

School Annual Education Report (AER) Cover Letter

Ann Arbor Public Schools – Pioneer High School - 2009/2010

August 20, 2010

Dear Pioneer Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) that provides key information on the 2009-2010 educational progress for Pioneer High School. **This is the new reporting requirement from the State of Michigan.** The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Tamber Woodworth, Principal at 994-2126 for assistance.

The AER data is compiled and posted by the State of Michigan Department of Education. Some of the data is statewide only. On the AAPS website you can find additional data directly related to our district (www.a2schools.org)

For this year we are also including a copy of the P.A. 25, which the district has used in the past to report on student data. Next year AAPS will only produce the state required Annual Education Report (AER).

The AER is available for you to review electronically by visiting the following web site www.a2pioneer.org or you may review a copy from the main office at Pioneer.

For 2009-2010, Pioneer made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
 - a. Attendance in the Ann Arbor Public Schools is designated by geographic boundaries along with some limited in-district school of choice and out of district school of choice.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN can be found at www.a2pioneer.org.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
 - a. **Ann Arbor Open** is a K-8 magnet school offering an "open school" philosophy where grades are blended and the emphasis is on learning through experience.
 - b. **Community High School** is a 9th -12th magnet liberal arts and science high school which fosters teaching and learning in a small, relationship based environment, where instruction is rigorous and authentic.

- c. **Roberto Clemente Student Development Center** is an 8th -12th grade alternative education program for students who require a smaller, more structured and nurturing environment. Students are self-referred or referred by another district middle or high school.
 - d. **Stone High School** is a 9th -12th alternative high school that offers a smaller learning environment with a variety of credit recovery options, individualized student learning programs, and hybrid schedules.
4. A description of the AAPS CORE CURRICULUM, is available at <http://www.aaps.k12.mi.us/ins.home/academics>
5. The aggregate student achievement results for Pioneer based on the Scholastic Reading Inventory, the 10th grade ACT PLAN, the 11th grade ACT mean score, and the mean SAT scores by graduating year:
 - a. SRI – Scholastic Reading Inventory Lexile score at or above proficiency = 85.3%
 - b. 10th grade PLAN (1-32 range) = 20.7
 - c. 11th grade ACT mean score (1-36 range) = 23.4
 - d. SAT mean score for graduating class-
 - i. Verbal= 587.5 Math = 611.4 % Participation = 39.6%
6. Below is the data for students who participate in postsecondary enrollments (commonly known as “dual enrollments” with local college and universities), number of students enrolled in AP courses and number of AP courses offered.
 - a. Dual enrollments = 49 students/5% of students
 - b. Number of AP courses offered = 14
 - c. Number of students enrolled in AP courses = 1652 / 62% of students
 - d. Percentage of students receiving scores leading to college credit = 81%
7. Pioneer holds a capsule night each fall when parents learn about the academic curriculum and have the opportunity to meet with administrators. Conferences are formally held twice a year but Pioneer notifies families if a student is not achieving in the classroom so supports can be put in place. Pioneer families are very involved in the academic success of the students.

We congratulate Pioneer students and staff who continue to work hard to improve achievement for all students. Collaboration and support for education is a hallmark of this community and critical to meeting our mission of providing a world-class education for all of our students.

Sincerely,



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Tamber Woodworth, Principal

Pioneer

High School

2009-2010 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President
Susan Baskett, Simone Lightfoot, Glenn Nelson, Christine Stead, Andy Thomas

Mission Statement

Pioneer High School will be engaged as active and curious learners who embrace the rich diversity of the world around them in pursuit of productive and satisfying lives. –Mission Statement, 2010

2009-2010 Student Achievement Goals

The school student achievement goals are now based on districtwide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.

District Goals

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

Issues, Decisions, and Accomplishments

- School Climate/Connectivity- The dedicated vision of the administration of 2009-10 was directed toward:
 - Improved instruction and enhanced learning for all of our students.
 - Revitalized staff responsibility for learning through Cultural Competency and congruent teaching methods
 - Comprehensive Information Technology enabling staff to model, support, and facilitate learning for all students.
 - PHS faculty and staff continued to discuss the various options available to improve school climate, culture and learning.
 - In consultation with Horacio Sanchez, continue work concerning climate and resiliency and the Model School Framework of Rigor, Relevance, & Relationships.
- Career Pathways- Continued to provide leadership and direction for implementation of the Career Pathways program at Pioneer Career Pathways training will be implemented as part of the new ninth grade teaming.
- Recognition Efforts- Continued recognition program for the accomplishments of student, i.e. continued 'good news sharing time' at staff meetings and in the weekly staff bulletins; contributed recognition items to various district communiqués; installation of a Trophy Gallery Section in the C hallway for recognition of both Student and Staff Achievements and installation of School Pride Banners and external building signage to promote School Spirit accomplishments.
- Communication Efforts- Continued implementation of strategies for improving communication among all school constituents, including improvements to the Website; use of School Messenger and Yahoo email groups, expanded Principals Bulletin, and use of Daktronics electronic signs.
- Equity and Cultural Competence: Staff development focused on meeting the needs of our diverse student population. Staff direction is to implement changes that will yield improvement for our underachieving student populations. This year we proposed and received approval for the implementation of classes that meet state high school requirements and appeal to our diverse student population. Staff will continue to seek "high yield" strategies for all students.
- Student Leadership: Expand the purpose and goals of the Orientation Guide Program to include tutoring of 9th-grade students who may need assistance with core academic classes; implementation of the new Sportsmanship Leadership student group to address various school spirit and sportsmanship issues; and continued support of the Peer Mediation, PPI, and Rising Scholars Programs, and increased assigned activities of the Student Council and Black Student Union.
- Facilities Needs: Construction upgrades to Pioneer facilities continued throughout the 2009-10 school year and through 2010 summer; staff and administration participated in planning for upgrades to the athletic and theater facilities with construction to begin in the fall of 2010.

- **Professional Development Opportunities-** the Pioneer faculty and staff hosted meaningful discussions and renewed implementation of models and strategies for accommodating students with learning difficulties and disabilities.
 - Career Pathways program expansion through the transition team.
 - Providing more instructional software such as ExamView, CPS System, and Odyssey Learning, My Access.
 - 9th-grade teaming for improved school climate and increased achievement for all 9th-grade students.
 - Extensive work on the NCA process which included all staff working on teams to develop and implement plans for: 1) Equity; 2) 9th-grade transition; 3) instructional framework; 4) Honor Level System; and 5) Reading Apprenticeship
 - All Department Chairs and some staff were trained in Reading Apprenticeship

Major Issues Identified for Next Year's Team

- Enhancement of instructional software for the classroom
- All staff will be trained and support in Reading Apprenticeship
- Development of instructional Rubrics for the classroom
- Implementation of differentiated instruction within the classroom
- Planning for teaming for 9th-grade students to begin in fall of 2010
- Continued discussion of strategies to improve student achievement
- Continued implementation of the Cultural Competency Program
- Planning and implementation of classes that meet state high school requirements and appeal to our diverse student population
- Continued implementation of the North Central Accreditation process
- Continued discussion of staff accountability and consistency issues
- Continued facilities enhancement and planning

2009-2010 School Improvement/NCA (AdvancED) Steering Committee

The 2009-10 School Improvement/NCA Steering Committee consisted of members representing the following school affiliates: the North Central Accreditation Chair and Team, the Pioneer Department Chair Team, the School Improvement Team, the Parent-Teacher-Student-Organization, the Black Parents Student Support Group, the Pioneer Climate Committee, and representatives from various student groups. We will continue to implement AdvanceEd process that is the new NCA school improvement criteria. The Washtenaw Intermediate School District will continue to assist the Pioneer staff with the planning and implementation of new and modified school improvement goals.

The 2009-10 School Improvement Team consisted of the following members: Principals: Michael White and Tamber Woodworth; Chairs: Doug Bernardin and Deb Young; Principals: Kevin Hudson, Tyrone Weeks; Staff: Meg Hanrath, Carly Day, Ron Robinson, Jim Brink, Kara Schulz and Kathy Arden; Parents: Dave Johnson and Kathy Wilder parents, Corey Garff and Stephanie Smith, students.

2009-10 Staff Development Activities

We continued plans for the implementation of the following new and/or continued staff professional development activities and/or student enrichment activities: Student Leadership Training, Smaller Learning Communities Concepts, Career Pathways Initiative, Substance Abuse Education and Diversity Training for students, Rigor and Relevance Student Achievement Program, the Staff Professional Development Program, and staff generated professional development presentations and activities.

Core Curriculum Status: Core curriculum is a standard curriculum covering each subject area and all grade levels in the district. See the district annual report or call 994-2315 for information on the district core curriculum. All students are ensured enrollment in all courses or subject areas in the academic core curriculum.

Highly Qualified Teachers: The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Pioneer's teachers meet this requirement.

Parent Participation: Pioneer High School parents and community members regularly volunteer their time, effort, and resources to support our students, school, and programs throughout the year. Parents and community supporters freely participate in school life in a variety of ways including: assisting in various school offices or the School Store; helping with the All Senior All Night Party and various other PTSO activities; as well as help at athletic activities and events. Parental involvement at Pioneer continues to increase as demonstrated in Capsule Night parental participation figures over recent years.

District Graduation Data: The 2009 graduation rate was 87.7%.

Specialized Schools: In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

Student Attendance: A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Pioneer's attendance rate for 2009/10, as calculated by the state, was 93.0%.

2009-2010 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Female	Male
Number	4	1369	79	301	312	34	117	53	1068	1201
Percentage	0.2	60.3	3.5	13.3	13.8	1.5	5.2	2.8	47.1	52.9
Total Enrollment	2269									

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.

Full Annual Education Report

School-Level Student Assessment Data for Washtenaw ISD, Ann Arbor Public Schools, Pioneer High School

Michigan Educational Assessment Program (MEAP)

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)
No records to display.									

Michigan Merit Examination (MME)

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									

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)
Grade: 11									
All Students	2008-09	100%	59.9%	78.1%	79.3%	10.7%	68.6%	12.9%	7.8%
All Students	2009-10	99.4%	65.2%	80.3%	83.5%	10.5%	73%	8.7%	7.8%
Female	2008-09	100%	64.2%	78.3%	78.7%	11.7%	67%	14.5%	6.8%
Female	2009-10	99%	68%	81.2%	84.9%	11.8%	73.1%	8.2%	6.9%
Male	2008-09	100%	55.5%	78%	79.8%	9.8%	70%	11.4%	8.7%
Male	2009-10	99.7%	62.3%	79.5%	82.3%	9.4%	72.9%	9.1%	8.6%
Black or African American	2008-09	100%	33.4%	43.7%	43.5%	0%	43.5%	36.5%	20%
Black or African American	2009-10	97.1%	37.5%	47.2%	58.8%	0%	58.8%	17.6%	23.5%
American Indian or Alaska Native	2008-09	<10	51.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	67.2%	83.4%	81.3%	20.6%	60.7%	11.2%	7.5%
Asian, Native Hawaiian, or Pacific	2009-10	100%	74.9%	85.1%	84%	16%	67.9%	7.4%	8.6%

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)
Islander									
Hispanic or Latino	2008-09	100%	44.5%	65.3%	65%	0%	65%	5%	30%
Hispanic or Latino	2009-10	100%	50.7%	61%	56.8%	5.4%	51.4%	18.9%	24.3%
White	2008-09	100%	66.1%	87.2%	85.8%	11.2%	74.5%	9.6%	4.6%
White	2009-10	99.6%	71.5%	88.7%	89.7%	11.6%	78.1%	6.2%	4.1%
Multiracial	2008-09	100%	60.7%	79.3%	85.7%	7.1%	78.6%	7.1%	7.1%
Multiracial	2009-10	100%	64.4%	80%	74.1%	7.4%	66.7%	18.5%	7.4%
Limited English Proficient	2008-09	100%	18.6%	7.4%	0%	0%	0%	20%	80%
Limited English Proficient	2009-10	100%	22.2%	4.8%	8.3%	0%	8.3%	16.7%	75%
Students with Disabilities	2008-09	100%	23.5%	40.6%	34.4%	0%	34.4%	29.7%	35.9%
Students with Disabilities	2009-10	97.1%	23.6%	40.5%	40.9%	0%	40.9%	27.3%	31.8%
Economically Disadvantaged	2008-09	100%	42.4%	42%	42.7%	0%	42.7%	35.4%	22%
Economically Disadvantaged	2009-10	97.4%	48.5%	44.2%	45.9%	1.4%	44.6%	18.9%	35.1%
Mathematics									

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)
Grade: 11									
All Students	2008-09	100%	49.3%	72.5%	75.5%	37%	38.5%	8.8%	15.6%
All Students	2009-10	99.4%	50.4%	75.5%	80.7%	39.5%	41.2%	8.8%	10.5%
Female	2008-09	100%	47.2%	69.8%	71.9%	35.2%	36.7%	9.6%	18.5%
Female	2009-10	99%	48.3%	74.1%	82%	36.4%	45.6%	9.2%	8.9%
Male	2008-09	100%	51.5%	75.1%	78.7%	38.7%	40.1%	8.2%	13.1%
Male	2009-10	99.7%	52.5%	76.7%	79.6%	42.1%	37.5%	8.6%	11.8%
Black or African American	2008-09	100%	16.4%	24.9%	28.2%	3.5%	24.7%	9.4%	62.4%
Black or African American	2009-10	97.1%	16.4%	30.1%	42.6%	2.9%	39.7%	20.6%	36.8%
American Indian or Alaska Native	2008-09	<10	36.4%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	100%	72.3%	92.3%	91.6%	69.2%	22.4%	2.8%	5.6%
Asian, Native Hawaiian, or Pacific	2009-10	100%	72.1%	95.4%	96.3%	70.4%	25.9%	2.5%	1.2%

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)
Islander									
Hispanic or Latino	2008-09	100%	32.4%	58.3%	65%	10%	55%	25%	10%
Hispanic or Latino	2009-10	100%	33.8%	55.9%	64.9%	18.9%	45.9%	8.1%	27%
White	2008-09	100%	56.5%	82.5%	81%	36.5%	44.5%	8.9%	10.1%
White	2009-10	99.6%	57.9%	84.5%	86.2%	41.7%	44.5%	7.7%	6%
Multiracial	2008-09	100%	47.7%	70.4%	78.6%	40.5%	38.1%	14.3%	7.1%
Multiracial	2009-10	100%	44%	63.1%	55.6%	29.6%	25.9%	18.5%	25.9%
Limited English Proficient	2008-09	100%	20.2%	33.3%	50%	40%	10%	10%	40%
Limited English Proficient	2009-10	100%	17.3%	47.6%	41.7%	16.7%	25%	8.3%	50%
Students with Disabilities	2008-09	100%	10.2%	20.3%	21.9%	4.7%	17.2%	4.7%	73.4%
Students with Disabilities	2009-10	97.1%	11.2%	26%	34.8%	9.1%	25.8%	16.7%	48.5%
Economically Disadvantaged	2008-09	100%	28.9%	25.6%	26.8%	2.4%	24.4%	8.5%	64.6%
Economically Disadvantaged	2009-10	97.4%	30.4%	30.4%	37.8%	5.4%	32.4%	18.9%	43.2%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	81.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	90.4%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	53.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	51.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	74.4%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	72.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.2%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	74%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	73.7%	<10	<10	<10	<10	<10
White	2008-09	<10	75.6%	<10	<10	<10	<10	<10
White	2009-10	<10	74.4%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	75.6%	<10	<10	<10	<10	<10
All Students	2009-10	<10	83.2%	<10	<10	<10	<10	<10
Female	2008-09	<10	73.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	78.7%	<10	<10	<10	<10	<10
Male	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Male	2009-10	<10	86%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	79.7%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	83.3%	<10	<10	<10	<10	<10
White	2008-09	<10	74.4%	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	76.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	77.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	77.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Male	2008-09	<10	76.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	74.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	89.5%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2008-09	<10	77.8%	<10	<10	<10	<10	<10
White	2009-10	<10	77.9%	<10	<10	<10	<10	<10

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2009-10	<10	68.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	61.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	74%	<10	<10	<10	<10	<10
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	49.7%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	59.1%	<10	<10	<10	<10	<10
White	2009-10	<10	55.4%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Female	2009-10	<10	45.5%	<10	<10	<10	<10	<10
Male	2009-10	<10	47%	<10	<10	<10	<10	<10
White	2009-10	<10	46%	<10	<10	<10	<10	<10

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Washtenaw ISD, Ann Arbor Public Schools, Pioneer High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.3%	96.8%
Mathematics	99.5%	96.9%
School		
English Language Arts / Reading	98.8%	94.1%
Mathematics	98.8%	93.3%
Black or African American		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	98.7%	91%
Mathematics	98.6%	89.7%
School		
English Language Arts / Reading	95.8%	82.8%
Mathematics	95.8%	74.1%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	99.8%	98.4%
Mathematics	100.2%	99.3%
School		
English Language Arts / Reading	100%	95.9%
Mathematics	100%	100%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	98.6%	92.5%
Mathematics	99.5%	93.9%
School		
English Language Arts / Reading	97.4%	81.8%
Mathematics	97.4%	72.7%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	98%
Mathematics	99.6%	98.2%
School		
English Language Arts / Reading	99.2%	96.3%
Mathematics	99.2%	96.3%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	99%	97.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.1%	97.1%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	85.2%	83.5%
Mathematics	98.9%	93.4%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	97.8%	81.6%
Mathematics	98.2%	82.2%
School		
English Language Arts / Reading	96.1%	73.9%
Mathematics	96.1%	62.3%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	97.7%	90.7%
Mathematics	98.7%	91.3%
School		
English Language Arts / Reading	95.1%	72.7%
Mathematics	95.1%	66.7%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	87.76%
School	
	93.12%
Black or African American	
State	
	56.59%
District	
	73.58%
School	

Graduation Rate (High Schools only) (Goal 80%)	
86.59%	
American Indian or Alaska Native	
State	
65%	
District	
<10	
School	
<10	
Asian, Native Hawaiian, or Pacific Islander	
State	
84.47%	
District	
93.44%	
School	

Graduation Rate (High Schools only)
(Goal 80%)

>95%

Hispanic or Latino

State

59.94%

District

68.42%

School

75%

White

State

81.85%

District

92.1%

School

Graduation Rate (High Schools only)
(Goal 80%)

94.85%

Multiracial

State

71.12%

District

83.75%

School

89.19%

Limited English Proficient

State

65.51%

District

52.94%

School

Graduation Rate (High Schools only) (Goal 80%)	
	53.85%
Students with Disabilities	
State	
	57.61%
District	
	73.81%
School	
	86.67%
Economically Disadvantaged	
State	
	59.8%
District	
	63.44%
School	

Graduation Rate (High Schools only)
(Goal 80%)

77.14%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

95.5%

School

96.5%

Black or African American

State

91%

District

94.4%

**Attendance Rate
(Goal 90%)**

School

95.4%

American Indian or Alaska Native

State

93.7%

District

94.7%

School

92.8%

Asian, Native Hawaiian, or Pacific Islander

State

96.5%

District

96.7%

**Attendance Rate
(Goal 90%)**

School

98%

Hispanic or Latino

State

94.1%

District

95.2%

School

96.5%

White

State

95.7%

District

95.6%

**Attendance Rate
(Goal 90%)**

School

96.5%

Multiracial

State

94.8%

District

95.1%

School

96%

Limited English Proficient

State

94.6%

District

95.2%

**Attendance Rate
(Goal 90%)**

School

97.4%

Students with Disabilities

State

93.5%

District

94.3%

School

94.7%

Economically Disadvantaged

State

94.8%

District

95.5%

Attendance Rate (Goal 90%)
School
96.4%

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

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%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2013-14	100%	100%	100%	100%	100%	100%	100%

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%

2009-10 School-Level Accountability (AYP) Status Reporting for Washtenaw ISD, Ann Arbor Public Schools, Pioneer High School

School AYP Status

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

December, 2009 School-Level Teacher Quality Reporting for Washtenaw ISD, Ann Arbor Public Schools, Pioneer High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	46	109	1

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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

NAEP 2009 Grade 8 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

‡ 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.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
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
	97	35	35	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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.

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
	Reading	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
	Reading	70.72	3.239	70.46	3.298	85.15	4.505