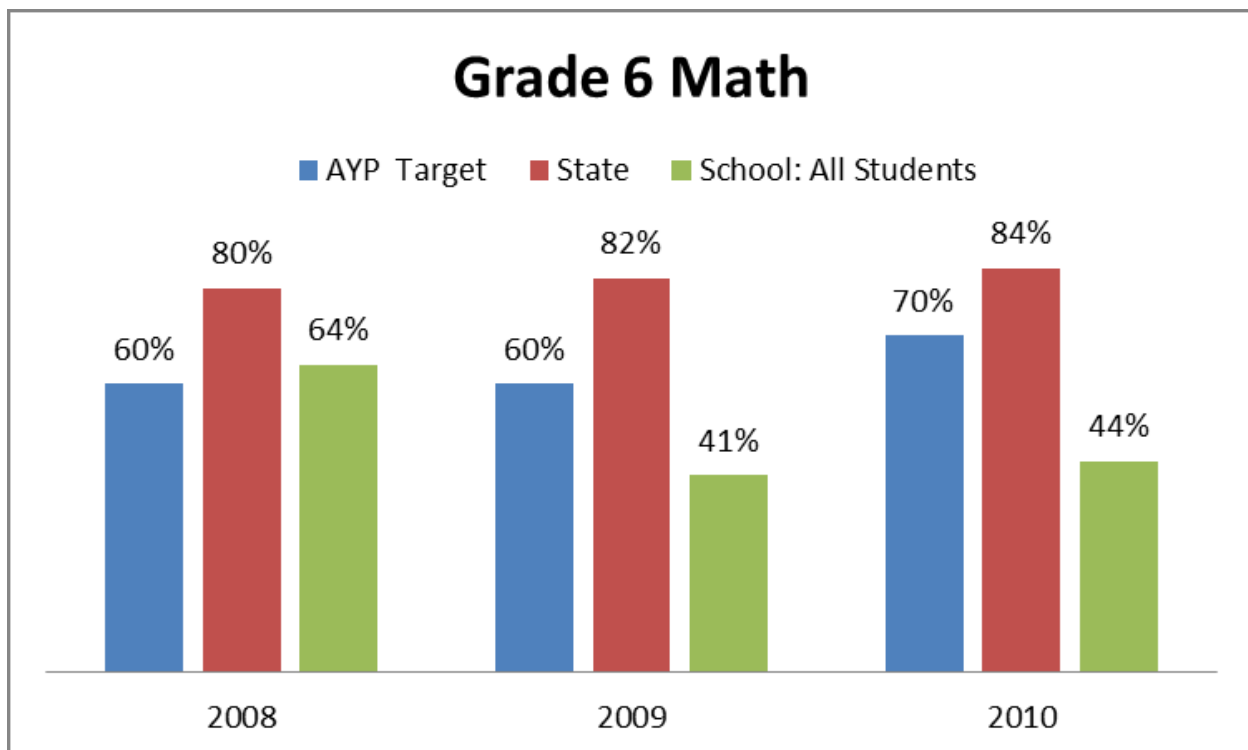
Adequate Yearly Progress (AYP) is an important part of the No Child Left Behind Act of 2001. It is a measure of student participation and achievement on statewide tests and other indicators. A school's progress is measured by how well students in student subgroups do on the MEAP. The subgroups are: All Students, Black, Hispanic, American Indian/Alaskan, White, students with Disabilities, gender, Limited English Proficient, and Economically Disadvantaged.

The following Charts start our data journey. We begin with comparing our school with the district, Intermediate School District (ISD) and the State of Michigan. Charts provide the MEAP Proficiency report for the Fall 2008, 2009, 2010 MEAP test for all grades. It is apparent from this chart that our goal is to exceed or meet the State and the District levels of achievement in both reading and mathematics.

Clarence B. Sabbath 6-8 Preparatory Academy

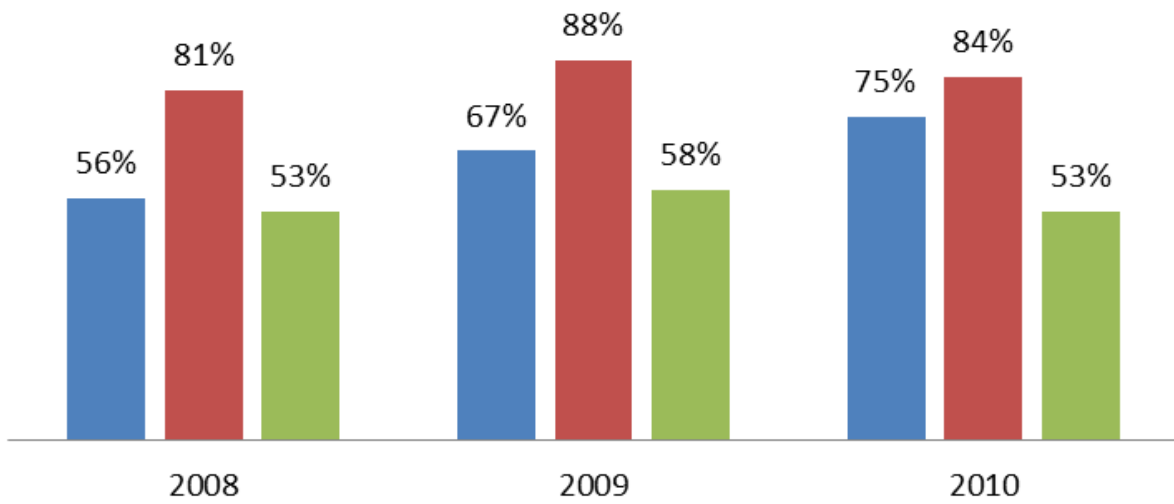
3 Year MEAP Comparative Analysis

Percent of Students Levels 1 & 2 / Proficient or Above



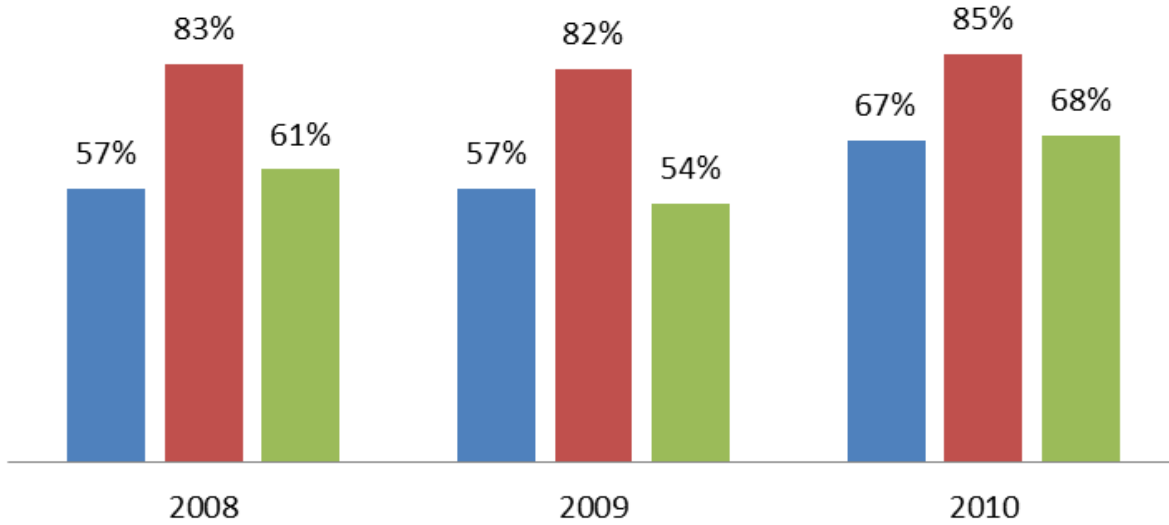
Grade 6 Reading

■ AYP Target ■ State ■ School: All Students



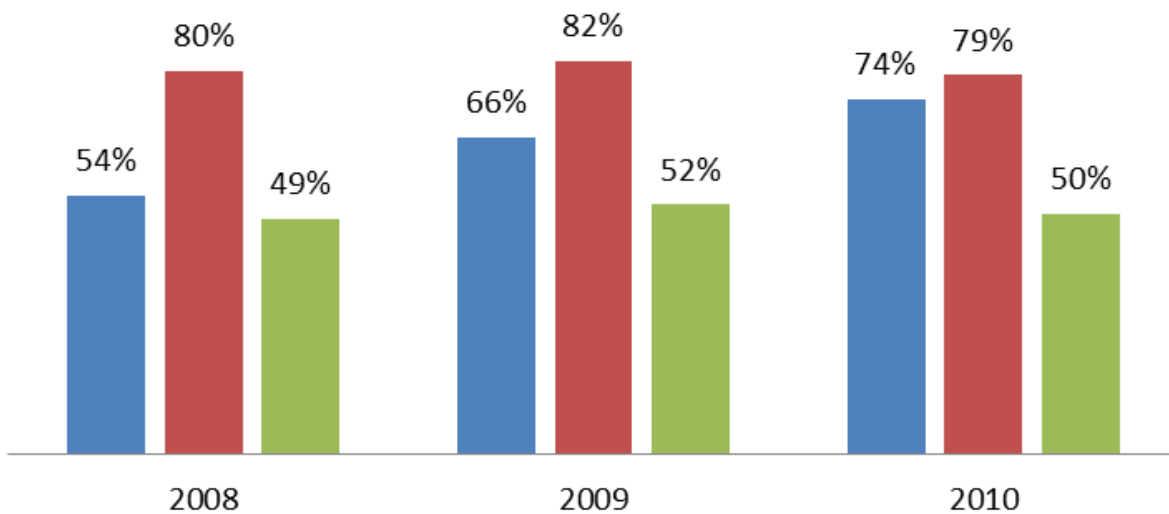
Grade 7 Math

■ AYP Target ■ State ■ School: All Students



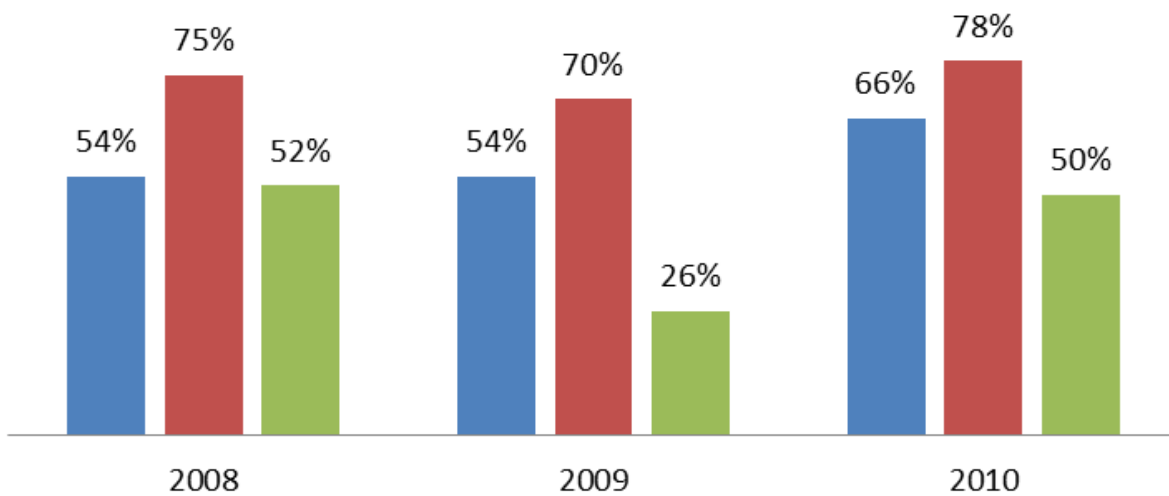
Grade 7 Reading

■ AYP Target ■ State ■ School: All Students



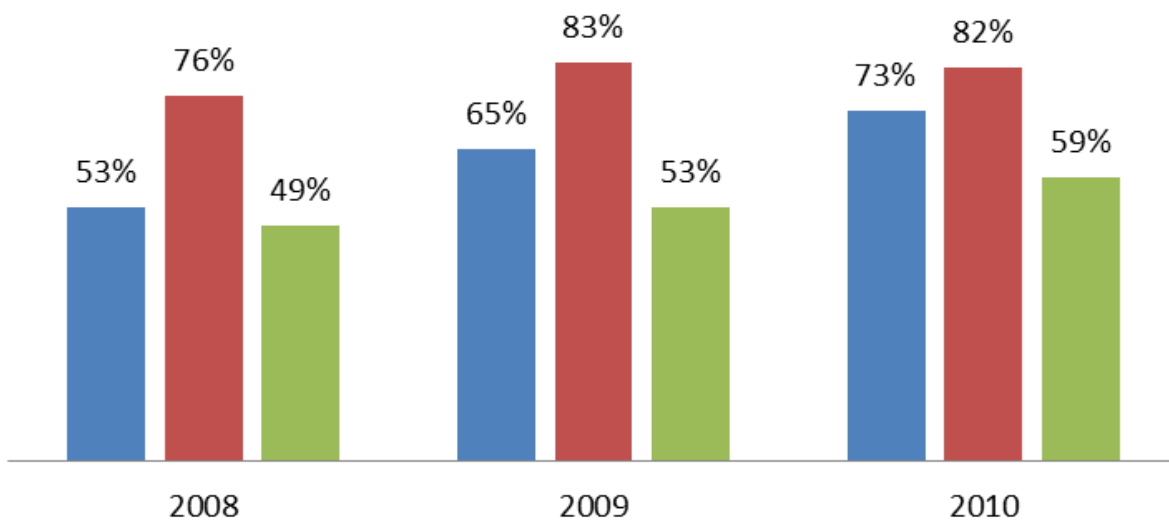
Grade 8 Math

■ AYP Target ■ State ■ School: All Students



Grade 8 Reading

■ AYP Target ■ State ■ School: All Students



V. Parent Involvement

Parent Teacher Conference

Parents are provided opportunities to attend 3 Parent Teacher Conferences during the school year.

Year	Nov- % Attended		April-% Attended
2009-2010	23.2 %		6.2%

Parent Involvement Policy

The River Rouge School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parents/guardians involvement in the development of a Title I Plan, and directs the administration to:

- Involve parents/guardians in the development of the plan;
- Develop a plan that provided for the involvement of parent’ guardians in Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementation of effective parents/guardians involvement activities to improve student academic achievement and school performance.
- To integrate and coordinate the plans/policies for parents/guardians involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District’s plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parents/guardians, the school, and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parents/guardians or participating children and to the local community.

Parent Right-to-Know Provisions of “No Child Left Behind” Legislation

Our school receives funds from Title 1 Part A programs. Title 1, Part A is a federally funded supplemental program designed to help children reach high academic standards. In receiving funds from this program the school is required to inform parents of information available to them regarding the professional qualifications of their child’s classroom teacher(s). The following information will be provided to parents upon request and in a timely manner:

- ▶ Whether the children's teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ▶ Whether the children's teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- ▶ The baccalaureate degree major of the children's teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- ▶ Whether the children are provided services by paraprofessionals and, if so, their qualifications.
- ▶ Hold an annual meeting to inform first time parents of the District parent involvement plan. A positive invitation in language understandable to the parents will be given to explain the District's commitment and the parent's right to be involved in the educational process of their child.
- ▶ Schedule regular meeting and brainstorming sessions at least once monthly to provide parents the opportunity to share concerns and desires, to better improve the school environment and student achievement.
- ▶ An annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement.
- ▶ Convene an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the school's obligations to develop an involvement plan.
- ▶ Involve parents in an organized, on-going and timely way in development, review and improvement of parent involvement activities.

Parents may request additional information on the level of achievement of their children in each of Michigan's assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement. Parents will also receive timely notice if their child is, for whatever reason, assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified. A highly qualified teacher is defined as a teacher that meets Michigan's qualification and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

Description of Parental Involvement in the following requirements:

a. Program Design

Our New parent involvement program design is one that encourages the school-home and family-school relationship. We not only want parents to help us, but we are committed to helping them with their needs as well. That is why we conducted a survey that would indicate this.

b. Program Implementation

Since we have initiated a stronger parent involvement approach this spring, we have 50 parents (20%) of our parents who have signed up to participate in meetings and committees within our school. With these committed parents, we hope to start the new school year out strong with the goal to have 100% parents receive VIP card participation at our school.

Clarence B. Sabbath 6-8 Preparatory Academy implements the following strategies that are intended to increase parental involvement:

1. We have regular parent meetings.
2. We hold some meetings on the same day as family nights to make it more convenient for parents to attend.
3. We have surveyed parents on their interests, wants, needs and how they can become more active in the school.
4. We implement periodic family activity nights.
5. Parents receive a VIP (Very Important Parent) card for attending school activities. They can get their card punched or stamped each time they attend. When they have attended ten activities they are entered into a monthly drawing for a prize.
6. We have provided parents with a list of ways they can become involved in the school (everything from chaperoning during a field trip to landscaping the school grounds).
7. We have developed communities with parents in charge.
8. We have a parent room in the building.
9. Written communication is sent home in English and Spanish.
10. We have a bi-lingual parent coordinator in our building.
11. We hold 2 parent teacher conferences a year and round table meetings when ever a parent and/or teacher request one.

c. Program Evaluation

This year we have developed new strategies to get and keep parents involved. With a commitment from 50 of our parents, we feel that our parental involvement program was a success this year.

Building Capacity for Involvement

In building an effective home-school partnership and in compliance with Section 1118 of No Child Left Behind (2001), Clarence B. Sabbath 6-8 Preparatory Academy will provide the following:

Section 1118 (e) (1): Assist parents in understanding the State's content standards and assessments and how to monitor their child's progress.

The Parents Guide to the Grade Level Content Expectations will be distributed in September during Open House. Students' academic assessment results are reported to the parents throughout the year. Report cards and progress reports are sent home four times a year. Parent-Teacher conferences are held two times a year. Additional conferences are scheduled as needed during the teacher's preparatory period.

Section 1118 (e) (2): *Provide materials and training to help parents work with their children.*

Family night activities will be held throughout the year for each of the core content areas. The focus is to give the parents strategies, skills, and instructional materials to increase their child's ability to become successful academically.

Section 1118 (e) (3): *Train staff to build effective parent involvement*

Monthly School Improvement Team meetings will include teachers, parents and administrators. These meetings will focus on collaboration between the teachers and the parents to coordinate programs for the school year. Parent surveys are also distributed twice a year in order to give the parents a voice about the services and current programs that are offered throughout the year. The results will be reviewed to evaluate, develop and implement school programs.

Section 1118 (e) (4): *Collaborate with other programs to coordinate parent involvement*

The parent resource center is open to help parents assist their children with their academic work. There are academic games and skill building activities that may be checked out for use in the home. There are guest speakers to facilitate academic skills and strategies.

Section 1118 (e) (5): *Provide information in a format and language that parents will understand*

All information regarding activities will be sent to the parent in a format and language that they can easily understand. Any literature will be translated into to accommodate our diverse population. At the beginning of the year a letter is sent home notifying the parents that they can request information regarding the qualifications of their child's classroom teacher and paraprofessional. A letter will be sent home notifying the parents if their child's teacher is not highly qualified within 4 weeks. A letter will be sent home to parents of Limited English Proficiency (LEP) students to inform them about River Rouges' LEP program and their right to decline services.

Section 1118 (e) (14): *Provide other reasonable support for parent involvement as parents may request*

All teachers and the administrative team have an open preparatory period, which will allow the parents to meet to discuss any pressing concerns or issues as they arise throughout the school year in a timely manner. Parents can contribute their ideas about our scheduled monthly parent/student workshops.

Section 1118 (f): *Provide full opportunities for participation of parents with limited English proficiency or with disabilities and for parents of migratory children including providing information and school reports required under Section 1111 in a format and to the extent*

practicable in a language such parents understand in carrying out parental involvement policy in the school division and in the schools.

In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available.

The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. This notice must be in a format that families can comprehend and, if possible in a language that is understood by the family. LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 OF 2004).

Summary

Clarence B. Sabbath 6-8 Preparatory Academy will keep accurate records on attendance of parents and families that attend parent-teacher conferences, open houses, and all other family parent activities during the school year. Parents will have an opportunity to voice their opinions and concerns through a school-wide survey. The results of this survey and the attendance records will be used to improve the school-wide programs.

The staff of C. B Sabbath will be trained in MEAP analysis, Math Assessments, Study Island, Kent County-Curriculum Crafters and Class A Assessment analysis throughout the school year. Teachers will explain this information at parent-teacher conferences or any other requested times in an easily understood language free from educational jargon.

Core Curriculum

The curriculum that is being implemented in our school is Kent County-Curriculum Crafters. It is based on the Michigan Curriculum Framework and the Grade Level Content Expectations (GLCEs)

The River Rouge School District serves the needs of all students and embraces Differentiated Instruction as an effective instructional delivery model that supports teaching and learning for all.

We are committed to provide instruction for all students in our schools. We cannot ignore the diversity of learners who populate our classrooms. Culture, race, language, economics, gender, experience, motivation to achieve, disability, advanced ability, person interests, learning preferences, and presence or absence of an adult support system are just some of the factors that students bring to school with them in stunning variety. Teachers find it difficult to provide meaningful learning to diverse populations in their classrooms. Differentiated Instruction offers a framework for addressing learner variance as a critical component of instruction planning.

Differentiated Instruction provides teachers with the tools to provide instruction for all of their students based on the needs of their learners by applying current education research, by drawing on their knowledge of child development and by providing students with multiple paths to learn a central concept in each discipline. It also provides support by encouraging each student to assume responsibility for their own learning and challenges each child at his or her level.

Social Studies

The core curriculum at each grade level is based on K-8 exit goals. The curriculum is designed to prepare students for the technological/informational age that they will live in.

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Students will acquire a core of understandings and competencies within the content areas.

Students learn to use social studies concepts and principles to communicate effectively regarding public policy questions and issues. They participate and effectively act on social and public policy issues important to their own lives. As developing capable citizens students will apply social studies concepts and processes in order to contribute and participate productively with their families, work, community, and nation. Students will understand global interdependence and issues which affect people all over the world.

The purpose of social studies is to develop social understanding and civic efficacy. The social studies curriculum builds four capacities in students: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation.

Mathematics

The goal of our mathematics curriculum is to link intellectual communities with mathematical inquiry. This provides students with an opportunity to develop the skills of collaborative mathematical inquiry over time. The teachers' role is to shape the nature of students' mathematical inquiry through the ways in which they structure activities and provide opportunities for student discourse.

Mathematics is the science of patterns and relationships. It is the knowledge of our technological world. Students will develop mathematical power and develop their ability to explore, to conjecture, to reason logically and to use a variety of mathematical methods to solve problems. The ultimate goal for all students is to develop the mathematical power to participate as a citizen and worker in our world.

Students will develop, apply, and generalize problem-solving approaches to investigate, understand, and resolve problems. In order to prepare students for the world of work they will acquire the skills necessary to interact with others in learning and problem-solving situations. They will become competent in the selection and application of appropriate technological tools. Students will also have the opportunity to recognize the connections among mathematical topics, other disciplines, and everyday experiences. They will interpret algebraic concepts and methods to solve real life problems.

Text: *Everyday Math* Wright Group Grades 1-5

Connected Mathematics Pearson Prentice Hall Grade 6-8

English Language Arts

English Language Arts are the vehicles of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. We learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

Students will acquire a core of understandings and competences with the English Language Arts Curriculum. Students will apply multiple strategies to construct meaning using a variety of texts. They will read with increased fluency, and independence. It is our goal that students will become lifelong readers who choose to read for information and enjoyment. Students will use oral language appropriately and effectively to communicate with others. In order to increase comprehension students will use a variety of thinking (metacognitive) processes for multiple

purposes. To become fluent readers our students will develop their skills to become fluent writers. They will write using standard English conventions. Students will also create representations of informational ideas using multiple texts. Students will also produce a variety of texts for different purposes including elements unique to specific genre. The ultimate goal of the English Language Arts Curriculum is to produce effective communicators who listen actively, respond appropriate and are analytical.

Science

The vitality of a democracy assumes a certain “core of knowledge” shared by everyone which serves as a unifying force. It is fundamental to the effectiveness of our democratic system that our citizens be able to make informed judgments on the more and more complex issues of scientific and technological public policy.

The focus of science is on investigation and experimentation to allow students to make a concrete association between science and the study of nature as well as prove them with many opportunities to use their basic mathematical skills. This content is taught so that students have the opportunity to build connections that link science to technology and societal impacts. Science, technology, and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The curriculum is viewed as the foundation for understanding these issues.

Inquiry based science provides all students with the opportunity to increase their scientific literacy and become knowledgeable, caring, contributing citizens.

Teacher Qualifications

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. Sabbath has 18 highly qualified teachers with the following number of years teaching experience in our district:

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	5%	0%	67%	28%	0%	0%
Percentage of Teachers in the School who are Highly Qualified	100%					
Percentage of Teachers in the School with Emergency/ Provisional Credentials	0%					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers	0%					

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	06	All Students	2010-11	100%	84%	52.9%	52.9%	5.7%	47.1%	35.7%	11.4%
English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	47.7%	47.7%	6.8%	40.9%	43.2%	9.1%
English Language Arts / Reading	06	Hispanic or Latino	2010-11	100%	75.4%	46.2%	46.2%	7.7%	38.5%	38.5%	15.4%
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	54.1%	54.1%	5.4%	48.6%	37.8%	8.1%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	51.5%	51.5%	6.1%	45.5%	33.3%	15.2%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	52.2%	52.2%	4.3%	47.8%	36.2%	11.6%
English Language Arts / Reading	06	Students with Disabilities	2010-11	100%	48.5%	31.3%	31.3%	0%	31.3%	31.3%	37.5%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	50%	50%	4.4%	45.6%	19.1%	30.9%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	42.9%	42.9%	2.4%	40.5%	21.4%	35.7%
English Language Arts / Reading	07	Hispanic or Latino	2010-11	100%	71.6%	75%	75%	0%	75%	12.5%	12.5%
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2010-11	<10	84.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	57.1%	57.1%	3.6%	53.6%	17.9%	25%
English Language Arts / Reading	07	Male	2010-11	100%	75%	45%	45%	5%	40%	20%	35%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	49.2%	49.2%	3.1%	46.2%	20%	30.8%
English Language Arts / Reading	07	Students with Disabilities	2010-11	100%	36.3%	16.7%	16.7%	0%	16.7%	8.3%	75%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	58.6%	58.6%	10%	48.6%	35.7%	5.7%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	58.7%	58.7%	8.7%	50%	39.1%	2.2%
English Language Arts / Reading	08	Hispanic or Latino	2010-11	100%	74.5%	62.5%	62.5%	18.8%	43.8%	25%	12.5%
English Language Arts / Reading	08	Two or More Races	2010-11	<10	83.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2010-11	<10	85.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	80.8%	80.8%	19.2%	61.5%	15.4%	3.8%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	45.5%	45.5%	4.5%	40.9%	47.7%	6.8%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	56.1%	56.1%	10.6%	45.5%	37.9%	6.1%
English Language Arts / Reading	08	Students with Disabilities	2010-11	100%	43%	23.1%	23.1%	0%	23.1%	53.8%	23.1%
Mathematics	06	All Students	2010-11	100%	84.5%	43.7%	43.7%	5.6%	38%	50.7%	5.6%
Mathematics	06	Black or African American	2010-11	100%	68.9%	43.2%	43.2%	6.8%	36.4%	54.5%	2.3%

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Hispanic or Latino	2010-11	100%	79%	42.9%	42.9%	0%	42.9%	50%	7.1%
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	100%	86.2%	50%	50%	2.6%	47.4%	47.4%	2.6%
Mathematics	06	Male	2010-11	100%	82.9%	36.4%	36.4%	9.1%	27.3%	54.5%	9.1%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	42.9%	42.9%	4.3%	38.6%	51.4%	5.7%
Mathematics	06	Students with Disabilities	2010-11	100%	54.1%	31.3%	31.3%	0%	31.3%	56.3%	12.5%
Mathematics	07	All Students	2010-11	100%	84.6%	68.1%	68.1%	17.4%	50.7%	30.4%	1.4%
Mathematics	07	Black or African American	2010-11	100%	68.2%	61.9%	61.9%	11.9%	50%	35.7%	2.4%
Mathematics	07	Hispanic or Latino	2010-11	100%	79.4%	75%	75%	25%	50%	25%	0%
Mathematics	07	Two or More Races	2010-11	<10	83.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2010-11	<10	89.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	Female	2010-11	100%	86.3%	64.3%	64.3%	21.4%	42.9%	35.7%	0%
Mathematics	07	Male	2010-11	100%	82.9%	70.7%	70.7%	14.6%	56.1%	26.8%	2.4%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	68.2%	68.2%	15.2%	53%	30.3%	1.5%
Mathematics	07	Students with Disabilities	2010-11	100%	51.4%	41.7%	41.7%	0%	41.7%	50%	8.3%
Mathematics	08	All Students	2010-11	100%	78%	50%	50%	11.4%	38.6%	40%	10%
Mathematics	08	Black or African American	2010-11	100%	56.6%	41.3%	41.3%	10.9%	30.4%	47.8%	10.9%
Mathematics	08	Hispanic or Latino	2010-11	100%	69.8%	68.8%	68.8%	6.3%	62.5%	25%	6.3%
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Female	2010-11	100%	78.1%	61.5%	61.5%	7.7%	53.8%	30.8%	7.7%
Mathematics	08	Male	2010-11	100%	77.8%	43.2%	43.2%	13.6%	29.5%	45.5%	11.4%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	50%	50%	12.1%	37.9%	39.4%	10.6%

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	08	Students with Disabilities	2010-11	100%	43.5%	46.2%	46.2%	7.7%	38.5%	38.5%	15.4%
Science	08	All Students	2010-11	100%	78.1%	52.9%	52.9%	2.9%	50%	40%	7.1%
Science	08	Black or African American	2010-11	100%	56.4%	50%	50%	2.2%	47.8%	43.5%	6.5%
Science	08	Hispanic or Latino	2010-11	100%	68.6%	68.8%	68.8%	0%	68.8%	31.3%	0%
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2010-11	<10	84.1%	<10	<10	<10	<10	<10	<10
Science	08	Female	2010-11	100%	79.4%	65.4%	65.4%	0%	65.4%	30.8%	3.8%
Science	08	Male	2010-11	100%	76.9%	45.5%	45.5%	4.5%	40.9%	45.5%	9.1%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	50%	50%	3%	47%	42.4%	7.6%
Science	08	Students with Disabilities	2010-11	100%	44.3%	30.8%	30.8%	0%	30.8%	53.8%	15.4%

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	<10	79%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2010-11	<10	72.7%	<10	<10	<10	<10	<10
Mathematics	08	Female	2010-11	<10	76%	<10	<10	<10	<10	<10
Science	08	All Students	2010-11	<10	44.9%	<10	<10	<10	<10	<10
Science	08	Black or African American	2010-11	<10	32.2%	<10	<10	<10	<10	<10
Science	08	Female	2010-11	<10	39.8%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	100.6%	80.5%
All Students	District	Mathematics	100%	83.5%
All Students	School	English Language Arts / Reading	100%	0%
All Students	School	Mathematics	99.5%	0%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.7%	82.2%
Black or African American	District	Mathematics	99.4%	84.5%
Black or African American	School	English Language Arts / Reading	100%	0%
Black or African American	School	Mathematics	100%	0%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	102.2%	85.3%
Hispanic or Latino	District	Mathematics	101.1%	89.7%
Hispanic or Latino	School	English Language Arts / Reading	100%	0%
Hispanic or Latino	School	Mathematics	97.9%	0%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	101.3%	63.8%
White	District	Mathematics	100%	73.9%
White	School	English Language Arts / Reading	<30	<30
White	School	Mathematics	<30	<30
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	100%	80.7%

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	District	Mathematics	99.6%	82.4%
Economically Disadvantaged	School	English Language Arts / Reading	99.5%	0%
Economically Disadvantaged	School	Mathematics	99.5%	0%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	N/A	N/A
Limited English Proficient	District	Mathematics	N/A	N/A
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	100%	56%
Students with Disabilities	District	Mathematics	98.4%	63.6%
Students with Disabilities	School	English Language Arts / Reading	100%	0%
Students with Disabilities	School	Mathematics	100%	0%

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	61.11%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Black or African American	District	65.38%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	<10
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	57.14%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	40%

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.8%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	97.6%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Black or African American	State	91.9%
Black or African American	District	95.4%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	93.9%
Two or More Races	State	94.7%
White	State	95.6%
White	District	92.6%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.7%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.3%

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Michigan Annual AYP Objectives for Reading/ELA

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Michigan Annual AYP Objectives for Mathematics

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes				No Grade	N/A	0

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	1	11	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Teacher Quality Data

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

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, River Rouge School District, CB Sabbath 6-8 Preparatory Academy

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505