

# BEAVERTON RURAL SCHOOLS

2012-2013

## ANNUAL EDUCATION REPORT

Susan Wooden, Superintendent

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August 19, 2013

#### Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Beaverton Rural School District and our schools. The AER address the complex reporting information required by Federal and some requirements of State laws. Our staff is available to help you understand this information. Please contact the Administration Office at 989-246-3000 for help if you need assistance.

The AER is available for you to review electronically by visiting the following website [www.beavertonruralschools.com](http://www.beavertonruralschools.com) or you may review a copy in the principal's office at your child's school.

The report contains the following information:

#### Student Assessment Data

Elementary or Middle School assessment results on the Michigan Educational Assessment Program (MEAP), High School assessment results on the Michigan Merit Exam (MME), and assessment results for students with disabilities on the Michigan's Alternative Assessment Program (MI-Access or MEAP-Access)

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to District and State achievement

#### Accountability Scorecard – Detail Data and Status

Information is provided for the District and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the District (and schools) meet achievement targets for all students and subgroups of students?
- Did the District (and schools) meet achievement growth targets for all students and subgroups of students?

# BEAVERTON RURAL SCHOOLS

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## Annual Education Report

### Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

### NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8

### District Status Report

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases no status label is given.

School Name	Status Label	Key initiative to accelerate achievement
Beaverton Primary	Focus School	Listed on Page 3
Beaverton Middle	Not Identified	Listed on Page 3
Beaverton High	Not Identified	Listed on Page 3

Beaverton Rural Schools is dedicated to the development and implementation of a challenging curriculum in all disciplines, with emphasis on basic skill areas of reading, writing, and mathematics. Establishing Beaverton Rural Schools as one of mid-Michigan's finest centers of teaching and learning requires commitment to a collaborative process. That process involves students, parents, educators, and community members working together to develop and implement programs that benefit our children. We are committed to positive educational change in order to produce college-ready graduates. We understand that parents trust us to ensure that what is important is taught, what is taught is learned, and what is learned leads to opportunity. Beaverton's students are not only competing with other communities and states, but with countries around the world. To that end, we will continue our focus on academic excellence.

I would like to personally congratulate all of the students, parents, and school personnel who work to improve the achievement levels in Beaverton Rural School District.

Sincerely,  
Susan M. Wooden, Superintendent  
Beaverton Rural School District

## Key Challenges & Initiatives

### **Beaverton Primary School:**

Beaverton Primary will be working hard this year to increase our academic scores and close any educational gaps that may occur. During the upcoming school year, Beaverton Primary will be adding daily interventions for all students in the area of math and reading. Teachers will have daily grade level planning time to analyze and evaluate data. This will allow each teacher to make informed decisions that will shape each child's educational plan. Finally, the entire Beaverton Rural School district will be instituting a Gradual Release of Responsibility instructional model to ensure good first instruction.

### **Beaverton Middle School:**

The key challenges the Beaverton Middle School faces with data are closing the gaps between identified groups of students and making sure the achievement level in all areas continues to climb at a rate that will put us in compliance with the state mandated target goals.

### **Beaverton High School:**

Beaverton High School will be working increase our academic scores in all core areas and close any educational gaps that may occur between sub-groups. In collaboration with our 21st century, Beaverton High School will be continuing to strive for 100% graduation rate. During the upcoming school year, Beaverton High School is working with a consultant to address our weaknesses in our Mathematics. The district calendar has built in time for teachers to analyze and evaluate data to drive their instruction. Finally, the entire Beaverton Rural School district will be instituting a Gradual Release of Responsibility instructional model to ensure good first instruction.

#### **Initiatives**

1. English Language Arts--Genre Units have been in place at the HS for 5 years.
  - New non-fiction novels that support the genre units have been purchased for the 2013-2014 school year and beyond. We purchased 8 new novels.
  - Students conduct four book talks per year. Students are asked to read two additional novels and report back to the class their findings with recommendations. Peer reviews are conducted during the book talk. This helps with the new initiatives in the Common Core State Standards (CCSS)-Speaking & Listening
2. Common Quarterly Assessments have been created and implemented for four years running.
  - We continue to review our assessments and rewrite, if necessary, them to make the transition to the Common Core State Standards from the Michigan High School Content Expectations.
  - Our student assessment results are used to drive our instruction.
3. ACT Writing prompts are administered once every three weeks. This has been happening at the High School for the past two school years. ALL students write responses to the prompt of the day. Students have 30 minutes to complete them, just like the ACT. The next day in advisory class, students are asked to do a peer review of another students writing. We use the ACT scoring rubric to assess the students' writing.
4. Guided Highlighted Reads initiatives have been implemented. After two years of focused and intensive professional development with literacy specialists, BHS has set a calendar to implement this strategy focused on helping students with their reading comprehension.
5. Unit planning has been in place for two years. Begin with the end in mind is the main focus of unit plans. Develop the assessments with varied ranges of "depth of knowledge".

# BEAVERTON RURAL SCHOOLS

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## Annual Education Report

### Mission Statement

Beaverton Rural Schools,  
in partnership with the community, will  
ensure an environment in which all students  
will achieve skills necessary for lifelong  
learning and responsible citizenship.

### School Board Members

President - Adam Zdrojewski

Vice President - Robert Frei

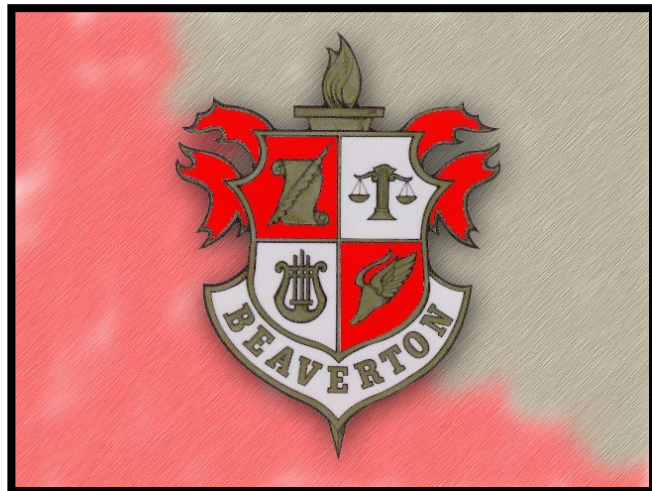
Secretary – Garry Clark

Treasurer - Tammy Grove

Trustee - Brent Mishler

Trustee – Rusty Govitz

Trustee – Daren Burns



Annual Education Report  
Beaverton Rural Schools

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100%	36.3%	52.3%	< 10	48.9%	29.5%	18.2%
Mathematics	3rd Grade	All Students	2012-13	98.9%	40.9%	41.9%	< 10	36%	19.8%	38.4%
Mathematics	3rd Grade	African American	2012-13	< 10	18%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	American Indian	2011-12	< 10	28.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	< 10	23%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	< 10	25.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	40.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	< 10	40%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	53.7%	< 10	51.2%	29.3%	17.1%
Mathematics	3rd Grade	White	2012-13	98.8%	47.4%	42.5%	< 10	36.3%	18.8%	38.8%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	53.1%	< 10	51%	24.5%	22.4%
Mathematics	3rd Grade	Female	2012-13	97.9%	39.8%	48.9%	< 10	42.6%	< 10	34%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	51.3%	< 10	46.2%	35.9%	< 10
Mathematics	3rd Grade	Male	2012-13	100%	42%	33.3%	< 10	28.2%	< 10	43.6%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	38.6%	< 10	38.6%	35.1%	26.3%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	98.5%	26.8%	37.9%	< 10	34.8%	21.2%	40.9%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Students With Disabilities	2011-12	< 10	18.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	100%	21.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	48.9%	< 10	44.6%	14.1%	37%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	55.2%	< 10	47.1%	20.7%	24.1%
Mathematics	4th Grade	African American	2011-12	< 10	15.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	American Indian	2012-13	< 10	39.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	< 10	68.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	< 10	33.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	53.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2011-12	< 10	38.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	< 10	44.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	48.9%	< 10	45.5%	13.6%	37.5%
Mathematics	4th Grade	White	2012-13	100%	53%	56.3%	< 10	50%	20%	23.8%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	42.5%	< 10	40%	< 10	40%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	57.4%	< 10	53.2%	< 10	25.5%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Male	2011-12	100%	41.2%	53.8%	< 10	48.1%	< 10	34.6%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	52.5%	< 10	40%	25%	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	43.3%	< 10	38.8%	14.9%	41.8%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	47.5%	< 10	45.8%	23.7%	28.8%
Mathematics	4th Grade	Students With Disabilities	2011-12	100%	18.3%	< 10	< 10	< 10	< 10	73.9%
Mathematics	4th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	38.5%	< 10	36.3%	25.3%	36.3%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	48.4%	< 10	45.2%	19.4%	32.3%
Mathematics	5th Grade	African American	2011-12	< 10	17%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2012-13	< 10	20.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	< 10	74.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	< 10	31.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	< 10	37.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	39.3%	< 10	37.1%	25.8%	34.8%
Mathematics	5th Grade	White	2012-13	100%	52.4%	49.4%	< 10	46%	19.5%	31%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	38.1%	< 10	38.1%	31%	31%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Female	2012-13	100%	43.9%	44.2%	< 10	44.2%	< 10	41.9%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	38.8%	< 10	34.7%	20.4%	40.8%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	52%	< 10	46%	24%	24%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	31.7%	< 10	31.7%	25%	43.3%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	47.9%	< 10	46.5%	18.3%	33.8%
Mathematics	5th Grade	Students With Disabilities	2011-12	100%	16%	< 10	< 10	< 10	< 10	61.1%
Mathematics	5th Grade	Students With Disabilities	2012-13	100%	19.9%	< 10	< 10	< 10	< 10	83.3%
Mathematics	6th Grade	All Students	2011-12	100%	37.1%	17.2%	< 10	17.2%	37.9%	44.8%
Mathematics	6th Grade	All Students	2012-13	100%	40.2%	34.4%	< 10	32.3%	21.5%	44.1%
Mathematics	6th Grade	African American	2011-12	< 10	15.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	African American	2012-13	< 10	15.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Hispanic of Any Race	2011-12	< 10	22.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Two or More Races	2011-12	< 10	33.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2011-12	100%	43%	17.9%	< 10	17.9%	36.6%	45.5%
Mathematics	6th Grade	White	2012-13	100%	46.6%	34.8%	< 10	32.6%	20.7%	44.6%
Mathematics	6th Grade	Female	2011-12	100%	36.8%	< 10	< 10	< 10	38.7%	48.4%
Mathematics	6th Grade	Female	2012-13	100%	38.8%	29.5%	< 10	29.5%	27.3%	43.2%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	Male	2011-12	100%	37.4%	22.2%	< 10	22.2%	37%	40.7%
Mathematics	6th Grade	Male	2012-13	100%	41.4%	38.8%	< 10	34.7%	< 10	44.9%
Mathematics	6th Grade	Economically Disadvantaged	2011-12	100%	22.5%	< 10	< 10	< 10	37.5%	53.1%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	100%	24.6%	25%	< 10	23.4%	25%	50%
Mathematics	6th Grade	Students With Disabilities	2011-12	100%	11%	< 10	< 10	< 10	< 10	70.6%
Mathematics	6th Grade	Students With Disabilities	2012-13	100%	13.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	100%	37.2%	26.7%	< 10	26.7%	23.3%	50%
Mathematics	7th Grade	All Students	2012-13	100%	38.1%	15.1%	< 10	14.3%	39.5%	45.4%
Mathematics	7th Grade	African American	2011-12	< 10	13.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	African American	2012-13	< 10	15.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	American Indian	2011-12	< 10	25.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Asian	2011-12	< 10	68.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2011-12	< 10	23.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2012-13	< 10	23.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2011-12	< 10	34.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2012-13	< 10	34.5%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	White	2011-12	100%	43.6%	26.9%	< 10	26.9%	23.1%	50%
Mathematics	7th Grade	White	2012-13	100%	44.2%	15.9%	< 10	15%	38.9%	45.1%
Mathematics	7th Grade	Female	2011-12	100%	38%	27.1%	< 10	27.1%	27.1%	45.8%
Mathematics	7th Grade	Female	2012-13	100%	38.8%	< 10	< 10	< 10	40.6%	46.9%
Mathematics	7th Grade	Male	2011-12	100%	36.5%	26.5%	< 10	26.5%	20.6%	52.9%
Mathematics	7th Grade	Male	2012-13	100%	37.5%	18.2%	< 10	< 10	38.2%	43.6%
Mathematics	7th Grade	Economically Disadvantaged	2011-12	100%	21.6%	18.3%	< 10	18.3%	22.5%	59.2%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	100%	22.5%	< 10	< 10	< 10	36.8%	57.4%
Mathematics	7th Grade	Students With Disabilities	2011-12	100%	8.6%	< 10	< 10	< 10	< 10	78.6%
Mathematics	7th Grade	Students With Disabilities	2012-13	100%	9.8%	< 10	< 10	< 10	< 10	78.9%
Mathematics	8th Grade	All Students	2011-12	100%	29.4%	12.1%	< 10	12.1%	46.7%	41.1%
Mathematics	8th Grade	All Students	2012-13	100%	34.5%	27.8%	< 10	25.2%	24.3%	47.8%
Mathematics	8th Grade	African American	2011-12	< 10	9.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	African American	2012-13	< 10	11.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	American Indian	2011-12	< 10	21.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	American Indian	2012-13	< 10	22.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Asian	2012-13	< 10	66.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2011-12	< 10	16.3%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	8th Grade	Hispanic of Any Race	2012-13	< 10	19.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2011-12	< 10	26.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2012-13	< 10	31.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	100%	34.6%	12.9%	< 10	12.9%	47.5%	39.6%
Mathematics	8th Grade	White	2012-13	100%	40.4%	26.9%	< 10	25%	25%	48.1%
Mathematics	8th Grade	Female	2011-12	100%	28%	< 10	< 10	< 10	58%	34%
Mathematics	8th Grade	Female	2012-13	100%	34.1%	29.2%	< 10	29.2%	29.2%	41.7%
Mathematics	8th Grade	Male	2011-12	100%	30.7%	< 10	< 10	< 10	36.8%	47.4%
Mathematics	8th Grade	Male	2012-13	100%	34.9%	26.9%	< 10	22.4%	20.9%	52.2%
Mathematics	8th Grade	Economically Disadvantaged	2011-12	100%	15.3%	< 10	< 10	< 10	42.2%	53.1%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	100%	18.7%	23.9%	< 10	23.9%	22.5%	53.5%
Mathematics	8th Grade	Students With Disabilities	2011-12	100%	5.7%	< 10	< 10	< 10	< 10	71.4%
Mathematics	8th Grade	Students With Disabilities	2012-13	100%	6.9%	< 10	< 10	< 10	< 10	82.1%
Reading	3rd Grade	All Students	2011-12	100%	62.4%	61.4%	< 10	52.3%	30.7%	< 10
Reading	3rd Grade	All Students	2012-13	98.9%	66.5%	60.5%	< 10	58.1%	26.7%	12.8%
Reading	3rd Grade	African American	2012-13	< 10	44.8%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	American Indian	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Hispanic of Any Race	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	< 10	53.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	72.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2012-13	< 10	67.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	62.2%	< 10	52.4%	29.3%	< 10
Reading	3rd Grade	White	2012-13	98.8%	73%	60%	< 10	57.5%	26.3%	13.8%
Reading	3rd Grade	Female	2011-12	100%	65.9%	67.3%	< 10	57.1%	24.5%	< 10
Reading	3rd Grade	Female	2012-13	97.9%	70.2%	68.1%	< 10	63.8%	25.5%	< 10
Reading	3rd Grade	Male	2011-12	100%	59%	53.8%	< 10	46.2%	38.5%	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	51.3%	< 10	51.3%	28.2%	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	50.9%	< 10	45.6%	38.6%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	98.5%	53.8%	56.1%	< 10	54.5%	30.3%	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	100%	37.9%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	68.5%	< 10	59.8%	20.7%	10.9%
Reading	4th Grade	All Students	2012-13	100%	68.1%	73.6%	< 10	67.8%	20.7%	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	African American	2011-12	< 10	45.1%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	American Indian	2012-13	< 10	66.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2012-13	< 10	57.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	71.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2011-12	< 10	66.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	< 10	68.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	68.2%	< 10	60.2%	20.5%	11.4%
Reading	4th Grade	White	2012-13	100%	75.1%	75%	< 10	70%	20%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	70%	< 10	62.5%	< 10	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	74.5%	< 10	68.1%	23.4%	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	67.3%	< 10	57.7%	19.2%	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	72.5%	< 10	67.5%	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	67.2%	< 10	59.7%	20.9%	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	66.1%	< 10	64.4%	27.1%	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Students With Disabilities	2011-12	100%	35%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	100%	38.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	68.8%	67%	< 10	57.1%	18.7%	14.3%
Reading	5th Grade	All Students	2012-13	100%	70.4%	75%	< 10	65.2%	15.2%	< 10
Reading	5th Grade	African American	2011-12	< 10	48.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	47.8%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	< 10	81.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	< 10	68.7%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	70.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	66.3%	< 10	56.2%	19.1%	14.6%
Reading	5th Grade	White	2012-13	100%	76.9%	75.6%	< 10	66.3%	15.1%	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	76.2%	< 10	64.3%	< 10	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	73.8%	< 10	64.3%	< 10	< 10
Reading	5th Grade	Male	2011-12	100%	65.9%	59.2%	< 10	51%	20.4%	20.4%
Reading	5th Grade	Male	2012-13	100%	66.8%	76%	< 10	66%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	63.3%	< 10	56.7%	16.7%	20%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	72.9%	< 10	62.9%	15.7%	< 10
Reading	5th Grade	Students With Disabilities	2011-12	100%	34.2%	< 10	< 10	< 10	< 10	55.6%
Reading	5th Grade	Students With Disabilities	2012-13	100%	36.6%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	All Students	2011-12	100%	67%	70.7%	14.7%	56%	16.4%	12.9%
Reading	6th Grade	All Students	2012-13	100%	68.2%	61.3%	12.9%	48.4%	17.2%	21.5%
Reading	6th Grade	African American	2011-12	< 10	43.8%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	African American	2012-13	< 10	46.4%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Hispanic of Any Race	2011-12	< 10	52.6%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Two or More Races	2011-12	< 10	65.3%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2011-12	100%	74.1%	70.5%	14.3%	56.3%	17%	12.5%
Reading	6th Grade	White	2012-13	100%	74.3%	60.9%	13%	47.8%	17.4%	21.7%
Reading	6th Grade	Female	2011-12	100%	70.2%	75.8%	16.1%	59.7%	< 10	< 10
Reading	6th Grade	Female	2012-13	100%	71.2%	70.5%	22.7%	47.7%	< 10	< 10
Reading	6th Grade	Male	2011-12	100%	63.8%	64.8%	< 10	51.9%	22.2%	< 10
Reading	6th Grade	Male	2012-13	100%	65.4%	53.1%	< 10	49%	20.4%	26.5%
Reading	6th Grade	Economically Disadvantaged	2011-12	100%	53.6%	64.1%	< 10	53.1%	18.8%	17.2%
Reading	6th Grade	Economically Disadvantaged	2012-13	100%	56.4%	51.6%	< 10	42.2%	21.9%	26.6%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	6th Grade	Students With Disabilities	2011-12	100%	28.9%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Students With Disabilities	2012-13	100%	32.8%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	100%	59.7%	49.1%	8.6%	40.5%	23.3%	27.6%
Reading	7th Grade	All Students	2012-13	100%	62%	54.6%	< 10	50.4%	27.7%	17.6%
Reading	7th Grade	African American	2011-12	< 10	34.7%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	African American	2012-13	< 10	36.8%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	American Indian	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Asian	2011-12	< 10	75.9%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2011-12	< 10	46%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2012-13	< 10	47%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Two or More Races	2011-12	< 10	58.7%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Two or More Races	2012-13	< 10	61.8%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	100%	66.9%	48.1%	< 10	39.4%	23.1%	28.8%
Reading	7th Grade	White	2012-13	100%	69.5%	55.8%	< 10	51.3%	28.3%	15.9%
Reading	7th Grade	Female	2011-12	100%	63.9%	47.9%	< 10	35.4%	27.1%	25%
Reading	7th Grade	Female	2012-13	100%	65.3%	50%	< 10	46.9%	31.3%	18.8%
Reading	7th Grade	Male	2011-12	100%	55.6%	50%	< 10	44.1%	20.6%	29.4%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Male	2012-13	100%	58.8%	60%	< 10	54.5%	23.6%	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	100%	44.5%	38%	< 10	32.4%	26.8%	35.2%
Reading	7th Grade	Economically Disadvantaged	2012-13	100%	47.4%	45.6%	< 10	41.2%	29.4%	25%
Reading	7th Grade	Students With Disabilities	2011-12	100%	19%	< 10	< 10	< 10	< 10	57.1%
Reading	7th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	52.6%
Reading	8th Grade	All Students	2011-12	100%	60.5%	56.1%	< 10	51.4%	29.9%	14%
Reading	8th Grade	All Students	2012-13	100%	65.7%	62.3%	< 10	57.9%	26.3%	11.4%
Reading	8th Grade	African American	2011-12	< 10	39.4%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	African American	2012-13	< 10	45.2%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	American Indian	2011-12	< 10	53.6%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	American Indian	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Asian	2012-13	< 10	79.9%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2011-12	< 10	48%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2011-12	< 10	59.8%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2012-13	< 10	65.6%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	8th Grade	White	2011-12	100%	66.5%	58.4%	< 10	53.5%	27.7%	13.9%
Reading	8th Grade	White	2012-13	100%	71.2%	62.1%	< 10	58.3%	25.2%	12.6%
Reading	8th Grade	Female	2011-12	100%	65.3%	74%	< 10	70%	< 10	< 10
Reading	8th Grade	Female	2012-13	100%	70.1%	66%	< 10	59.6%	< 10	< 10
Reading	8th Grade	Male	2011-12	100%	55.9%	40.4%	< 10	35.1%	40.4%	19.3%
Reading	8th Grade	Male	2012-13	100%	61.5%	59.7%	< 10	56.7%	32.8%	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	100%	46.7%	48.4%	< 10	43.8%	31.3%	20.3%
Reading	8th Grade	Economically Disadvantaged	2012-13	100%	53%	54.3%	< 10	51.4%	30%	15.7%
Reading	8th Grade	Students With Disabilities	2011-12	100%	20.3%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Students With Disabilities	2012-13	100%	26.4%	< 10	< 10	< 10	48.1%	< 10
Science	5th Grade	All Students	2011-12	100%	15.3%	11.8%	< 10	< 10	36.6%	51.6%
Science	5th Grade	All Students	2012-13	100%	13.1%	< 10	< 10	< 10	51.6%	40%
Science	5th Grade	African American	2011-12	< 10	3.2%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	African American	2012-13	< 10	2.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	< 10	26.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	< 10	5.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Two or More Races	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	100%	18.9%	12.1%	< 10	< 10	37.4%	50.5%
Science	5th Grade	White	2012-13	100%	16%	< 10	< 10	< 10	53.3%	38.9%
Science	5th Grade	Female	2011-12	100%	13.6%	< 10	< 10	< 10	41.9%	51.2%
Science	5th Grade	Female	2012-13	100%	11.6%	< 10	< 10	< 10	58.1%	34.9%
Science	5th Grade	Male	2011-12	100%	17%	< 10	< 10	< 10	32%	52%
Science	5th Grade	Male	2012-13	100%	14.5%	< 10	< 10	< 10	46.2%	44.2%
Science	5th Grade	Economically Disadvantaged	2011-12	100%	7%	< 10	< 10	< 10	30.6%	61.3%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	< 10	< 10	< 10	49.3%	42.5%
Science	5th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	75%
Science	5th Grade	Students With Disabilities	2012-13	100%	4.1%	< 10	< 10	< 10	< 10	66.7%
Science	8th Grade	All Students	2011-12	100%	16.5%	9.3%	< 10	< 10	23.1%	67.6%
Science	8th Grade	All Students	2012-13	100%	15.9%	10.3%	< 10	9.5%	25%	64.7%
Science	8th Grade	African American	2011-12	< 10	3.3%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	African American	2012-13	< 10	3.3%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	American Indian	2011-12	< 10	12.5%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	American Indian	2012-13	< 10	10.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Asian	2012-13	< 10	31.5%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Hispanic of Any Race	2011-12	< 10	7.5%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2012-13	< 10	7.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2011-12	< 10	14.7%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	100%	20.1%	< 10	< 10	< 10	24.5%	66.7%
Science	8th Grade	White	2012-13	100%	19.3%	< 10	< 10	< 10	27.6%	63.8%
Science	8th Grade	Female	2011-12	100%	13.8%	< 10	< 10	< 10	22%	76%
Science	8th Grade	Female	2012-13	100%	13.7%	< 10	< 10	< 10	27.1%	64.6%
Science	8th Grade	Male	2011-12	100%	19%	< 10	< 10	< 10	24.1%	60.3%
Science	8th Grade	Male	2012-13	100%	18%	< 10	< 10	< 10	23.5%	64.7%
Science	8th Grade	Economically Disadvantaged	2011-12	100%	7.7%	< 10	< 10	< 10	16.9%	73.8%
Science	8th Grade	Economically Disadvantaged	2012-13	100%	7.4%	< 10	< 10	< 10	25%	70.8%
Science	8th Grade	Students With Disabilities	2011-12	100%	3.5%	< 10	< 10	< 10	< 10	90.9%
Science	8th Grade	Students With Disabilities	2012-13	100%	3.5%	< 10	< 10	< 10	< 10	86.2%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	100%	29.1%	10.4%	< 10	< 10	42.7%	46.9%
Mathematics	11th Grade	All Students	2012-13	97.8%	28.6%	< 10	< 10	< 10	45.6%	48.9%
Mathematics	11th Grade	African American	2012-13	< 10	5.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	American Indian	2011-12	< 10	13.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2012-13	< 10	58.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	100%	33.6%	10.5%	< 10	< 10	43.2%	46.3%
Mathematics	11th Grade	White	2012-13	98.8%	33.3%	< 10	< 10	< 10	45.1%	48.8%
Mathematics	11th Grade	Female	2011-12	100%	26.9%	< 10	< 10	< 10	47.3%	41.8%
Mathematics	11th Grade	Female	2012-13	96.1%	27%	< 10	< 10	< 10	46.9%	44.9%
Mathematics	11th Grade	Male	2011-12	100%	31.2%	< 10	< 10	< 10	36.6%	53.7%
Mathematics	11th Grade	Male	2012-13	100%	30.3%	< 10	< 10	< 10	43.9%	53.7%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100%	13.4%	< 10	< 10	< 10	40.4%	57.4%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	97.9%	13%	< 10	< 10	< 10	34.8%	56.5%
Mathematics	11th Grade	Students With Disabilities	2011-12	100%	3.9%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Students With Disabilities	2012-13	< 10	3.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	100%	55.9%	51%	< 10	41.7%	29.2%	19.8%
Reading	11th Grade	All Students	2012-13	97.8%	53.5%	42.2%	< 10	40%	33.3%	24.4%
Reading	11th Grade	African American	2012-13	< 10	28.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	American Indian	2011-12	< 10	48.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2012-13	< 10	64.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	< 10	39.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	100%	62.4%	51.6%	< 10	42.1%	28.4%	20%
Reading	11th Grade	White	2012-13	98.8%	59.1%	43.9%	< 10	41.5%	31.7%	24.4%
Reading	11th Grade	Female	2011-12	100%	60.4%	56.4%	< 10	43.6%	29.1%	< 10
Reading	11th Grade	Female	2012-13	96.1%	56%	46.9%	< 10	44.9%	36.7%	< 10
Reading	11th Grade	Male	2011-12	100%	51.4%	43.9%	< 10	39%	29.3%	26.8%
Reading	11th Grade	Male	2012-13	100%	51%	36.6%	< 10	34.1%	29.3%	34.1%
Reading	11th Grade	Economically Disadvantaged	2011-12	100%	39.9%	40.4%	< 10	36.2%	34%	25.5%
Reading	11th Grade	Economically Disadvantaged	2012-13	97.9%	37.9%	32.6%	< 10	30.4%	41.3%	26.1%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Students With Disabilities	2011-12	100%	19.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2012-13	< 10	19%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	100%	25.8%	18.8%	< 10	12.5%	26%	55.2%
Science	11th Grade	All Students	2012-13	97.8%	25.7%	< 10	< 10	< 10	34.4%	55.6%
Science	11th Grade	African American	2012-13	< 10	3.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	American Indian	2011-12	< 10	14%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2012-13	< 10	44.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	100%	30.4%	18.9%	< 10	12.6%	26.3%	54.7%
Science	11th Grade	White	2012-13	98.8%	30.4%	< 10	< 10	< 10	35.4%	54.9%
Science	11th Grade	Female	2011-12	100%	22.8%	18.2%	< 10	< 10	30.9%	50.9%
Science	11th Grade	Female	2012-13	96.1%	22.5%	< 10	< 10	< 10	38.8%	51%
Science	11th Grade	Male	2011-12	100%	28.7%	< 10	< 10	< 10	< 10	61%
Science	11th Grade	Male	2012-13	100%	28.9%	< 10	< 10	< 10	29.3%	61%
Science	11th Grade	Economically Disadvantaged	2011-12	100%	12%	< 10	< 10	< 10	25.5%	68.1%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Economically Disadvantaged	2012-13	97.9%	11.5%	< 10	< 10	< 10	28.3%	60.9%
Science	11th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	90.9%
Science	11th Grade	Students With Disabilities	2012-13	< 10	5.1%	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	100%	63.7%	< 10	< 10	< 10	75%
Mathematics	3rd Grade	White	2012-13	100%	68.3%	< 10	< 10	< 10	75%
Mathematics	3rd Grade	Female	2012-13	100%	58.4%	< 10	< 10	< 10	100%
Mathematics	3rd Grade	Male	2012-13	< 10	66.4%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	62.4%	< 10	< 10	< 10	100%
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	< 10	< 10	< 10	66.7%
Mathematics	4th Grade	White	2011-12	100%	61%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2011-12	< 10	53.4%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	58.9%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	54.6%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	100%	58.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	67.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	100%	64%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2011-12	< 10	59.2%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	64%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	100%	60.4%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	55.7%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2011-12	100%	59.6%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	57.9%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2011-12	< 10	65.7%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	62.4%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Female	2012-13	< 10	57.6%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2011-12	< 10	63.1%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2011-12	< 10	60.5%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	< 10	55.3%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	43.5%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	White	2011-12	< 10	46.6%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	41.7%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Economically Disadvantaged	2011-12	< 10	42.6%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	43%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	33.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	47.8%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2012-13	< 10	38.2%	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	8th Grade	Male	2011-12	< 10	44.3%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	34.5%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2011-12	< 10	42.3%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	< 10	30.3%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2012-13	100%	39.3%	< 10	< 10	< 10	75%
Reading	3rd Grade	White	2012-13	100%	42.8%	< 10	< 10	< 10	75%
Reading	3rd Grade	Female	2012-13	100%	41.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	38.3%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	34.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	45.8%	< 10	< 10	< 10	100%
Reading	4th Grade	White	2011-12	100%	50.6%	< 10	< 10	< 10	100%
Reading	4th Grade	Female	2011-12	< 10	46.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	44.5%	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2011-12	100%	55%	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2012-13	100%	59.8%	< 10	< 10	< 10	100%
Reading	5th Grade	White	2011-12	< 10	61.1%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	100%	63.4%	< 10	< 10	< 10	100%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Female	2011-12	< 10	57.3%	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2012-13	< 10	64.2%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	56.8%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	100%	57.4%	< 10	< 10	< 10	100%
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	52.8%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	58%	< 10	< 10	< 10	100%
Reading	6th Grade	All Students	2011-12	100%	59%	100%	< 10	100%	< 10
Reading	6th Grade	All Students	2012-13	100%	58.7%	< 10	< 10	< 10	100%
Reading	6th Grade	White	2011-12	< 10	64.9%	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2012-13	100%	62.3%	< 10	< 10	< 10	100%
Reading	6th Grade	Female	2012-13	< 10	62.7%	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2011-12	< 10	58.6%	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2012-13	100%	55.6%	< 10	< 10	< 10	100%
Reading	7th Grade	All Students	2011-12	< 10	61.5%	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	< 10	67%	< 10	< 10	< 10	< 10
Reading	7th Grade	Male	2011-12	< 10	59.4%	< 10	< 10	< 10	< 10



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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Reading	7th Grade	Economically Disadvantaged	2011-12	< 10	62.3%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	< 10	60.7%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2012-13	< 10	68.2%	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2011-12	< 10	68.9%	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2012-13	< 10	73.8%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2011-12	< 10	62.5%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2012-13	< 10	67%	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	< 10	60.5%	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2012-13	< 10	65.3%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	< 10	72%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	All Students	2012-13	< 10	77.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	< 10	75.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	75.2%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2012-13	< 10	80.8%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	< 10	79.2%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2012-13	< 10	84.9%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2012-13	< 10	77.1%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2011-12	< 10	78.4%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2011-12	< 10	73.1%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2012-13	< 10	77.8%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	72.1%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	< 10	78.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	Economically Disadvantaged	2012-13	< 10	81.2%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2012-13	< 10	79.4%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	84%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	80.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	75.8%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2012-13	< 10	81.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	75.6%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	83.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	< 10	79.7%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	72.4%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	74.8%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	5th Grade	All Students	2012-13	< 10	68.4%	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	< 10	81%	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2012-13	< 10	79.7%	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	< 10	45.4%	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2012-13	< 10	50.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	73.3%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	< 10	71.1%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	82.5%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	< 10	82.1%	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	49.6%	< 10	< 10	< 10	< 10
Science	5th Grade	White	2012-13	< 10	55%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2012-13	< 10	65.1%	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2012-13	< 10	80.8%	< 10	< 10	< 10	< 10
Science	5th Grade	Female	2012-13	< 10	44.4%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	70.2%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	80.4%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	< 10	79.1%	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2012-13	< 10	53.6%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	71.2%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	< 10	69.2%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	81.6%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	< 10	78.9%	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2011-12	< 10	46.4%	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2012-13	< 10	51.1%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	76.1%	< 10	< 10	< 10	< 10
Reading	6th Grade	All Students	2012-13	< 10	86.5%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	76.6%	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2012-13	< 10	87.7%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	77.5%	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2012-13	< 10	85.4%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	< 10	76.7%	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2012-13	< 10	86.4%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	71.6%	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	< 10	90.1%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	7th Grade	Hispanic of Any Race	2011-12	< 10	77.3%	< 10	< 10	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2011-12	< 10	94.8%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	72%	< 10	< 10	< 10	< 10
Reading	7th Grade	Male	2011-12	< 10	89.7%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Economically Disadvantaged	2011-12	< 10	73.5%	< 10	< 10	< 10	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	< 10	90.6%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	78.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	73.5%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	< 10	92.5%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2012-13	< 10	92.8%	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2011-12	< 10	50.7%	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2012-13	< 10	46.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	< 10	79.1%	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2012-13	< 10	93.4%	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2012-13	< 10	51%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	82.8%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2012-13	< 10	76.7%	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	8th Grade	White	2011-12	< 10	94.1%	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2012-13	< 10	93.6%	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	< 10	57.5%	< 10	< 10	< 10	< 10
Science	8th Grade	White	2012-13	< 10	53.2%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	79.8%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	76.6%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2012-13	< 10	92.5%	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2011-12	< 10	53.1%	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2012-13	< 10	48.3%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2011-12	< 10	78.6%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	< 10	75.3%	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	< 10	93%	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2012-13	< 10	92.9%	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2011-12	< 10	50%	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2012-13	< 10	48.9%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2011-12	< 10	68.5%	< 10	< 10	< 10	< 10

Annual Education Report  
Beaverton Rural Schools

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	< 10	91.4%	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	61.9%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	< 10	93.6%	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2011-12	< 10	73.6%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	64.8%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton Rural Schools**

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton Rural Schools**

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No Data to Display									

**Annual Education Report  
Beaverton Rural Schools**

**MI-Access Participation**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

## Annual Education Report Beaverton Rural Schools

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.3%	57.8%
Bottom 30%	District	Mathematics		8%
African American	District	Mathematics	< 30	< 30
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.3%	57.7%
Economically Disadvantaged	District	Mathematics	99.4%	53.9%
Students With Disabilities	District	Mathematics	99.3%	33.3%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%

## Annual Education Report Beaverton Rural Schools

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	80.4%
Bottom 30%	District	Reading		38.3%
African American	District	Reading	< 30	< 30
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.6%	80.4%
Economically Disadvantaged	District	Reading	99.8%	76.8%
Students With Disabilities	District	Reading	100%	53.5%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.7%	31.3%
Bottom 30%	District	Science		0%



## Annual Education Report Beaverton Rural Schools

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	District	Science	< 30	< 30
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Two or More Races	District	Science	< 30	< 30
White	District	Science	99.7%	31.7%
Economically Disadvantaged	District	Science	99.5%	27.1%
Students With Disabilities	District	Science	100%	11.8%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	96.8%	49.1%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	< 30	< 30
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	< 30	
Hispanic of Any Race	District	Social Studies	< 30	< 30
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	96.6%	50%
Economically Disadvantaged	District	Social Studies	95.9%	40.3%
Students With Disabilities	District	Social Studies	94%	9.5%
All Students	Statewide	Writing	98.2%	69.4%

## Annual Education Report Beaverton Rural Schools

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.3%	70.9%
Bottom 30%	District	Writing		7.2%
African American	District	Writing	< 30	< 30
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	< 30	
Hispanic of Any Race	District	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Writing	< 30	< 30
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	99.3%	70.6%
Economically Disadvantaged	District	Writing	99.4%	63.8%
Students With Disabilities	District	Writing	100%	22%

Note: 1062 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

## Annual Education Report Beaverton Rural Schools

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	72.3%
White	District	72.3%
Economically Disadvantaged	District	59.6%

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

## Annual Education Report Beaverton Rural Schools

### Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	94%

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

**Annual Education Report  
Beaverton Rural Schools**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Beaverton Rural Schools	Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	42

**Annual Education Report  
Beaverton Rural Schools**

**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Beaverton Rural Schools	Beaverton High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	40
Beaverton Rural Schools	Beaverton Primary School	Focus School	Green	2	Green	2	Green	2					Yellow	23
Beaverton Rural Schools	Beaverton Middle School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	38

## Annual Education Report Beaverton Rural Schools

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	50	25	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*

### Teacher Quality - Class

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

### Teacher Quality - Provisional

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

## Annual Education Report Beaverton Rural Schools

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	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) 2011 Mathematics Achievement.

## Annual Education Report Beaverton Rural Schools

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
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) 2011 Mathematics Achievement.



## Annual Education Report Beaverton Rural Schools

### NAEP Grade 4 Reading

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

## Annual Education Report Beaverton Rural Schools

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	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), 2011 Reading Assessment.

# Beaverton Primary School

## 2012-2013 ANNUAL REPORT

Michael Bassage, Principal

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## Principal's Greeting/Message

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Beaverton Primary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Michael Bassage, Beaverton Primary School Principal, for assistance.

The AER is available for you to review electronically by visiting [www.beavertonruralschools.com](http://www.beavertonruralschools.com) or at the Primary School office.

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

For 2012-2013, Beaverton Primary School has been identified as a Focus school.

Beaverton Primary will be working hard this year to increase our academic scores and close any educational gaps that may occur. During the upcoming school year, Beaverton Primary will be adding daily interventions for all students in the area of math and reading. Teachers will have daily grade level planning time to analyze and evaluate data. This will allow each teacher to make informed decisions that will shape each child's educational plan. Finally, the entire Beaverton Rural School district will be instituting a Gradual Release of Responsibility instructional model to ensure good first instruction.

State law requires that we also report additional information that is found in this document in the subsequent pages.

We are continuously working to improve and appreciate the continued support of parents, staff, and the community in our efforts to make Beaverton Primary School the positive learning environment that it is.

Sincerely,  
Michael Bassage, Principal  
Beaverton Primary School

## Description of the School

Beaverton Primary School serves students in K through 3. Programs and services provided at the school include school-wide Title I Support, National Free Breakfast program, and Students Participating in Academics & Recreations (S.P.A.R.K.S.).

## Process for Assigning Pupils to the School

All district pupils in K through 3 are assigned to Beaverton Primary School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available online at [www.beavertonruralschools.com](http://www.beavertonruralschools.com) and in both the district and school offices. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

<b>GOALS</b>	<b>PROGRESS</b>		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students at Beaverton Primary School will maintain or improve performance on math skills.			
<ul style="list-style-type: none"> <li>Teaching staff will incorporate direct instruction of literacy skills in math lessons daily. Math will also be integrated into the other content areas, and may involve the use of technology. Staff will model and facilitate higher order thinking skills when lessons are cross-curricular. This will assist in the alignment of curriculum with the Common Core.</li> </ul>		<b>X</b>	
<ul style="list-style-type: none"> <li>Teachers will provide at least 60 minutes of explicit evidence-based Tier I mathematics instruction daily (45 minutes in Kindergarten), in order to ensure that all students are receiving effective core instructions. Data from math assessments will be reviewed at the end of each unit to evaluate progress.</li> </ul>		<b>X</b>	
<ul style="list-style-type: none"> <li>Staff will work collaboratively to compile and implement research-based math interventions. Intervention techniques will be used by classroom teachers and Title staff to assist At-Risk students daily, and may include computer-based activities. The effectiveness of the interventions will be evaluated regularly by analyzing student progress and achievement data.</li> </ul>		<b>X</b>	
All students at Beaverton Primary School will increase reading achievement.			
<ul style="list-style-type: none"> <li>Teaching staff will provide interventions for all students identified as needing additional assistance in meeting grade level expectations for reading comprehension. Interventions will be a minimum of 30 minutes, 3x per week.</li> </ul>		<b>X</b>	
<ul style="list-style-type: none"> <li>Teaching staff will incorporate direct reading comprehension strategy instruction to all students in all content areas daily.</li> </ul>		<b>X</b>	
All students at Beaverton Primary School will increase proficiency on grade-level writing prompt assessments.			
<ul style="list-style-type: none"> <li>Teaching staff will implement writing across the curriculum. All students need to be writing in all content areas, including Core Curriculum on a weekly basis. Students will complete written pieces in multiple genres.</li> </ul>		<b>X</b>	
<ul style="list-style-type: none"> <li>Teachers will conference with students who score low on the Writing Prompt Assessments at least 2x per week, in an effort to improve overall literacy skills.</li> </ul>		<b>X</b>	
<ul style="list-style-type: none"> <li>Teachers will collaborate on scoring the Writing Prompt Assessments completed by all students and plan instruction and interventions. Increase student achievement in writing by identifying struggling writers in a timely manner and designing lessons and interventions to close the learning gaps.</li> </ul>		<b>X</b>	

## Core Curriculum Status

A copy of the Core Curriculum is available in the primary school office in either paper or electronic format.

### **English Language Arts**

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The English Language Arts curriculum was last approved by our local Board of Education in 2006.

### **Mathematics**

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Mathematics curriculum was last approved by our local Board of Education in 2006.

### **Science**

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Science curriculum was last approved by our local Board of Education in 2006.

### **Social Studies**

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Social Studies curriculum was last approved by our local Board of Education in 2006.

## Parent Involvement

### **Parent Involvement Policy**

The Parent Involvement Policy is approved by the Beaverton Rural School's Board of Education and fulfils the requirements of No Child Left Behind.

The Board of Education believes that durable & significant learning by a student is more likely to occur when there is an effective partnership between the school & the student's parents/guardians ("parents"). Such a partnership means a mutual belief in & commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing & implementing solutions to problems that may be encountered, & continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing & implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school & home environment which encourages learning & augments, at home, the learning experiences provided by the school.

The Board is committed to communicating to parents at a level & in a language they can understand, where practicable. The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established & provided to the parent of each child in the District. The plan must encompass parent participation, through meetings & other forms of communication. The Parental Involvement Plan shall be distributed to all parents & students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. During Kindergarten Parent Meeting 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 & the parent's right to be involved in the educational process of their child.
- B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- C. Provide a description & explanation of the curriculum in use at the District, the form of assessment used to measure student progress & the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- D. Arrange flexible scheduled parent/teacher conferences & parent requested conferences.
- E. Post PTO & parent involvement meetings on the District website bulletin boards &/or send home notices with students.
- F. Publish District & School Newsletter(s) informing parents about the parent involvement plan & other events at the school(s). Newsletter will also send a positive invitation to parents to participate in various activities while providing information at a glance about scheduled District & school meetings & activities.
- G. Send home a parent-student-teacher compact that outlines how parents & school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed & revised as necessary at least annually at school meetings. (Grades K-8)
- H. Establish & maintain a home reading program. Books will be provided to encourage students to read at home. Student participation in the program will be given school wide recognition.
- I. Maintain a consistent, District wide effort to communicate regularly with parents.
- J. Schedule at least one student conference annually with the teacher(s) to inform parents of student's progress.
- K. Distribute periodic newsletters from teachers informing parents of upcoming District events & curriculum being taught.
- L. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress & maintain open lines of communication.
- M. Make calls, use e-mail letters as needed for teachers & administrators to communicate with parents.
- N. Encourage continued positive partnerships involvement throughout the community by staff & administrators.
- O. Offer an ongoing reading tutorial program throughout the school year during the day, encourage parental involvement.
- P. Have the District's high school students offer tutoring through the National Honor Society upon request.
- Q. Encourage active faculty participation in PTO.
- R. Encourage parents to serve as chaperones for class field trips & other school activities.
- S. Provide opportunities for discussions between parents, administrators & staff to address problems & find solutions for students having difficulties, either academically or socially.
- T. Use homework hotline to inform homes of various assignments & activities. Utilize the website as available.
- U. Place current & accurate announcements on the schools marquis throughout the District.
- V. Form an advisory council of District staff, parents & students to assure parents & students are involved in an organized, ongoing & timely way, in the planning, review & improvement of the schools Parental Involvement Plan.

### **Relations with Parents**

The Board needs parents to assume & exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior &, as with academic matters, the importance of cooperation between the school & the parents in matters relating to conduct. For the benefit of the child, the Board encourages parents to support their child's career in school by:

- A. participating in school functions, organizations & committees;
- B. supporting the teachers & the schools in maintaining discipline & a safe orderly learning environment;
- C. requiring their child to observe all school rules & regulations;

- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, & dress;
- F. maintaining an active interest in their child's daily work, monitoring & making it possible for him/her to complete assigned homework by providing a quiet place & suitable conditions for study;
- G. reading all communications from the school, signing, & returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress.

Sec. 1112, 1118 ESEA \ M.C.L.A. 380.1294 \ Adopted 12/13/04

### Parents Right to Know Statement

The Parent Involvement Policy is approved by the Beaverton Rural School's Board of Education and fulfils the requirements of No Child Left Behind.

Per the Board of Education, at the beginning of the school year, the school district must notify parents of all children who attend Title I schools of their right to request information about the qualifications of your child's teachers and paraprofessionals, including: Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to learn the qualifications of your child's teachers and/or paraprofessionals, please submit a written letter of request to the school.

## Parent Conferences

Parent Teacher Conference Attendance Data				
Subgroups	2011-2012		2012-2013	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
Kindergarten	103	95.4%	100	91.0%
1 <sup>st</sup> Grade	71	97.3%	92	88.0%
2 <sup>nd</sup> Grade	96	94.1%	70	91.4%
3 <sup>rd</sup> Grade	88	95.7%	93	93.5%
<b>Totals</b>	358	95.2%	355	90.1%
American Indian/Native Alaskan				
Asian/ Pacific Islander				
Black, Not of Hispanic Origin				
Hispanic				
White, Not of Hispanic Origin				
Students with Disabilities				
Limited English Proficient				
Economically Disadvantaged				

\*\* Data began to be disaggregated beginning in the 2011-2012 school year for subgroup areas. Information will be more completely disaggregated beginning in the 2012-2013 school year.

## Local Assessment Data

Percent of students scoring proficient (“CORE”) on DIBELS at the end of the year  
\*The measure shown indicates word per minute for grades 1<sup>st</sup> – 3<sup>rd</sup> grade

	2009 Dibels 6 <sup>th</sup> Ed.	2010 Dibels 6 <sup>th</sup> Ed.	2011 Dibels Next	2012 Dibels Next	2013 Dibels Next
1 <sup>st</sup>	44%	54%	40%	44%	48%
2 <sup>nd</sup>	34%	32%	43%	47%	49%
3 <sup>rd</sup>	38%	34%	47%	64%	54%



**Annual Education Report  
Beaverton Primary School**

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing 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	3rd Grade	All Students	2011-12	100%	36.3%	52.3%	52.3%	< 10	48.9%	29.5%	18.2%
Mathematics	3rd Grade	All Students	2012-13	98.9%	40.9%	41.9%	41.9%	< 10	36%	19.8%	38.4%
Mathematics	3rd Grade	African American	2012-13	< 10	18%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	American Indian	2011-12	< 10	28.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	< 10	23%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	< 10	25.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	40.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	< 10	40%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	53.7%	53.7%	< 10	51.2%	29.3%	17.1%
Mathematics	3rd Grade	White	2012-13	98.8%	47.4%	42.5%	42.5%	< 10	36.3%	18.8%	38.8%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	53.1%	53.1%	< 10	51%	24.5%	22.4%
Mathematics	3rd Grade	Female	2012-13	97.9%	39.8%	48.9%	48.9%	< 10	42.6%	< 10	34%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	51.3%	51.3%	< 10	46.2%	35.9%	< 10
Mathematics	3rd Grade	Male	2012-13	100%	42%	33.3%	33.3%	< 10	28.2%	< 10	43.6%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	38.6%	38.6%	< 10	38.6%	35.1%	26.3%

**Annual Education Report  
Beaverton Primary School**

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing 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	3rd Grade	Economically Disadvantaged	2012-13	98.5%	26.8%	37.9%	37.9%	< 10	34.8%	21.2%	40.9%
Mathematics	3rd Grade	Students With Disabilities	2011-12	< 10	18.5%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	100%	21.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	62.4%	61.4%	61.4%	< 10	52.3%	30.7%	< 10
Reading	3rd Grade	All Students	2012-13	98.9%	66.5%	60.5%	60.5%	< 10	58.1%	26.7%	12.8%
Reading	3rd Grade	African American	2012-13	< 10	44.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	American Indian	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	< 10	53.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	72.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2012-13	< 10	67.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	62.2%	62.2%	< 10	52.4%	29.3%	< 10
Reading	3rd Grade	White	2012-13	98.8%	73%	60%	60%	< 10	57.5%	26.3%	13.8%
Reading	3rd Grade	Female	2011-12	100%	65.9%	67.3%	67.3%	< 10	57.1%	24.5%	< 10
Reading	3rd Grade	Female	2012-13	97.9%	70.2%	68.1%	68.1%	< 10	63.8%	25.5%	< 10

**Annual Education Report  
Beaverton Primary School**

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing 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)
Reading	3rd Grade	Male	2011-12	100%	59%	53.8%	53.8%	< 10	46.2%	38.5%	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	51.3%	51.3%	< 10	51.3%	28.2%	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	50.9%	50.9%	< 10	45.6%	38.6%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	98.5%	53.8%	56.1%	56.1%	< 10	54.5%	30.3%	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	100%	37.9%	< 10	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton Primary School**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing 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 Data to Display											

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Beaverton Primary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	100%	63.7%	< 10	< 10	< 10	< 10	75%
Mathematics	3rd Grade	White	2012-13	100%	68.3%	< 10	< 10	< 10	< 10	75%
Mathematics	3rd Grade	Female	2012-13	100%	58.4%	< 10	< 10	< 10	< 10	100%
Mathematics	3rd Grade	Male	2012-13	< 10	66.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	62.4%	< 10	< 10	< 10	< 10	100%
Reading	3rd Grade	All Students	2012-13	100%	39.3%	< 10	< 10	< 10	< 10	75%
Reading	3rd Grade	White	2012-13	100%	42.8%	< 10	< 10	< 10	< 10	75%
Reading	3rd Grade	Female	2012-13	100%	41.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	38.3%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	34.6%	< 10	< 10	< 10	< 10	< 10

Annual Education Report  
Beaverton Primary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	< 10	72%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	All Students	2012-13	< 10	77.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	< 10	75.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	75.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2012-13	< 10	80.8%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	< 10	79.2%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2012-13	< 10	84.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2012-13	< 10	77.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2011-12	< 10	78.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2011-12	< 10	73.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2012-13	< 10	77.8%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	72.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	< 10	78.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
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**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	Economically Disadvantaged	2012-13	< 10	81.2%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton Primary School**

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No Data to Display										



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MI-Access Participation

Subject	Grade	Testing 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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No Data to Display

## Annual Education Report Beaverton Primary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.3%	57.8%
Bottom 30%	District	Mathematics		8%
African American	District	Mathematics	< 30	< 30
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.3%	57.7%
Economically Disadvantaged	District	Mathematics	99.4%	53.9%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	99.3%	33.3%
All Students	School	Mathematics	100%	69.9%
Bottom 30%	School	Mathematics		1.9%
African American	School	Mathematics	< 30	< 30
American Indian	School	Mathematics		< 30
Hispanic of Any Race	School	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	School	Mathematics		< 30

## Annual Education Report Beaverton Primary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	< 30	< 30
White	School	Mathematics	100%	69.6%
Economically Disadvantaged	School	Mathematics	100%	66.1%
Students With Disabilities	School	Mathematics	< 30	46%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	80.4%
Bottom 30%	District	Reading		38.3%
African American	District	Reading	< 30	< 30
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.6%	80.4%
Economically Disadvantaged	District	Reading	99.8%	76.8%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	100%	53.5%
All Students	School	Reading	100%	81.5%
Bottom 30%	School	Reading		40.4%

## Annual Education Report Beaverton Primary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	< 30	< 30
American Indian	School	Reading		< 30
Hispanic of Any Race	School	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	School	Reading		< 30
Two or More Races	School	Reading	< 30	< 30
White	School	Reading	100%	82%
Economically Disadvantaged	School	Reading	100%	78.8%
Students With Disabilities	School	Reading	< 30	56.8%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.7%	31.3%
Bottom 30%	District	Science		0%
African American	District	Science	< 30	< 30
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	< 30	< 30
White	District	Science	99.7%	31.7%
Economically Disadvantaged	District	Science	99.5%	27.1%



## Annual Education Report Beaverton Primary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science		
Students With Disabilities	District	Science	100%	11.8%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	96.8%	49.1%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	< 30	< 30
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	< 30	
Hispanic of Any Race	District	Social Studies	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	96.6%	50%
Economically Disadvantaged	District	Social Studies	95.9%	40.3%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	94%	9.5%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%

## Annual Education Report Beaverton Primary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.3%	70.9%
Bottom 30%	District	Writing		7.2%
African American	District	Writing	< 30	< 30
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	< 30	
Hispanic of Any Race	District	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Writing	< 30	< 30
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	99.3%	70.6%
Economically Disadvantaged	District	Writing	99.4%	63.8%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	100%	22%

## Annual Education Report Beaverton Primary School

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	72.3%
White	District	72.3%
Economically Disadvantaged	District	59.6%

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

## Annual Education Report Beaverton Primary School

### Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	94%
All Students	School	94%

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

**Annual Education Report  
Beaverton Primary School**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report  
Beaverton Primary School**

**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Beaverton Rural Schools	Beaverton Primary School	Focus School	Green	2	Green	2	Green	2					Yellow	23

## Annual Education Report Beaverton Primary School

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	18	10	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*

### Teacher Quality - Class

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

### Teacher Quality - Provisional

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

## Annual Education Report Beaverton Primary School

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		23	50	21	6
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	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) 2011 Mathematics Achievement.

## Annual Education Report Beaverton Primary School

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
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) 2011 Mathematics Achievement.



## Annual Education Report Beaverton Primary School

### NAEP Grade 4 Reading

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

## Annual Education Report Beaverton Primary School

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	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), 2011 Reading Assessment.

# Beaverton Middle School

## 2012-2013 ANNUAL REPORT

Jeff Budge, Principal

### Table of Contents

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- 2 School Improvement Plan
- 3 Core Curriculum
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## Principal's Greeting/Message

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Beaverton Middle School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, Accountability and teacher quality. If you have any questions about the AER, please contact Jeff Budge, Beaverton Middle School Principal, for assistance.

The AER is available for you to review electronically by visiting [www.beavertonruralschools.com](http://www.beavertonruralschools.com) or you may review at the Middle School office.

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

For 2012-2013, Beaverton Middle School has not been given one of these labels.

The key challenges the Beaverton Middle School faces with data are closing the gaps between identified groups of students and making sure the achievement level in all areas continues to climb at a rate that will put us in compliance with the state mandated target goals.

State law requires that we also report additional information that is found in this document in the subsequent pages.

We are continuously working to improve and appreciate the continued support of parents, staff, and the community in our efforts to make Beaverton Middle School the positive learning environment that it is.

Sincerely,  
Jeff Budge, Principal  
Beaverton Middle School

## Description of the School

Beaverton Middle School serves students in 4 through 8. Programs and services provided at the school include school-wide Title I Support, Spanish, after school tutoring services, National Free Breakfast program, and Students Participating in Academics & Recreations (S.P.A.R.K.S.). BMS also offers a wide array of athletic and extra curricular activities.

## Process for Assigning Pupils to the School

All district pupils in 4 through 8 are assigned to Beaverton Middle School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available online at [www.beavertonruralschools.com](http://www.beavertonruralschools.com) and in both the district and school offices. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Beaverton Middle School students will ALL increase ELA proficiency.			
<ul style="list-style-type: none"> <li>• Teachers will attend professional development on differentiated instruction and put knowledge into practice everyday in the classroom to meet the needs of all learners.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Instructional staff will implement explicit vocabulary instruction across the curriculum.</li> </ul>		X	
Beaverton Middle School students will All become proficient in Mathematics.			
<ul style="list-style-type: none"> <li>• Teachers will attend professional development on differentiated instruction and put knowledge into practice everyday in the classroom to meet the needs of all learners.</li> </ul>		X	
Beaverton Middle School students will ALL social studies proficiency.			
<ul style="list-style-type: none"> <li>• Instructional staff will differentiate social studies instruction using technology.</li> </ul>		X	
Beaverton Middle School students will ALL science proficiency.			
<ul style="list-style-type: none"> <li>• Teachers will attend professional development on differentiated instruction and put knowledge into practice everyday in the classroom to meet the needs of all learners.</li> </ul>		X	
<ul style="list-style-type: none"> <li>• Instructional staff will continue adding technology pieces to help differentiate instruction.</li> </ul>		X	

## Core Curriculum Status

A copy of the Core Curriculum is available in the middle school office in either paper or electronic format.

### English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The English Language Arts curriculum was last approved by our local Board of Education in 2006.

### Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Mathematics curriculum was last approved by our local Board of Education in 2006.

### Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Science curriculum was last approved by our local Board of Education in 2006.

### Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Social Studies curriculum was last approved by our local Board of Education in 2006.

## Parent Involvement

### Parent Involvement Policy

The Parent Involvement Policy is approved by the Beaverton Rural School's Board of Education and fulfills the requirements of No Child Left Behind.

The Board of Education believes that durable & significant learning by a student is more likely to occur when there is an effective partnership between the school & the student's parents/guardians ("parents"). Such a partnership means a mutual belief in & commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing & implementing solutions to problems that may be encountered & continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing & implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school & home environment which encourages learning & augments, at home, the learning experiences provided by the school.

The Board is committed to communicating to parents at a level & in a language they can understand, where practicable. The Board through this policy directs the establishment of a parent involvement plan by which a school-parent partnership can be established & provided to the parent of each child in the District. The plan must encompass parent participation, through meetings & other forms of communication. The Parental Involvement Plan shall be distributed to all parents & students through publication in the Student Handbook or other suitable means.

The Superintendent shall direct the development of a Parent Involvement Plan for the District (with building/program specific goals as desired) which may include, among others, the following strategies:

- A. During Kindergarten Parent Meeting 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 & the parent's right to be involved in the educational process of their child.
- B. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- C. Provide a description & explanation of the curriculum in use at the District, the form of assessment used to measure student progress & the proficiency levels students are expected to meet. The District will also provide each school's discipline plan along with a tardy plan.
- D. Arrange flexible scheduled parent/teacher conferences & parent requested conferences.
- E. Post PTO & parent involvement meetings on the District website bulletin boards &/or send home notices with students.
- F. Publish District & School Newsletter(s) informing parents about the parent involvement plan & other events at the school(s). Newsletter will also send a positive invitation to parents to participate in various activities while providing information at a glance about scheduled District & school meetings & activities.
- G. Send home a parent-student-teacher compact that outlines how parents & school staff will share the responsibility for improved student achievement of their children. This compact shall be discussed & revised as necessary at least annually at school meetings. (Grades K-8)
- H. Establish & maintain a home reading program. Books will be provided to encourage students to read at home. Student participation in the program will be given school wide recognition.
- I. Maintain a consistent, District wide effort to communicate regularly with parents.
- J. Schedule at least one student conference annually with the teacher(s) to inform parents of student's progress.
- K. Distribute periodic newsletters from teachers informing parents of upcoming District events & curriculum being taught.
- L. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress & maintain open lines of communication.
- M. Make calls, use e-mail letters as needed for teachers & administrators to communicate with parents.
- N. Encourage continued positive partnerships involvement throughout the community by staff & administrators.
- O. Offer an ongoing reading tutorial program throughout the school year during the day, encourage parental involvement.
- P. Have the District's high school student's offer tutoring through the National Honor Society upon request.
- Q. Encourage active faculty participation in PTO.
- R. Encourage parents to serve as chaperones for class field trips & other school activities.
- S. Provide opportunities for discussions between parents, administrators & staff to address problems & find solutions for students having difficulties, either academically or socially.
- T. Use homework hotline to inform homes of various assignments & activities. Utilize the website as available.
- U. Place current & accurate announcements on the schools marquis throughout the District.
- V. Form an advisory council of District staff, parents & students to assure parents & students are involved in an organized, ongoing & timely way, in the planning, review & improvement of the schools Parental Involvement Plan.

### **Relations with Parents**

The Board needs parents to assume & exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior &, as with academic matters, the importance of cooperation between the school & the parents in matters relating to conduct. For the benefit of the child, the Board encourages parents to support their child's career in school by:

**Relations with Parents Continued:**

- A. participating in school functions, organizations & committees;
- B. supporting the teachers & the schools in maintaining discipline & a safe orderly learning environment;
- C. requiring their child to observe all school rules & regulations;
- D. supporting or enforcing consequences for their child’s willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, & dress;
- F. maintaining an active interest in their child’s daily work, monitoring & making it possible for him/her to complete assigned homework by providing a quiet place & suitable conditions for study;
- G. reading all communications from the school, signing, & returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child’s progress.

Sec. 1112, 1118 ESEA / M.C.L.A. 380.1294 / Adopted 12/13/04

**Parents Right to Know Statement**

The Parent Involvement Policy is approved by the Beaverton Rural School’s Board of Education and fulfils the requirements of No Child Left Behind. Per the Board of Education, at the beginning of the school year, the school district must notify parents of all children who attend Title I schools of their right to request information about the qualifications of your child's teachers and paraprofessionals, including:

Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to learn the qualifications of your child's teachers and/or paraprofessionals, please submit a written letter of request to the school.

**Parent Conferences**

<b>Parent Teacher Conference Attendance Data</b>				
Subgroups	2011-2012		2012-2013	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
<b>4<sup>th</sup> Grade</b>	68	68%	63	72%
<b>5<sup>th</sup> Grade</b>	67	71%	64	65%
<b>6<sup>th</sup> Grade</b>	79	67%	65	66%
<b>7<sup>th</sup> Grade</b>	72	55%	78	65%
<b>8<sup>th</sup> Grade</b>	60	61%	78	65%
<b>Totals</b>	346	64%	348	64%
<b>All Minority Students</b>			12	2%
<b>Students with Disabilities</b>			<b>61</b>	<b>11.7%</b>
<b>Limited English Proficient</b>			-	-
<b>Economically Disadvantaged</b>			<b>167</b>	<b>32%</b>

\*\* Data began to be disaggregated beginning in the 2011-2012 school year for subgroup areas. Information will be more completely disaggregated beginning in the 2012-2013 school year.

Annual Education Report  
Beaverton Middle School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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	4th Grade	All Students	2011-12	100%	39.9%	48.9%	48.9%	< 10	44.6%	14.1%	37%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	55.2%	55.2%	< 10	47.1%	20.7%	24.1%
Mathematics	4th Grade	African American	2011-12	< 10	15.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	American Indian	2012-13	< 10	39.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	< 10	68.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	< 10	33.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	53.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2011-12	< 10	38.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	< 10	44.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	48.9%	48.9%	< 10	45.5%	13.6%	37.5%
Mathematics	4th Grade	White	2012-13	100%	53%	56.3%	56.3%	< 10	50%	20%	23.8%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	42.5%	42.5%	< 10	40%	< 10	40%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	57.4%	57.4%	< 10	53.2%	< 10	25.5%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	53.8%	53.8%	< 10	48.1%	< 10	34.6%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	52.5%	52.5%	< 10	40%	25%	< 10

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Annual Education Report  
Beaverton Middle School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	43.3%	43.3%	< 10	38.8%	14.9%	41.8%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	47.5%	47.5%	< 10	45.8%	23.7%	28.8%
Mathematics	4th Grade	Students With Disabilities	2011-12	100%	18.3%	< 10	< 10	< 10	< 10	< 10	73.9%
Mathematics	4th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	38.5%	38.5%	< 10	36.3%	25.3%	36.3%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	48.4%	48.4%	< 10	45.2%	19.4%	32.3%
Mathematics	5th Grade	African American	2011-12	< 10	17%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2012-13	< 10	20.5%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	< 10	74.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	< 10	31.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	< 10	37.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	39.3%	39.3%	< 10	37.1%	25.8%	34.8%
Mathematics	5th Grade	White	2012-13	100%	52.4%	49.4%	49.4%	< 10	46%	19.5%	31%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	38.1%	38.1%	< 10	38.1%	31%	31%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	44.2%	44.2%	< 10	44.2%	< 10	41.9%

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Beaverton Middle School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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	5th Grade	Male	2011-12	100%	41.6%	38.8%	38.8%	< 10	34.7%	20.4%	40.8%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	52%	52%	< 10	46%	24%	24%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	31.7%	31.7%	< 10	31.7%	25%	43.3%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	47.9%	47.9%	< 10	46.5%	18.3%	33.8%
Mathematics	5th Grade	Students With Disabilities	2011-12	100%	16%	< 10	< 10	< 10	< 10	< 10	61.1%
Mathematics	5th Grade	Students With Disabilities	2012-13	100%	19.9%	< 10	< 10	< 10	< 10	< 10	83.3%
Mathematics	6th Grade	All Students	2011-12	100%	37.1%	17.2%	17.2%	< 10	17.2%	37.9%	44.8%
Mathematics	6th Grade	All Students	2012-13	100%	40.2%	34.4%	34.4%	< 10	32.3%	21.5%	44.1%
Mathematics	6th Grade	African American	2011-12	< 10	15.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	African American	2012-13	< 10	15.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Hispanic of Any Race	2011-12	< 10	22.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Two or More Races	2011-12	< 10	33.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2011-12	100%	43%	17.9%	17.9%	< 10	17.9%	36.6%	45.5%
Mathematics	6th Grade	White	2012-13	100%	46.6%	34.8%	34.8%	< 10	32.6%	20.7%	44.6%
Mathematics	6th Grade	Female	2011-12	100%	36.8%	< 10	< 10	< 10	< 10	38.7%	48.4%
Mathematics	6th Grade	Female	2012-13	100%	38.8%	29.5%	29.5%	< 10	29.5%	27.3%	43.2%

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Subject	Grade	Testing 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	6th Grade	Male	2011-12	100%	37.4%	22.2%	22.2%	< 10	22.2%	37%	40.7%
Mathematics	6th Grade	Male	2012-13	100%	41.4%	38.8%	38.8%	< 10	34.7%	< 10	44.9%
Mathematics	6th Grade	Economically Disadvantaged	2011-12	100%	22.5%	< 10	< 10	< 10	< 10	37.5%	53.1%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	100%	24.6%	25%	25%	< 10	23.4%	25%	50%
Mathematics	6th Grade	Students With Disabilities	2011-12	100%	11%	< 10	< 10	< 10	< 10	< 10	70.6%
Mathematics	6th Grade	Students With Disabilities	2012-13	100%	13.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	100%	37.2%	26.7%	26.7%	< 10	26.7%	23.3%	50%
Mathematics	7th Grade	All Students	2012-13	100%	38.1%	15.1%	15.1%	< 10	14.3%	39.5%	45.4%
Mathematics	7th Grade	African American	2011-12	< 10	13.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	African American	2012-13	< 10	15.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	American Indian	2011-12	< 10	25.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Asian	2011-12	< 10	68.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2011-12	< 10	23.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2012-13	< 10	23.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2011-12	< 10	34.5%	< 10	< 10	< 10	< 10	< 10	< 10

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Mathematics	7th Grade	Two or More Races	2012-13	< 10	34.5%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	White	2011-12	100%	43.6%	26.9%	26.9%	< 10	26.9%	23.1%	50%
Mathematics	7th Grade	White	2012-13	100%	44.2%	15.9%	15.9%	< 10	15%	38.9%	45.1%
Mathematics	7th Grade	Female	2011-12	100%	38%	27.1%	27.1%	< 10	27.1%	27.1%	45.8%
Mathematics	7th Grade	Female	2012-13	100%	38.8%	< 10	< 10	< 10	< 10	40.6%	46.9%
Mathematics	7th Grade	Male	2011-12	100%	36.5%	26.5%	26.5%	< 10	26.5%	20.6%	52.9%
Mathematics	7th Grade	Male	2012-13	100%	37.5%	18.2%	18.2%	< 10	< 10	38.2%	43.6%
Mathematics	7th Grade	Economically Disadvantaged	2011-12	100%	21.6%	18.3%	18.3%	< 10	18.3%	22.5%	59.2%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	100%	22.5%	< 10	< 10	< 10	< 10	36.8%	57.4%
Mathematics	7th Grade	Students With Disabilities	2011-12	100%	8.6%	< 10	< 10	< 10	< 10	< 10	78.6%
Mathematics	7th Grade	Students With Disabilities	2012-13	100%	9.8%	< 10	< 10	< 10	< 10	< 10	78.9%
Mathematics	8th Grade	All Students	2011-12	100%	29.4%	12.1%	12.1%	< 10	12.1%	46.7%	41.1%
Mathematics	8th Grade	All Students	2012-13	100%	34.5%	27.8%	27.8%	< 10	25.2%	24.3%	47.8%
Mathematics	8th Grade	African American	2011-12	< 10	9.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	African American	2012-13	< 10	11.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	American Indian	2011-12	< 10	21.9%	< 10	< 10	< 10	< 10	< 10	< 10

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Mathematics	8th Grade	American Indian	2012-13	< 10	22.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Asian	2012-13	< 10	66.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2011-12	< 10	16.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	< 10	19.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2011-12	< 10	26.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2012-13	< 10	31.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	100%	34.6%	12.9%	12.9%	< 10	12.9%	47.5%	39.6%
Mathematics	8th Grade	White	2012-13	100%	40.4%	26.9%	26.9%	< 10	25%	25%	48.1%
Mathematics	8th Grade	Female	2011-12	100%	28%	< 10	< 10	< 10	< 10	58%	34%
Mathematics	8th Grade	Female	2012-13	100%	34.1%	29.2%	29.2%	< 10	29.2%	29.2%	41.7%
Mathematics	8th Grade	Male	2011-12	100%	30.7%	< 10	< 10	< 10	< 10	36.8%	47.4%
Mathematics	8th Grade	Male	2012-13	100%	34.9%	26.9%	26.9%	< 10	22.4%	20.9%	52.2%
Mathematics	8th Grade	Economically Disadvantaged	2011-12	100%	15.3%	< 10	< 10	< 10	< 10	42.2%	53.1%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	100%	18.7%	23.9%	23.9%	< 10	23.9%	22.5%	53.5%
Mathematics	8th Grade	Students With Disabilities	2011-12	100%	5.7%	< 10	< 10	< 10	< 10	< 10	71.4%
Mathematics	8th Grade	Students With Disabilities	2012-13	100%	6.9%	< 10	< 10	< 10	< 10	< 10	82.1%

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Reading	4th Grade	All Students	2011-12	100%	67.7%	68.5%	68.5%	< 10	59.8%	20.7%	10.9%
Reading	4th Grade	All Students	2012-13	100%	68.1%	73.6%	73.6%	< 10	67.8%	20.7%	< 10
Reading	4th Grade	African American	2011-12	< 10	45.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	American Indian	2012-13	< 10	66.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2012-13	< 10	57.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	71.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2011-12	< 10	66.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	68.2%	68.2%	< 10	60.2%	20.5%	11.4%
Reading	4th Grade	White	2012-13	100%	75.1%	75%	75%	< 10	70%	20%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	70%	70%	< 10	62.5%	< 10	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	74.5%	74.5%	< 10	68.1%	23.4%	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	67.3%	67.3%	< 10	57.7%	19.2%	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	72.5%	72.5%	< 10	67.5%	< 10	< 10

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Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	67.2%	67.2%	< 10	59.7%	20.9%	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	66.1%	66.1%	< 10	64.4%	27.1%	< 10
Reading	4th Grade	Students With Disabilities	2011-12	100%	35%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	100%	38.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	68.8%	67%	67%	< 10	57.1%	18.7%	14.3%
Reading	5th Grade	All Students	2012-13	100%	70.4%	75%	75%	< 10	65.2%	15.2%	< 10
Reading	5th Grade	African American	2011-12	< 10	48.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	47.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	< 10	81.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	70.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	66.3%	66.3%	< 10	56.2%	19.1%	14.6%
Reading	5th Grade	White	2012-13	100%	76.9%	75.6%	75.6%	< 10	66.3%	15.1%	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	76.2%	76.2%	< 10	64.3%	< 10	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	73.8%	73.8%	< 10	64.3%	< 10	< 10

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Reading	5th Grade	Male	2011-12	100%	65.9%	59.2%	59.2%	< 10	51%	20.4%	20.4%
Reading	5th Grade	Male	2012-13	100%	66.8%	76%	76%	< 10	66%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	63.3%	63.3%	< 10	56.7%	16.7%	20%
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	72.9%	72.9%	< 10	62.9%	15.7%	< 10
Reading	5th Grade	Students With Disabilities	2011-12	100%	34.2%	< 10	< 10	< 10	< 10	< 10	55.6%
Reading	5th Grade	Students With Disabilities	2012-13	100%	36.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	All Students	2011-12	100%	67%	70.7%	70.7%	14.7%	56%	16.4%	12.9%
Reading	6th Grade	All Students	2012-13	100%	68.2%	61.3%	61.3%	12.9%	48.4%	17.2%	21.5%
Reading	6th Grade	African American	2011-12	< 10	43.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	African American	2012-13	< 10	46.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Hispanic of Any Race	2011-12	< 10	52.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Two or More Races	2011-12	< 10	65.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2011-12	100%	74.1%	70.5%	70.5%	14.3%	56.3%	17%	12.5%
Reading	6th Grade	White	2012-13	100%	74.3%	60.9%	60.9%	13%	47.8%	17.4%	21.7%
Reading	6th Grade	Female	2011-12	100%	70.2%	75.8%	75.8%	16.1%	59.7%	< 10	< 10
Reading	6th Grade	Female	2012-13	100%	71.2%	70.5%	70.5%	22.7%	47.7%	< 10	< 10

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Subject	Grade	Testing 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)
Reading	6th Grade	Male	2011-12	100%	63.8%	64.8%	64.8%	< 10	51.9%	22.2%	< 10
Reading	6th Grade	Male	2012-13	100%	65.4%	53.1%	53.1%	< 10	49%	20.4%	26.5%
Reading	6th Grade	Economically Disadvantaged	2011-12	100%	53.6%	64.1%	64.1%	< 10	53.1%	18.8%	17.2%
Reading	6th Grade	Economically Disadvantaged	2012-13	100%	56.4%	51.6%	51.6%	< 10	42.2%	21.9%	26.6%
Reading	6th Grade	Students With Disabilities	2011-12	100%	28.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Students With Disabilities	2012-13	100%	32.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	100%	59.7%	49.1%	49.1%	8.6%	40.5%	23.3%	27.6%
Reading	7th Grade	All Students	2012-13	100%	62%	54.6%	54.6%	< 10	50.4%	27.7%	17.6%
Reading	7th Grade	African American	2011-12	< 10	34.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	African American	2012-13	< 10	36.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	American Indian	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Asian	2011-12	< 10	75.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2011-12	< 10	46%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2012-13	< 10	47%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Two or More Races	2011-12	< 10	58.7%	< 10	< 10	< 10	< 10	< 10	< 10

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Reading	7th Grade	Two or More Races	2012-13	< 10	61.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	100%	66.9%	48.1%	48.1%	< 10	39.4%	23.1%	28.8%
Reading	7th Grade	White	2012-13	100%	69.5%	55.8%	55.8%	< 10	51.3%	28.3%	15.9%
Reading	7th Grade	Female	2011-12	100%	63.9%	47.9%	47.9%	< 10	35.4%	27.1%	25%
Reading	7th Grade	Female	2012-13	100%	65.3%	50%	50%	< 10	46.9%	31.3%	18.8%
Reading	7th Grade	Male	2011-12	100%	55.6%	50%	50%	< 10	44.1%	20.6%	29.4%
Reading	7th Grade	Male	2012-13	100%	58.8%	60%	60%	< 10	54.5%	23.6%	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	100%	44.5%	38%	38%	< 10	32.4%	26.8%	35.2%
Reading	7th Grade	Economically Disadvantaged	2012-13	100%	47.4%	45.6%	45.6%	< 10	41.2%	29.4%	25%
Reading	7th Grade	Students With Disabilities	2011-12	100%	19%	< 10	< 10	< 10	< 10	< 10	57.1%
Reading	7th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	< 10	52.6%
Reading	8th Grade	All Students	2011-12	100%	60.5%	56.1%	56.1%	< 10	51.4%	29.9%	14%
Reading	8th Grade	All Students	2012-13	100%	65.7%	62.3%	62.3%	< 10	57.9%	26.3%	11.4%
Reading	8th Grade	African American	2011-12	< 10	39.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	African American	2012-13	< 10	45.2%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	American Indian	2011-12	< 10	53.6%	< 10	< 10	< 10	< 10	< 10	< 10

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Reading	8th Grade	American Indian	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Asian	2012-13	< 10	79.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2011-12	< 10	48%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2011-12	< 10	59.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2012-13	< 10	65.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2011-12	100%	66.5%	58.4%	58.4%	< 10	53.5%	27.7%	13.9%
Reading	8th Grade	White	2012-13	100%	71.2%	62.1%	62.1%	< 10	58.3%	25.2%	12.6%
Reading	8th Grade	Female	2011-12	100%	65.3%	74%	74%	< 10	70%	< 10	< 10
Reading	8th Grade	Female	2012-13	100%	70.1%	66%	66%	< 10	59.6%	< 10	< 10
Reading	8th Grade	Male	2011-12	100%	55.9%	40.4%	40.4%	< 10	35.1%	40.4%	19.3%
Reading	8th Grade	Male	2012-13	100%	61.5%	59.7%	59.7%	< 10	56.7%	32.8%	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	100%	46.7%	48.4%	48.4%	< 10	43.8%	31.3%	20.3%
Reading	8th Grade	Economically Disadvantaged	2012-13	100%	53%	54.3%	54.3%	< 10	51.4%	30%	15.7%
Reading	8th Grade	Students With Disabilities	2011-12	100%	20.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Students With Disabilities	2012-13	100%	26.4%	< 10	< 10	< 10	< 10	48.1%	< 10

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Science	5th Grade	All Students	2011-12	100%	15.3%	11.8%	11.8%	< 10	< 10	36.6%	51.6%
Science	5th Grade	All Students	2012-13	100%	13.1%	< 10	< 10	< 10	< 10	51.6%	40%
Science	5th Grade	African American	2011-12	< 10	3.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	African American	2012-13	< 10	2.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	< 10	26.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	< 10	5.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	100%	18.9%	12.1%	12.1%	< 10	< 10	37.4%	50.5%
Science	5th Grade	White	2012-13	100%	16%	< 10	< 10	< 10	< 10	53.3%	38.9%
Science	5th Grade	Female	2011-12	100%	13.6%	< 10	< 10	< 10	< 10	41.9%	51.2%
Science	5th Grade	Female	2012-13	100%	11.6%	< 10	< 10	< 10	< 10	58.1%	34.9%
Science	5th Grade	Male	2011-12	100%	17%	< 10	< 10	< 10	< 10	32%	52%
Science	5th Grade	Male	2012-13	100%	14.5%	< 10	< 10	< 10	< 10	46.2%	44.2%
Science	5th Grade	Economically Disadvantaged	2011-12	100%	7%	< 10	< 10	< 10	< 10	30.6%	61.3%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	< 10	< 10	< 10	< 10	49.3%	42.5%

Annual Education Report  
Beaverton Middle School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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)
Science	5th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	75%
Science	5th Grade	Students With Disabilities	2012-13	100%	4.1%	< 10	< 10	< 10	< 10	< 10	66.7%
Science	8th Grade	All Students	2011-12	100%	16.5%	9.3%	9.3%	< 10	< 10	23.1%	67.6%
Science	8th Grade	All Students	2012-13	100%	15.9%	10.3%	10.3%	< 10	9.5%	25%	64.7%
Science	8th Grade	African American	2011-12	< 10	3.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	African American	2012-13	< 10	3.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	American Indian	2011-12	< 10	12.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	American Indian	2012-13	< 10	10.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Asian	2012-13	< 10	31.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2011-12	< 10	7.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2012-13	< 10	7.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2011-12	< 10	14.7%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	100%	20.1%	< 10	< 10	< 10	< 10	24.5%	66.7%
Science	8th Grade	White	2012-13	100%	19.3%	< 10	< 10	< 10	< 10	27.6%	63.8%

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Beaverton Middle School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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)
Science	8th Grade	Female	2011-12	100%	13.8%	< 10	< 10	< 10	< 10	22%	76%
Science	8th Grade	Female	2012-13	100%	13.7%	< 10	< 10	< 10	< 10	27.1%	64.6%
Science	8th Grade	Male	2011-12	100%	19%	< 10	< 10	< 10	< 10	24.1%	60.3%
Science	8th Grade	Male	2012-13	100%	18%	< 10	< 10	< 10	< 10	23.5%	64.7%
Science	8th Grade	Economically Disadvantaged	2011-12	100%	7.7%	< 10	< 10	< 10	< 10	16.9%	73.8%
Science	8th Grade	Economically Disadvantaged	2012-13	100%	7.4%	< 10	< 10	< 10	< 10	25%	70.8%
Science	8th Grade	Students With Disabilities	2011-12	100%	3.5%	< 10	< 10	< 10	< 10	< 10	90.9%
Science	8th Grade	Students With Disabilities	2012-13	100%	3.5%	< 10	< 10	< 10	< 10	< 10	86.2%

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Michigan Merit Examination (MME)

Subject	Grade	Testing 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 Data to Display											

Annual Education Report  
Beaverton Middle School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	< 10	< 10	< 10	< 10	66.7%
Mathematics	4th Grade	White	2011-12	100%	61%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2011-12	< 10	53.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	54.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	100%	58.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	67.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	100%	64%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2011-12	< 10	59.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	64%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	100%	60.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	55.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2011-12	100%	59.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	57.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2011-12	< 10	65.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	62.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Female	2012-13	< 10	57.6%	< 10	< 10	< 10	< 10	< 10

Annual Education Report  
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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	6th Grade	Male	2011-12	< 10	63.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2011-12	< 10	60.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	< 10	55.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	43.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	White	2011-12	< 10	46.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	41.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Economically Disadvantaged	2011-12	< 10	42.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	43%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	33.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	47.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2012-13	< 10	38.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	44.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	34.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2011-12	< 10	42.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	< 10	30.3%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	45.8%	< 10	< 10	< 10	< 10	100%
Reading	4th Grade	White	2011-12	100%	50.6%	< 10	< 10	< 10	< 10	100%



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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	Female	2011-12	< 10	46.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	44.5%	< 10	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2011-12	100%	55%	< 10	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2012-13	100%	59.8%	< 10	< 10	< 10	< 10	100%
Reading	5th Grade	White	2011-12	< 10	61.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	100%	63.4%	< 10	< 10	< 10	< 10	100%
Reading	5th Grade	Female	2011-12	< 10	57.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2012-13	< 10	64.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	56.8%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	100%	57.4%	< 10	< 10	< 10	< 10	100%
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	52.8%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	58%	< 10	< 10	< 10	< 10	100%
Reading	6th Grade	All Students	2011-12	100%	59%	100%	100%	< 10	100%	< 10
Reading	6th Grade	All Students	2012-13	100%	58.7%	< 10	< 10	< 10	< 10	100%
Reading	6th Grade	White	2011-12	< 10	64.9%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2012-13	100%	62.3%	< 10	< 10	< 10	< 10	100%
Reading	6th Grade	Female	2012-13	< 10	62.7%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2011-12	< 10	58.6%	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	6th Grade	Male	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2012-13	100%	55.6%	< 10	< 10	< 10	< 10	100%
Reading	7th Grade	All Students	2011-12	< 10	61.5%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	< 10	67%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Male	2011-12	< 10	59.4%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	< 10	62.3%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	< 10	60.7%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2012-13	< 10	68.2%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2011-12	< 10	68.9%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2012-13	< 10	73.8%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2011-12	< 10	62.5%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2012-13	< 10	67%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	< 10	60.5%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2012-13	< 10	65.3%	< 10	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2012-13	< 10	79.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	84%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	80.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	75.8%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2012-13	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	75.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	83.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	< 10	79.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	72.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	74.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	< 10	68.4%	< 10	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	5th Grade	All Students	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2012-13	< 10	79.7%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	< 10	45.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2012-13	< 10	50.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	73.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	< 10	71.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	82.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	< 10	82.1%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	49.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2012-13	< 10	55%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2012-13	< 10	65.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2012-13	< 10	80.8%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Female	2012-13	< 10	44.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	70.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	80.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	< 10	79.1%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2012-13	< 10	53.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	71.2%	< 10	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	5th Grade	Economically Disadvantaged	2012-13	< 10	69.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	< 10	78.9%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2011-12	< 10	46.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2012-13	< 10	51.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	76.1%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	All Students	2012-13	< 10	86.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	76.6%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2012-13	< 10	87.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	77.5%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2012-13	< 10	85.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	< 10	76.7%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2012-13	< 10	86.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	71.6%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	< 10	90.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2011-12	< 10	77.3%	< 10	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	7th Grade	Hispanic of Any Race	2011-12	< 10	94.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Male	2011-12	< 10	89.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Economically Disadvantaged	2011-12	< 10	73.5%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	< 10	90.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	78.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	73.5%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	< 10	92.5%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2012-13	< 10	92.8%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2011-12	< 10	50.7%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2012-13	< 10	46.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	< 10	79.1%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2012-13	< 10	93.4%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2012-13	< 10	51%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	82.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2012-13	< 10	76.7%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2011-12	< 10	94.1%	< 10	< 10	< 10	< 10	< 10

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**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	8th Grade	White	2012-13	< 10	93.6%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	< 10	57.5%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	White	2012-13	< 10	53.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	79.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	76.6%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2012-13	< 10	92.5%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2011-12	< 10	53.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2012-13	< 10	48.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2011-12	< 10	78.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	< 10	75.3%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2011-12	< 10	93%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2012-13	< 10	92.9%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2011-12	< 10	50%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2012-13	< 10	48.9%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton Middle School**

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No Data to Display										

**Annual Education Report  
Beaverton Middle School**

**MI-Access Participation**

Subject	Grade	Testing 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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No Data to Display

## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.3%	57.8%
Bottom 30%	District	Mathematics		8%
African American	District	Mathematics	< 30	< 30
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.3%	57.7%
Economically Disadvantaged	District	Mathematics	99.4%	53.9%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	99.3%	33.3%
All Students	School	Mathematics	99.2%	59.6%
Bottom 30%	School	Mathematics		13%
African American	School	Mathematics	< 30	< 30
American Indian	School	Mathematics	< 30	< 30
Asian	School	Mathematics	< 30	< 30
Hispanic of Any Race	School	Mathematics	< 30	< 30

## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	School	Mathematics	< 30	
Two or More Races	School	Mathematics	< 30	< 30
White	School	Mathematics	99.2%	59.4%
Economically Disadvantaged	School	Mathematics	99.4%	54.2%
Students With Disabilities	School	Mathematics	99.1%	32.3%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	80.4%
Bottom 30%	District	Reading		38.3%
African American	District	Reading	< 30	< 30
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.6%	80.4%
Economically Disadvantaged	District	Reading	99.8%	76.8%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	100%	53.5%
All Students	School	Reading	99.6%	82.5%

## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading		45.2%
African American	School	Reading	< 30	< 30
American Indian	School	Reading	< 30	< 30
Asian	School	Reading	< 30	< 30
Hispanic of Any Race	School	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	School	Reading	< 30	
Two or More Races	School	Reading	< 30	< 30
White	School	Reading	99.6%	82.3%
Economically Disadvantaged	School	Reading	100%	78%
Students With Disabilities	School	Reading	100%	58.5%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.7%	31.3%
Bottom 30%	District	Science		0%
African American	District	Science	< 30	< 30
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	< 30	< 30



## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.7%	31.7%
Economically Disadvantaged	District	Science	99.5%	27.1%
English Language Learners	District	Science		
Students With Disabilities	District	Science	100%	11.8%
All Students	School	Science	100%	30.9%
Bottom 30%	School	Science		0%
African American	School	Science	< 30	< 30
American Indian	School	Science	< 30	< 30
Asian	School	Science	< 30	< 30
Hispanic of Any Race	School	Science	< 30	< 30
Two or More Races	School	Science	< 30	< 30
White	School	Science	100%	31.4%
Economically Disadvantaged	School	Science	100%	25.7%
Students With Disabilities	School	Science	100%	14%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	96.8%	49.1%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	< 30	< 30
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	< 30	

## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Hispanic of Any Race	District	Social Studies	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	96.6%	50%
Economically Disadvantaged	District	Social Studies	95.9%	40.3%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	94%	9.5%
All Students	School	Social Studies	96.9%	45.7%
Bottom 30%	School	Social Studies		0%
African American	School	Social Studies	< 30	< 30
American Indian	School	Social Studies		< 30
Hispanic of Any Race	School	Social Studies		< 30
Two or More Races	School	Social Studies		< 30
White	School	Social Studies	96.9%	46.7%
Economically Disadvantaged	School	Social Studies	97%	35.8%
Students With Disabilities	School	Social Studies	< 30	8.8%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.3%	70.9%
Bottom 30%	District	Writing		7.2%

## Annual Education Report Beaverton Middle School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	District	Writing	< 30	< 30
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	< 30	
Hispanic of Any Race	District	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Writing	< 30	< 30
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	99.3%	70.6%
Economically Disadvantaged	District	Writing	99.4%	63.8%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	100%	22%
All Students	School	Writing	99.5%	75.7%
Bottom 30%	School	Writing		20%
African American	School	Writing	< 30	< 30
American Indian	School	Writing	< 30	
Hispanic of Any Race	School	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	School	Writing	< 30	
Two or More Races	School	Writing	< 30	< 30
White	School	Writing	99.5%	74.8%
Economically Disadvantaged	School	Writing	100%	68.8%
Students With Disabilities	School	Writing	100%	< 30

## Annual Education Report Beaverton Middle School

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	72.3%
White	District	72.3%
Economically Disadvantaged	District	59.6%

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

## Annual Education Report Beaverton Middle School

### Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	94%
All Students	School	96%

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

**Annual Education Report  
Beaverton Middle School**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report  
Beaverton Middle School**

**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Beaverton Rural Schools	Beaverton Middle School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	38

## Annual Education Report Beaverton Middle School

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	19	13	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*

### Teacher Quality - Class

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

### Teacher Quality - Provisional

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

## Annual Education Report Beaverton Middle School

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	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) 2011 Mathematics Achievement.



## Annual Education Report Beaverton Middle School

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
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) 2011 Mathematics Achievement.

## Annual Education Report Beaverton Middle School

### NAEP Grade 4 Reading

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Annual Education Report Beaverton Middle School

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	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), 2011 Reading Assessment.



# Beaverton High School

## 2012-2013 ANNUAL EDUCATION REPORT

Joseph Passalacqua, Principal

### Table of Contents

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## Principal's Greeting/Message

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Beaverton High School (BHS). The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Joseph Passalacqua, Beaverton High School Principal, for assistance.

The AER is available for you to review electronically by visiting [www.beavertonruralschools.com](http://www.beavertonruralschools.com) or you may review a copy at the High School office.

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

For 2012-2013, Beaverton High School has not been given one of these labels.

State law requires that we also report additional information that is found in this document in the subsequent pages.

I would like to personally congratulate all of the students, parents, and school personnel who work to improve the achievement levels in Beaverton Rural School District. Go Beavers!!

Sincerely,



Joseph Passalacqua, Principal  
Beaverton High School

## Key Challenges & Initiatives

Beaverton High School will be working to increase our academic scores in all core areas and close any educational gaps that may occur between sub-groups. In collaboration with our 21st century, Beaverton High School will be continuing to strive for 100% graduation rate. During the upcoming school year, Beaverton High School is working with a consultant to address our weaknesses in our Mathematics. The district calendar has built in time for teachers to analyze and evaluate data to drive their instruction. Finally, the entire Beaverton Rural School district will be instituting a Gradual Release of Responsibility instructional model to ensure good first instruction.

### Initiatives

1. English Language Arts--Genre Units have been in place at the HS for 5 years.
  - New non-fiction novels that support the genre units have been purchased for the 2013-2014 school year and beyond. We purchased 8 new novels.
  - Students conduct four book talks per year. Students are asked to read two additional novels and report back to the class their findings with recommendations. Peer reviews are conducted during the book talk. This helps with the new initiatives in the Common Core State Standards (CCSS)-Speaking & Listening
  
2. Common Quarterly Assessments have been created and implemented for four years running.
  - We continue to review our assessments and rewrite, if necessary, them to make the transition to the Common Core State Standards from the Michigan High School Content Expectations.
  - Our student assessment results are used to drive our instruction.
  
3. ACT Writing prompts are administered once every three weeks. This has been happening at the High School for the past two school years. ALL students write responses to the prompt of the day. Students have 30 minutes to complete them, just like the ACT. The next day in advisory class, students are asked to do a peer review of another students writing. We use the ACT scoring rubric to assess the students' writing.
  
4. Guided Highlighted Reads initiatives have been implemented. After two years of focused and intensive professional development with literacy specialists, BHS has set a calendar to implement this strategy focused on helping students with their reading comprehension.
  
5. Unit planning has been in place for two years. Begin with the end in mind is the main focus of unit plans. Develop the assessments with varied ranges of "depth of knowledge".

## Description of the School

Beaverton High School serves students in grades 9 through 12. Programs provided at the school follow the Michigan Merit Curriculum and Beaverton graduation requirements. Students have the opportunity to explore interests in the fine arts, vocational fields, and enroll in dual enrollment courses. BHS also offers a wide array of athletic and extracurricular activities.

College Readiness				
	2011-2012		2012-2013	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
<b>Dual Enrollment</b>	41	11%	51	11.5%
<b>College Equivalent Courses</b>	0	0	0	0
<b>College Equivalent Enrollment</b>	0	0	0	0
<b>College Credit Received</b>	88	95% success rate	92	94% success rate

## Process for Assigning Pupils to the School

All district pupils in grades 9 through 12 are assigned to Beaverton High School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

## Status of School Improvement Plan

A copy of the School Improvement Plan is available online at [www.beavertonruralschools.com](http://www.beavertonruralschools.com) and in both the district and school offices. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

<b>GOALS</b>	<b>PROGRESS</b>		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
Beaverton High School students will ALL be proficient readers and writers.			
<ul style="list-style-type: none"> <li>Teachers will utilize skimming and scanning literacy practices in the classroom to improve comprehension of literary passages, which will in turn improve standardized test scores. Teachers will utilize ACT writing prompts on a bi-weekly basis to prepare all students for the demands writing quality papers.</li> </ul>		<b>X</b>	
Beaverton High School students will ALL be proficient in mathematics.			
<ul style="list-style-type: none"> <li>The staff will implement the use of common formative assessments involving all students including Economically Disadvantaged students.</li> </ul>		<b>X</b>	
Beaverton High School students will ALL be proficient in science.			
<ul style="list-style-type: none"> <li>The staff will align the science curriculum to the Next Generation Science Standards which will include more inquiry and reflection experiences for students, along with an emphasis on mastery learning.</li> </ul>		<b>X</b>	
Beaverton High School students will ALL be proficient in Social Studies			
<ul style="list-style-type: none"> <li>Teachers will utilize skimming and scanning literacy practices in the classroom to improve comprehension of social studies concepts which will in turn improve standardized test scores.</li> </ul>		<b>X</b>	

## Core Curriculum Status

A copy of the Core Curriculum is available in the High School guidance office in either paper or electronic format.

### English Language Arts

The English Language Arts curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The English Language Arts curriculum was last approved by our local Board of Education in 2006.

### Mathematics

The Mathematics curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Mathematics curriculum was last approved by our local Board of Education in 2006.

### Science

The Science curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Science curriculum was last approved by our local Board of Education in 2006.

### Social Studies

The Social Studies curriculum follows the High School Content Expectations approved by Michigan's State Board of Education. Building educators utilize and adapt the best available texts and resources to meet the needs of individual students. The Social Studies curriculum was last approved by our local Board of Education in 2006.

## Parent Conferences

### Parent Teacher Conference Attendance Data

Subgroups	2011-2012		2012-2013	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
9 <sup>th</sup> Grade	70	58%	41	34%
10 <sup>th</sup> Grade	56	52%	45	38%
11 <sup>th</sup> Grade	38	38%	41	39%
12 <sup>th</sup> Grade	33	35%	27	27%
<b>Totals</b>	<b>197</b>	<b>47%</b>	<b>154</b>	<b>35%</b>
American Indian/Native Alaskan			0	0
Asian/ Pacific Islander			0	0
Black, Not of Hispanic Origin			5	1%
Hispanic			2	>1%
White, Not of Hispanic Origin			147	33.3%
Students with Disabilities		33%	19	4.3%
Limited English Proficient			0	0
Economically Disadvantaged	161	37%	60	13.6%

\*\* Data began to be disaggregated beginning in the 2011-2012 school year for subgroup areas. Information will be more completely disaggregated beginning in the 2012-2013 school year.



Annual Education Report  
Beaverton High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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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No Data to Display

Annual Education Report  
Beaverton High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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	11th Grade	All Students	2011-12	100%	29.1%	10.4%	10.4%	< 10	< 10	42.7%	46.9%
Mathematics	11th Grade	All Students	2012-13	97.8%	28.6%	< 10	< 10	< 10	< 10	45.6%	48.9%
Mathematics	11th Grade	African American	2012-13	< 10	5.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	American Indian	2011-12	< 10	13.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2012-13	< 10	58.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	100%	33.6%	10.5%	10.5%	< 10	< 10	43.2%	46.3%
Mathematics	11th Grade	White	2012-13	98.8%	33.3%	< 10	< 10	< 10	< 10	45.1%	48.8%
Mathematics	11th Grade	Female	2011-12	100%	26.9%	< 10	< 10	< 10	< 10	47.3%	41.8%
Mathematics	11th Grade	Female	2012-13	96.1%	27%	< 10	< 10	< 10	< 10	46.9%	44.9%
Mathematics	11th Grade	Male	2011-12	100%	31.2%	< 10	< 10	< 10	< 10	36.6%	53.7%
Mathematics	11th Grade	Male	2012-13	100%	30.3%	< 10	< 10	< 10	< 10	43.9%	53.7%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100%	13.4%	< 10	< 10	< 10	< 10	40.4%	57.4%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	97.9%	13%	< 10	< 10	< 10	< 10	34.8%	56.5%

Annual Education Report  
Beaverton High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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	11th Grade	Students With Disabilities	2011-12	100%	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2012-13	< 10	3.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	100%	55.9%	51%	51%	< 10	41.7%	29.2%	19.8%
Reading	11th Grade	All Students	2012-13	97.8%	53.5%	42.2%	42.2%	< 10	40%	33.3%	24.4%
Reading	11th Grade	African American	2012-13	< 10	28.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	American Indian	2011-12	< 10	48.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2012-13	< 10	64.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	< 10	39.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	100%	62.4%	51.6%	51.6%	< 10	42.1%	28.4%	20%
Reading	11th Grade	White	2012-13	98.8%	59.1%	43.9%	43.9%	< 10	41.5%	31.7%	24.4%
Reading	11th Grade	Female	2011-12	100%	60.4%	56.4%	56.4%	< 10	43.6%	29.1%	< 10
Reading	11th Grade	Female	2012-13	96.1%	56%	46.9%	46.9%	< 10	44.9%	36.7%	< 10
Reading	11th Grade	Male	2011-12	100%	51.4%	43.9%	43.9%	< 10	39%	29.3%	26.8%
Reading	11th Grade	Male	2012-13	100%	51%	36.6%	36.6%	< 10	34.1%	29.3%	34.1%

Annual Education Report  
Beaverton High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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)
Reading	11th Grade	Economically Disadvantaged	2011-12	100%	39.9%	40.4%	40.4%	< 10	36.2%	34%	25.5%
Reading	11th Grade	Economically Disadvantaged	2012-13	97.9%	37.9%	32.6%	32.6%	< 10	30.4%	41.3%	26.1%
Reading	11th Grade	Students With Disabilities	2011-12	100%	19.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2012-13	< 10	19%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	100%	25.8%	18.8%	18.8%	< 10	12.5%	26%	55.2%
Science	11th Grade	All Students	2012-13	97.8%	25.7%	< 10	< 10	< 10	< 10	34.4%	55.6%
Science	11th Grade	African American	2012-13	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	American Indian	2011-12	< 10	14%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2012-13	< 10	44.7%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	100%	30.4%	18.9%	18.9%	< 10	12.6%	26.3%	54.7%
Science	11th Grade	White	2012-13	98.8%	30.4%	< 10	< 10	< 10	< 10	35.4%	54.9%
Science	11th Grade	Female	2011-12	100%	22.8%	18.2%	18.2%	< 10	< 10	30.9%	50.9%
Science	11th Grade	Female	2012-13	96.1%	22.5%	< 10	< 10	< 10	< 10	38.8%	51%

**Annual Education Report  
Beaverton High School**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing 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)
Science	11th Grade	Male	2011-12	100%	28.7%	< 10	< 10	< 10	< 10	< 10	61%
Science	11th Grade	Male	2012-13	100%	28.9%	< 10	< 10	< 10	< 10	29.3%	61%
Science	11th Grade	Economically Disadvantaged	2011-12	100%	12%	< 10	< 10	< 10	< 10	25.5%	68.1%
Science	11th Grade	Economically Disadvantaged	2012-13	97.9%	11.5%	< 10	< 10	< 10	< 10	28.3%	60.9%
Science	11th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	90.9%
Science	11th Grade	Students With Disabilities	2012-13	< 10	5.1%	< 10	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton High School**

**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
No Data to Display										

Annual Education Report  
Beaverton High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2011-12	< 10	68.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	< 10	91.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	61.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	< 10	93.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2011-12	< 10	73.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	64.8%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10	< 10

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Beaverton High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Beaverton High School**

**MI-Access Supported Independence**

Subject	Grade	Testing 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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No Data to Display

**Annual Education Report  
Beaverton High School**

**MI-Access Participation**

Subject	Grade	Testing 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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No Data to Display

## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.3%	57.8%
Bottom 30%	District	Mathematics		8%
African American	District	Mathematics	< 30	< 30
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	99.3%	57.7%
Economically Disadvantaged	District	Mathematics	99.4%	53.9%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	99.3%	33.3%
All Students	School	Mathematics	99%	23.8%
Bottom 30%	School	Mathematics		< 30
African American	School	Mathematics	< 30	< 30
American Indian	School	Mathematics	< 30	< 30
Asian	School	Mathematics	< 30	
Hispanic of Any Race	School	Mathematics	< 30	< 30

## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	98.9%	24.7%
Economically Disadvantaged	School	Mathematics	98%	17.1%
Students With Disabilities	School	Mathematics	< 30	< 30
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	80.4%
Bottom 30%	District	Reading		38.3%
African American	District	Reading	< 30	< 30
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	99.6%	80.4%
Economically Disadvantaged	District	Reading	99.8%	76.8%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	100%	53.5%
All Students	School	Reading	99%	67.9%
Bottom 30%	School	Reading		< 30
African American	School	Reading	< 30	< 30

## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Reading	< 30	< 30
Asian	School	Reading	< 30	
Hispanic of Any Race	School	Reading	< 30	< 30
White	School	Reading	98.9%	67.5%
Economically Disadvantaged	School	Reading	98%	63.4%
Students With Disabilities	School	Reading	< 30	< 30
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.7%	31.3%
Bottom 30%	District	Science		0%
African American	District	Science	< 30	< 30
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	< 30	< 30
White	District	Science	99.7%	31.7%
Economically Disadvantaged	District	Science	99.5%	27.1%
English Language Learners	District	Science		
Students With Disabilities	District	Science	100%	11.8%



## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Science	99%	32.1%
Bottom 30%	School	Science		< 30
African American	School	Science	< 30	< 30
American Indian	School	Science	< 30	< 30
Asian	School	Science	< 30	
Hispanic of Any Race	School	Science	< 30	< 30
White	School	Science	98.9%	32.5%
Economically Disadvantaged	School	Science	98%	31.7%
Students With Disabilities	School	Science	< 30	< 30
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	96.8%	49.1%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	< 30	< 30
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	< 30	
Hispanic of Any Race	District	Social Studies	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	96.6%	50%

## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Social Studies	95.9%	40.3%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	94%	9.5%
All Students	School	Social Studies	96.7%	56.8%
Bottom 30%	School	Social Studies		< 30
African American	School	Social Studies	< 30	< 30
American Indian	School	Social Studies	< 30	< 30
Asian	School	Social Studies	< 30	
Hispanic of Any Race	School	Social Studies	< 30	< 30
Two or More Races	School	Social Studies	< 30	
White	School	Social Studies	96.5%	58.1%
Economically Disadvantaged	School	Social Studies	95.4%	53.9%
Students With Disabilities	School	Social Studies	< 30	< 30
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.3%	70.9%
Bottom 30%	District	Writing		7.2%
African American	District	Writing	< 30	< 30
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	< 30	
Hispanic of Any Race	District	Writing	< 30	< 30

## Annual Education Report Beaverton High School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Writing	< 30	< 30
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	99.3%	70.6%
Economically Disadvantaged	District	Writing	99.4%	63.8%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	100%	22%
All Students	School	Writing	99%	63.1%
Bottom 30%	School	Writing		< 30
African American	School	Writing	< 30	< 30
American Indian	School	Writing	< 30	< 30
Asian	School	Writing	< 30	
Hispanic of Any Race	School	Writing	< 30	< 30
White	School	Writing	98.9%	63.6%
Economically Disadvantaged	School	Writing	98%	58.5%
Students With Disabilities	School	Writing	< 30	< 30

## Annual Education Report Beaverton High School

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	72.3%
White	District	72.3%
Economically Disadvantaged	District	59.6%
All Students	School	79.4%
White	School	80%
Economically Disadvantaged	School	68.9%

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

## Annual Education Report Beaverton High School

### Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	94%
All Students	School	94%

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

**Annual Education Report  
Beaverton High School**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report  
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**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Beaverton Rural Schools	Beaverton High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	40

## Annual Education Report Beaverton High School

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	8	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*

### Teacher Quality - Class

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

### Teacher Quality - Provisional

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

## Annual Education Report Beaverton High School

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	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) 2011 Mathematics Achievement.



## Annual Education Report Beaverton High School

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
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) 2011 Mathematics Achievement.

## Annual Education Report Beaverton High School

### NAEP Grade 4 Reading

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Annual Education Report Beaverton High School

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	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), 2011 Reading Assessment.

## Annual Education Report Beaverton High School

### NAEP Participation Data

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