



**Creative Learning  
Academy**

*of Science, Mathematics and Humanities*

09  
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ANNUAL  
EDUCATION

REPORT

# MISSION STATEMENT

## Creative Learning Academy

The Creative Learning Academy of Science, Mathematics, and Humanities will prepare students thoroughly for the next level of education while providing the skills necessary for life-long learning and supplying the individualized help and attention they need to become leaders in their community, the nation, and the world.



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Superintendent:  
Stan Rathbun

Principal:  
Mike Kennealy

Business Manager:  
Adam Holcomb

2009-2010  
Board of Education

President:  
Jeremy Dicken

Vice President:  
Daniel LeViere  
Dennis Martens

Secretary:  
Candice Simpson

Treasurer:  
Jacqueline Cross

Trustee:  
James Burgess

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# Creative Learning Academy

*of Science, Mathematics and Humanities*

June 30, 2010

Re: Annual Education Report

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Creative Learning Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Stan Rathbun, Chief Administrative Officer, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.creativelearningacad.com](http://www.creativelearningacad.com) or you may review a copy in the CLA main office.

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

Creative Learning Academy faculty, staff, board of directors, students and families have worked hard together to create a school environment where children feel valued, supported, challenged academically and prepared for school, as well as for life. We look forward to the continued growth of our school community and to being able to promote high academic standards.

Sincerely,

Michael Kennealy  
Principal

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## Core Values

Respect, Responsibility, Honesty, Compassion, Family/Friends, Creativity, Faith, Continual Growth, Discipline, Service.

## Accreditation Status & Education YES! Grades

The chart below identifies our building's accreditation status and grades as determined by Education YES!

EDUCATION YES! REPORT CARD	2009-2010		2008-2009	
	Score	Grade	Score	Grade
Mathematics	87.3	B	84.6	B
Reading	78.2	C	70.0	C
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Achievement Subtotal	82.8	B	77.3	C
Indicators of School Performance	100	A	100	A
Preliminary	88.0	B	85	B
AYP Status	Met AYP- Yes		Met AYP - Yes	
Composite Grade	B		B	
Michigan Accreditation Status*	Accredited		Accredited	

\*Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan.

## School Overview

We are proud of what is being accomplished for students at Creative Learning Academy (CLA). Significant achievements during the 2009-2010 school year included:

- Achieved Adequate Yearly Progress (AYP) status according to standards established by the Federal No Child Left Behind Act & Michigan Education Yes;
- Operated a successful science fair for all students;
- Participated in the Clare-Gladwin RESD Science Olympiad and medaled in several categories;
- Provided Spanish, art, music, and physical education instruction for all students on a weekly basis;
- Provided a vital, ongoing Character Education Program to all students with monthly recognitions;
- Students participated in field trips to: Chippewa Nature Center and Gladwin Hospital;
- Participated in the Pinconning Field Day, a friendly competition with another regional public school academy. We again won the traveling trophy based on our students' performances.

## I. OVERVIEW OF SCHOOL

### Retention Rates:

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not dropped out of school.

RETENTION RATE	
2008-2009	2009-2010
100%	100%

This chart reflects the grade levels within our school along with each grade's average class size.

GRADE	AVG. CLASS SIZE
K	9
1	4
2	9
3	7
4	12
5	6
6	4
7	10
8	5

## II. SCHOOL IMPROVEMENT PLAN

ENGLISH/LANGUAGE ARTS	
Goal:	75% of students will become proficient in the area of reading.
Data to support goal selection:	1. At least 30% of CLA students are not reading on grade-level; and 2. At least 30% of CLA students in third-eighth grade scored below proficient levels on MEAP reading tests.
Planned Strategies and Interventions:	1. Implement reading strategies across the curriculum; 2. Implement SVSU Language Arts Curriculum maps and pacing guides; and 3. Implement strategies to increase comprehension and critical-thinking skills.
Accomplishments:	78.2% of 4th and 7th grade students are proficient and advanced in the area of reading on the MEAP.

## II. SCHOOL IMPROVEMENT PLAN

MATH	
Goal:	80% of the students will become proficient in the area of mathematics.
Data to support goal selection:	1. CLA students have consistently scored below grade-level on classroom assessments; and 2. About 24% of CLA students in grades third-eighth have scored below proficient on MEAP assessments.
Planned Strategies and Interventions:	1. Continue implementing Everyday Mathematics Program in kindergarten -fifth grades; 2. Hold ongoing team and professional development meetings to review progress; and 3. Teachers to attend professional development workshops/opportunities.
Accomplishments:	87.3% of 4th and 7th grade students are proficient in the area of mathematics on the MEAP.

## III. STUDENT ASSESSMENT DATA

### **Local and Norm Referenced Achievement Data**

At Creative Learning Academy, we administer a variety of assessments to help determine student needs and progress. Students in grades K – 2 are given the DiBELS and MLPP to assess reading and comprehension levels. Students in grades 2 – 8 are assessed using the Scantron Ed Performance series of assessments to measure achievement of reading, math, language arts and science content. Results from all of the assessments can be found at the end of this annual report.

## IV. ADEQUATE YEARLY PROGRESS (AYP) DATA

TITLE 1 STATUS	AYP ELA/ READING	AYP MATHEMATICS	OVERALL STATUS	EDUCATION YES REPORT CARD GRADE	SCHOOL IMPROVEMENT	YEARS IN IMPROVEMENT
YES	MET	MET	MET	B	N/A	0

### **Parent Teacher Conference**

Parents are provided the opportunity to meet personally with their child's teacher during scheduled fall and spring parent/teacher conferences. Parents not able to attend are contacted directly by their child's teacher.

### **Parent Involvement Policy**

The Academy encourages parental participation in its operations. Where the term "parent" is used in this policy, it also shall include a legal guardian. A copy of the Academy's parent involvement plan shall be provided to the parent of each Academy pupil or shall be included in the Academy's student handbook.

The Academy strongly encourages and welcomes the involvement of parents in all of the Academy's educational programs. It is recognized that a parent's involvement in a child's education is a critical component in that child's academic success. The Academy Board further appreciates and respects parents as the "first teachers" of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the Academy.

An effective school/parent partnership focused on students' educational success must exist, which involves all Academy staff and parents, for the Academy's educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration of the Academy shall design a program/plan that will encourage and foster a partnership between families and the Academy for increased parent involvement in a pupil's education. The plan may include, but not be limited to:

- Establishment of welcoming school environment
- Communication to and from parents and school
- Parents as volunteers
- Supportive home learning environment
- School as a parent resource center; and
- Parents as decision makers.

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by Academy families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the Academy may better communicate with parents about information and resources they may need (e.g., current laws, regulations, instructional programs; and community resources), educational programs to assist parents in their support of academic achievement, increasing parents' opportunities to be involved in building decisions, as well as Academy staff development looking at staff attitudes and effective parent involvement programs.

The effective implementation of the plan should be reviewed and evaluated by the Academy and parents on a regular basis with administrator recommendations to the Academy Board as to related policy and budgetary needs.

### **Title I Programs**

In accordance with the requirement of the No Child Left Behind Act, the Academy encourages parent participation in Title I programs. Parents shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Academy Board directs that the following actions be implemented by the administration to ensure compliance with federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parents in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parents to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent suggestions on program development, planning, evaluation and operation;
- Assistance to parents in understanding Title I, including providing information in a language understandable to the parent, if practicable;
- Parent notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent –teacher conferences and any additional communication as requested by the Title I staff or parents;
- Opportunities to enhance parent capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- Ongoing communication between the Academy and parents; and
- Other appropriate activities (i.e. Family Math Nights, parent sessions, science, theatre, etc).

If the Academy is a recipient of Title I funds, it hereby adopts the following policy statements regarding the development of a plan for parent involvement in the development of a Title I plan, and directs the administration to:

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

## V. PARENT INVOLVEMENT

### **Limited English Proficiency (LEP) Parent Involvement**

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice also must include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

### **American Indian and Children Residing on Indian Lands Parent Involvement**

In accordance with federal law, parents of American Indian students or students residing on Indian lands will be afforded an opportunity to present their views on programs provided to such students, including an opportunity to make recommendations on the needs of these children and how the Academy may help the children realize the benefits of the Academy's programs and activities. Parents and Indian tribes shall be afforded an opportunity to present their views on the Academy's activities and general educational programs, and shall be consulted and involved in planning such programs. Relevant applications, evaluations, and program plans shall be disseminated to parents and Indian tribes.

### **Migrant Education Program (MEP) Parent Involvement**

Parents of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

## VI. CORE CURRICULUM

Creative Learning Academy curriculum was developed through collaboration with Saginaw Valley State University curriculum personnel and Public School Academy teachers. All documents are aligned with the Michigan Curriculum Framework (standards, benchmarks, grade level content expectations) and are available for your viewing on the Saginaw Valley State University website.

[www.svsu.edu/supo/curriculum-instruction-assessment.html](http://www.svsu.edu/supo/curriculum-instruction-assessment.html)

## **Resource Programs**

Creative Learning Academy offers in the curricular areas of:

- Art
- Music
- Physical Education
- Foreign Language (Spanish)
- Character Education
- Academic Support

## **Character Education**

Character Education is integrated into the core curriculum by the classroom teacher whenever appropriate and specialized instruction is provided by the Character Education Resource Teacher.

## **Physical Education**

Physical Education is provided for students in all grades. Organized physical education can provide knowledge, skills, and motivation that children need for a lifetime of health and exercise. Physical Education Program should go hand in hand with Character Education. Children should learn about teamwork, the importance of playing fairly, winning gracefully, and accepting defeat in good spirit.

## **Spanish (Foreign Language)**

Spanish is provided for students in all grades. Language and communication are at the heart of the human experience. The United State must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.

## VII. TEACHER QUALIFICATION

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects the qualifications of teachers at Creative Learning Academy.

	B.A.	B.A. + 15 CREDIT HOURS	M.A.	M.A. + 15 CREDIT HOURS	M.A. + 30 CREDIT HOURS	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	4				
Percentage of Teachers in the School who are Highly Qualified	100%					
Percentage of Teachers in the School with Emergency Credentials	0%					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers	0%					

### **Parent Notification & Point of Contact**

Parents may request, and the Academy will provide, the following information on the student's classroom teachers:

- Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching;
- Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived;
- The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned; and
- The qualifications of any paraprofessionals providing services to their child(ren);

In addition, the parents shall be provided information on the level of achievement of their child(ren) on the required State academic assessments and timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified. The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

The point of contact for this information is the Chief Administrative Officer serving Creative Learning Academy.

# STUDENT PERFORMANCE DATA



The following data was produced by the Michigan Department of Education. This report data has not been modified.

## Full Annual Education Report

## School-Level Student Assessment Data for Clare-Gladwin Regional Education Service District, Creative Learning Academy of Science, Creative Learning Academy of Science

## Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 03									
All Students	2008-09	<10	86.4%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	88.3%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	84.6%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	87.9%	<10	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	75.1%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	90%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	92.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	79.1%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	84.5%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 04									
All Students	2008-09	91.7%	82.8%	90.9%	90.9%	27.3%	63.6%	9.1%	0%
All Students	2009-10	100%	84.1%	58.3%	58.3%	33.3%	25%	33.3%	8.3%
Female	2008-09	<10	84.7%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	86.1%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	68.6%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	81.7%	<10	<10	<10	<10	<10	<10
White	2008-09	90.9%	88%	90%	90%	30%	60%	10%	0%
White	2009-10	100%	88.9%	63.6%	63.6%	36.4%	27.3%	27.3%	9.1%
Students with Disabilities	2008-09	<10	54.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.9%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	75.7%	<10	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	<10	81.5%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	85.2%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	86.8%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	79.8%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	86.9%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	89.8%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	70.5%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	76.6%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 06									
All Students	2008-09	<10	80.5%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	87.7%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	82.9%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	78.2%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	85.4%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	85.7%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	91.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	44.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	69.2%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	<10	79.6%	<10	<10	<10	<10	<10	<10
All Students	2009-10	100%	82%	80%	80%	30%	50%	0%	20%
Female	2008-09	<10	82.8%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	84.5%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	79.6%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	84.7%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.3%	80%	80%	30%	50%	0%	20%
Students with Disabilities	2008-09	<10	42.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.3%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.4%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									
Grade: 08									
All Students	2008-09	<10	75.5%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	83.4%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	78.6%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	72.6%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	62.7%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	75%	<10	<10	<10	<10	<10	<10
Mathematics									
Grade: 03									
All Students	2008-09	<10	91.3%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	94.8%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	90.9%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	91.6%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	94.8%	<10	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	78.9%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	94.9%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.7%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	91.9%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 04									
All Students	2008-09	100%	87.9%	75%	75%	50%	25%	16.7%	8.3%
All Students	2009-10	100%	92.3%	83.3%	83.3%	33.3%	50%	8.3%	8.3%
Female	2008-09	<10	87.9%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	92.9%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	87.8%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	91.6%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	2008-09	<10	87%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	72.7%	72.7%	54.5%	18.2%	18.2%	9.1%
White	2009-10	100%	95.1%	81.8%	81.8%	36.4%	45.5%	9.1%	9.1%
Students with Disabilities	2008-09	<10	68.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	80.4%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Grade: 05									
All Students	2008-09	<10	76.8%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	79.5%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	79.6%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	77.8%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	79.4%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	83%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	84.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	64.4%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	69.8%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 06									
All Students	2008-09	<10	79.9%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	82%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	80.9%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	78.9%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	45.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	69%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10	<10
Grade: 07									
All Students	2008-09	<10	82.6%	<10	<10	<10	<10	<10	<10
All Students	2009-10	100%	82.2%	60%	60%	10%	50%	40%	0%
Female	2008-09	<10	84.2%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	82.6%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	81.7%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	87.9%	<10	<10	<10	<10	<10	<10
White	2009-10	100%	87.6%	60%	60%	10%	50%	40%	0%
Students with Disabilities	2008-09	<10	45.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	71.9%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	72.4%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics									
Grade: 08									
All Students	2008-09	<10	74.5%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.3%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	74.3%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	70.6%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	74.8%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	80.8%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	77.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	61.6%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	56.3%	<10	<10	<10	<10	<10	<10
Science									
Grade: 05									
All Students	2008-09	<10	83.1%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	82.9%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	80.8%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	89.4%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	70.6%	<10	<10	<10	<10	<10	<10

# VIII. STUDENT PERFORMANCE DATA

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science									
Grade: 08									
All Students	2008-09	<10	76.3%	<10	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.9%	<10	<10	<10	<10	<10	<10
Female	2008-09	<10	77.2%	<10	<10	<10	<10	<10	<10
Female	2009-10	<10	77%	<10	<10	<10	<10	<10	<10
Male	2008-09	<10	75.4%	<10	<10	<10	<10	<10	<10
Male	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
White	2008-09	<10	83.5%	<10	<10	<10	<10	<10	<10
White	2009-10	<10	83.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	61.9%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2009-10	<10	63.1%	<10	<10	<10	<10	<10	<10

## Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

**MI-Access**

**Functional Independence**

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

**Supported Independence**

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

**Participation**

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

**MEAP-Access**

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

### 2009-10 School-Level Accountability (AYP) Detail Reporting for Clare-Gladwin Regional Education Service District, Creative Learning Academy of Science, Creative Learning Academy of Science

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	100%	93.8%
Mathematics	100%	93.8%
School		
English Language Arts / Reading	100%	93.8%
Mathematics	100%	93.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

# VIII. STUDENT PERFORMANCE DATA

Subject	% Tested (Goal 95%)	% Proficient for AYP*
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	100%	96.7%
Mathematics	100%	96.7%
School		
English Language Arts / Reading	100%	96.7%
Mathematics	100%	96.7%

# VIII. STUDENT PERFORMANCE DATA

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	100%	90.9%
Mathematics	96.8%	95.5%
School		
English Language Arts / Reading	100%	90.9%
Mathematics	96.8%	95.5%

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

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

# VIII. STUDENT PERFORMANCE DATA

<b>Graduation Rate (High Schools only)</b> <b>(Goal 80%)</b>	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
Hispanic or Latino	
State	
	59.94%
White	
State	
	81.85%
Multiracial	
State	
	71.12%
Limited English Proficient	
State	
	65.51%
Students with Disabilities	
State	
	57.61%
Economically Disadvantaged	
State	
	59.8%

# VIII. STUDENT PERFORMANCE DATA

<b>Attendance Rate (Goal 90%)</b>	
All Students	
State	
	94.7%
District	
	93.8%
School	
	93.8%
Black or African American	
State	
	91%
District	
	99.4%
School	
	99.4%
American Indian or Alaska Native	
State	
	93.7%
District	
	94%
School	
	94%

# VIII. STUDENT PERFORMANCE DATA

<b>Attendance Rate (Goal 90%)</b>	
Asian, Native Hawaiian, or Pacific Islander	
State	96.5%
Hispanic or Latino	
State	94.1%
White	
State	95.7%
District	
	93.7%
School	
	93.7%
Multiracial	
State	94.8%
Limited English Proficient	
State	94.6%

# VIII. STUDENT PERFORMANCE DATA

<b>Attendance Rate (Goal 90%)</b>	
Students with Disabilities	
State	
	93.5%
District	
	90.8%
School	
	90.8%
Economically Disadvantaged	
State	
	94.8%
District	
	93.8%
School	
	93.8%

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

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

[http://www.michigan.gov/mde/0,1607,7-140-22709\\_22875---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html)

## Michigan Annual AYP Objectives

### Michigan Annual AYP Objectives for Reading/ELA

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

### Michigan Annual AYP Objectives for Mathematics

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

## 2009-10 School-Level Accountability (AYP) Status Reporting for Clare-Gladwin Regional Education Service District, Creative Learning Academy of Science, Creative Learning Academy of Science

### School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

## December, 2009 School-Level Teacher Quality Reporting for Clare-Gladwin Regional Education Service District, Creative Learning Academy of Science, Creative Learning Academy of Science

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	2	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

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

## Michigan Report Card for the National Assessment of Educational Progress

### NAEP 2009 Grade 4 Mathematics Results

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

## NAEP 2009 Grade 8 Mathematics Results

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

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment Program (NAEP) 2009 Mathematics Achievement.

**NAEP 2009 Grade 4 Reading Results**

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

## NAEP 2009 Grade 8 Reading Results

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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



# **Creative Learning Academy**

*of Science, Mathematics and Humanities*