



Hillsdale Community School District



www.hillsdaleschools.org

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Hillsdale High School

Doug Willer, Principal

2009-2010



Introductory Comments

History of the school with NCA CASI

Hillsdale High School is celebrating 100 years of continuous accreditation by NCA. Hillsdale High School completed the Outcomes Accreditation process during the previous accreditation cycle. We have completed the Performance Accreditation process for this cycle of school improvement and have the documentation report ready for review.

An Overview of the current NCA school improvement cycle

Hillsdale High School began a new cycle of the NCA process last year. We have met in sub-committees and completed needs assessments. Based on the identified areas we have selected our current goals.

Steering Committee membership and operation

The steering committee was comprised of Doug Willer, Principal, and eight teachers: Paul Osentoski, Nick Tucker, Sumer Wells, Lisa Pohl, Barbara Roberts, Dean Potter, Mindy Boyd, and Amy Goldsmith. The members of the steering committee helped gather data that members of the Hillsdale High School Community collected. Small groups met as teams to decide upon goals, strategies, and interventions. These teams also continue to disseminate the data.

Changes in the school or community during the current NCA cycle

Hillsdale has suffered a great deal by the economic recession. One study has shown that Hillsdale County has had more jobs lost per capita than any other county in the nation. Currently the unemployment rate for Hillsdale County is over 18%. Many families have moved and many families are struggling to put food on the table. Over the past eight years, we have had two charter schools emerge in our community and a private academy, thus greatly expanding educational choice. The Schools of Choice policy has had a detrimental impact on educational continuity for our most disadvantaged students who tend to be the most transient. We have lost and gained students roughly in equal numbers each semester for a variety of reasons including economics hardships, parental requests, and employment opportunities elsewhere.

Building Profile

School Year **2008-2009**

Name of Building Hillsdale High School

Accreditation NCA Performance Accredited

School Organization 4 X 4 Block Schedule Quarter System

Grades 9th, 10th, 11th, and 12th

Number of Students
 9th Grade – 109
 10th Grade – 136
 11th Grade – 125
 12th Grade - 103
 Total – 473

Student/Teacher Ratio- Average class size is: 19:1

Gender

	9th	10th	11 th	12th	Total
Male	51	77	60	59	247
Female	58	59	65	44	226

Free/Reduced Lunch Free – 175 (37%) Reduced – 53 (11.2%) Total 228 (48.2%)

Average Daily Attendance 94 %

Graduation Statistics:

Graduates	110
Honor Students	29
National Honor Society	27
Attending a Four Year University or College	56%
Attending a Two Year College	22%
Attending a Technical School	3%
Enlisting in the Military	3%
Entering the Work Force	16%

2008 Graduation Rate:	Hillsdale High School	90.4%
	Michigan	75.45%

2008 Drop out:	Hillsdale High School	6.4%
	Michigan	15.09%

Cultural Diversity

0.4% Asian-American
 2.1% African-American
 1.5% Hispanic/Latino

96% Caucasian

School of Choice

37 students

Special Education

Two Learning Disabled classrooms, one Cognitively Impaired Classroom, and the ISD provides one Emotionally Impaired classroom and two Community-based Instruction classrooms in our building.
12.5% of students receive special education services

At-Risks

Total 39% of the population or 169 students

Parent Involvement

4 Parent/Teacher Conferences per year
Band Boosters
Athletic Boosters

Community Involvement

Career and Life Skills guest speakers from 11 community organizations..

Staff

TAGLIT, Taking a Good Look at Instructional Technology Survey
Results show Hillsdale High School teachers are progressing (2 out of 4) or emerging (3 out of 4)
Low scores identified more knowledge and use of multi media tools and professional development.
Survey results are included.

Summer School

30 At-Risk Students using NovaNet for credit recovery

3 Court Appointed Students from other Districts

Boys 15 Girls 18

Needs Assessment:

<u>Profile Focus Area: Curriculum and Instruction</u>	
Summary of Problem: Low student achievement in reading and writing categories based on ACT standardized testing scores.	
<u>Problem/Need</u> update with MME results	<u>Possible Actions</u>
Students are unable to identify the basic purpose/role of specific phrases or sentences in a piece of writing	-Systematically teach/review components of sentences and functions/interactions of each part of speech throughout the English curriculum -Purchase materials to support classroom instruction
Students are unable to identify irrelevant or inappropriate clauses/sentences in a piece of writing	-Purchase ACT prep materials and MMC materials to offer practice and remediation
Students are unable to identify central or main ideas in a piece of writing based on writing techniques employed by authors	-Purchase textbooks and reading materials and resources
Students lack skills to revise and edit personal writing effectively	-Purchase technology or equipment to provide individualized online grammar and mechanics remediation -Coordination of district wide systematic approach to grammar -Purchase materials to support professional development and classroom instruction
Classroom size prohibits individualized instruction	-Optimum class size is 20, limit enrollment -Create strategy for correctives in face of student failure

Profile Focus Area: Curriculum and Instruction

Summary of Problem: Low achievement on specific areas of the MME/MEAP in Social Studies

<u>Problem/Need</u>	<u>Possible Actions</u>
Map test suggests a weakness identifying the location of the 50 states along with countries around world	<ul style="list-style-type: none">-Map work-Introduce the use of atlases-Purchase updated maps for classrooms-Purchase LCD projectors so we can use Google Earth and electronic mapping programs
MEAP data suggests students struggle with cultural geography between regions	<ul style="list-style-type: none">-Use technology to show students images and videos of distant/unfamiliar locations-Purchase LCD projectors to utilize United Streaming and similar programs-Purchase TVs and DVD/VCR units, document cameras, and carts for each classroom.
Social Studies pretest data suggest students have weaknesses in the areas of geographic knowledge and spatial location	<ul style="list-style-type: none">-Update classroom maps-Implement United Streaming-Incorporate map software to enrich social studies text-Purchase LCD projectors or interactive white boards to use software with entire class

Profile Focus Area: Curriculum and Instruction

Summary of Problem: Low test scores and lack of authentic engagement in the Sciences

<u>Problem/Need</u>	<u>Possible Actions</u>
Lack of adequate access to classroom technology / class size prohibits individualized instruction	<ul style="list-style-type: none">-Buy more computers for science classroom-Purchase current software simulation packages-Optimum class size is 20, limit enrollment-Create strategy for correctives in face of student failure
Failure to expose students to current/real world scientific data and technology	<ul style="list-style-type: none">-Provide funding for field trips-Invite professionals currently active in the field as speakers-Purchase current scientific publications
Lack of appropriate professional development in the sciences	<ul style="list-style-type: none">-Fund professional development opportunities in curriculum implementation and use of technology-Provide dues for professional associations-Collaboration and coordination of district wide science curriculum
Lack of resources for sustainability instruction application in the classroom	<ul style="list-style-type: none">-Funding for alternative energy resources (i.e. solar panels, wind power, etc.)-Ability to integrate recycling programs school wide

Profile Focus Area: Curriculum and Instruction

Summary of Problem: Low achievement in Math and English as identified by ACT/MME data

<u>Problem/Need</u>	<u>Possible Actions</u>
Unfamiliarity with standardized test questions and format	<ul style="list-style-type: none">-Purchase ACT practice tests and use in all math classes for review.-Professional development on writing multiple choice tests-Use local assessments that are modeled after the ACT format
Lack of knowledge in probability, statistics, and finance	<ul style="list-style-type: none">-Purchase materials to develop fundamental concepts associated with practical applications.-Offer specific classes in these areas
Students do not seem to retain enough of the knowledge gained in each of the math classes they take	<ul style="list-style-type: none">-Professional development supporting ongoing review in all classes-Create math classes that are year-long-Math teachers using their duty time to go into other math teachers classes to assist students
Across the board low achievement scores in reading and writing on the EXPLORE, PLAN, and ACT tests.	<ul style="list-style-type: none">-Develop specific reading improvement classes-Create study skills classes
Lack of professional publications	<ul style="list-style-type: none">-Purchase subscriptions to professional publications-Pay for fees associated with joining professional organizations such as NCTM etc...

Profile Focus Area: Teaching and Learning

Summary of Problem: Insufficient student engagement based on student performance data; knowledge of programmatic/instructional strengths and weaknesses; best practice research

<u>Problem/Need</u>	<u>Possible Actions</u>
Inadequate access to technology	<ul style="list-style-type: none">-Purchase more computers/technology equipment such as interactive white boards, Kindles, etc.-Utilize staff duty time to supervise computer lab-Purchase mobile computer labs of 32 units per cart
Inadequate interventions to allow students to meet expectations	<ul style="list-style-type: none">-Stagger planning hours within departments-Continue to identify at-risk students from available data-Institute departmental subject-specific labs for tutorial purposes-Continue Adopt-A-Student program
Better utilize available data for curricular and instructional choices	<ul style="list-style-type: none">-Data-driven student schedules

Student Performance Goal One

Goal Statement: Increase student achievement through the incorporation of technology in the classroom.

Essence of the goal:

- 1) increase access to technology**
- 2) utilize technology to increase student world awareness**
- 3) apply technology in the sciences and math for real world experience**
- 4) utilize technology to increase standardized test scores**

Support Data used for selecting the goal:

- 1) Localized assessments**
- 2) Teacher needs assessment**
- 3) Best Practice research**
- 4) Standardized Assessments:**
 - a. MEAP/MME scores**
 - b. EXPLORE test**
 - c. PLAN test**

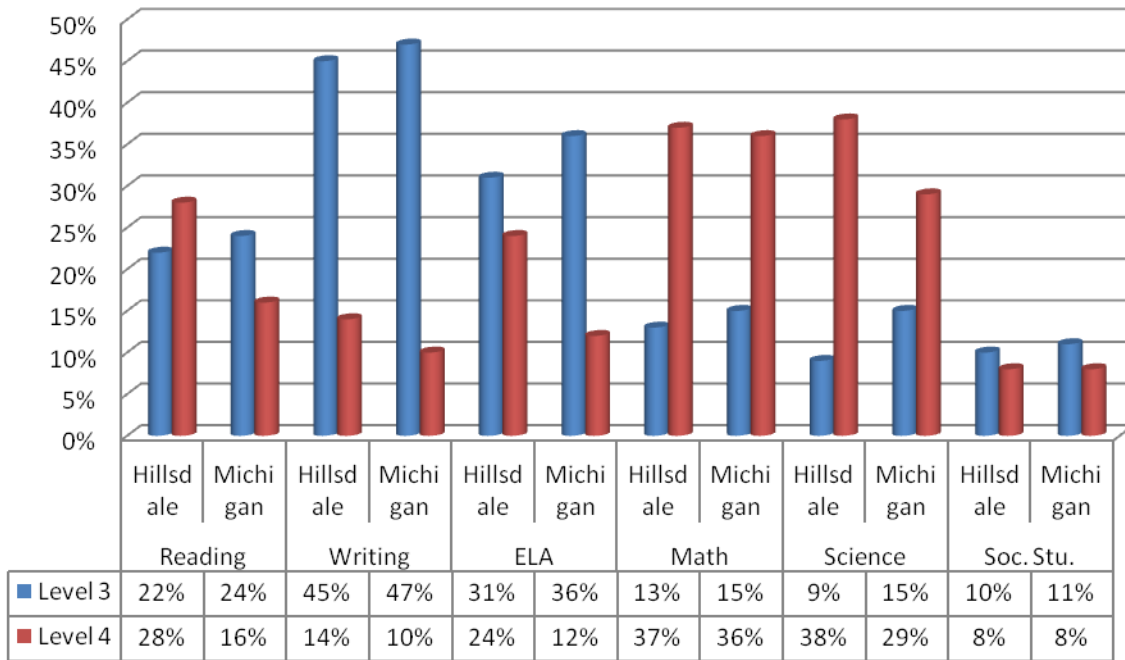
Goal Committee Members: Jerry Curby, Brad Felix, Amy Gramling, Susan Kuhn, Pat Pastula, Lisa Pohl, David Boswell, Mindy Boyd, Jen Duff, Nancy Myers, and Keith Rushing

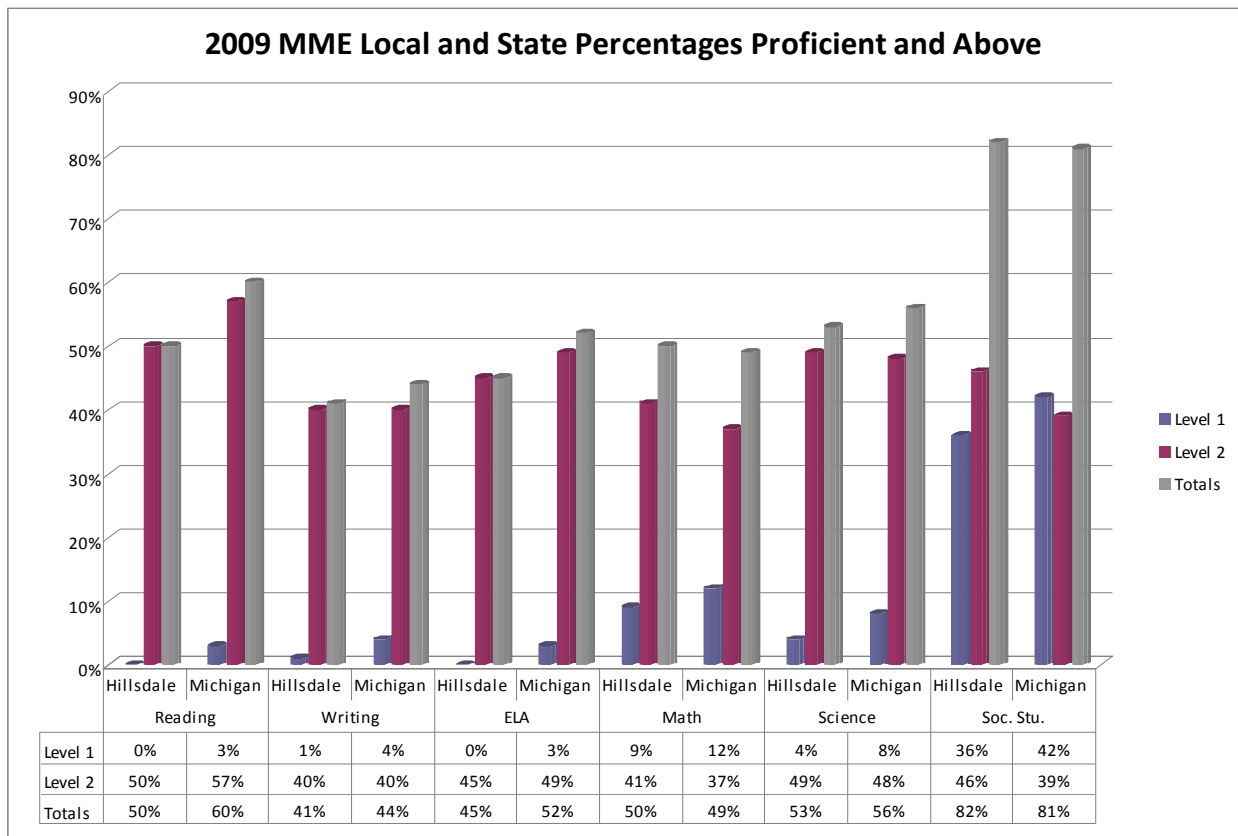
Implementation of the interventions and staff development:

Strategy / Intervention:

- 1) Schedule regular building and content meetings to address specific applications
- 2) Set up after school sessions to reinforce skills
- 3) Provide teacher driven professional development
- 4) Increase access to technology
- 5) Inservice staff for implementation of technology in classrooms
- 6) Inservice staff on data interpretation to increase student achievement

2009 MME Local and State Percentage Below State Expectations



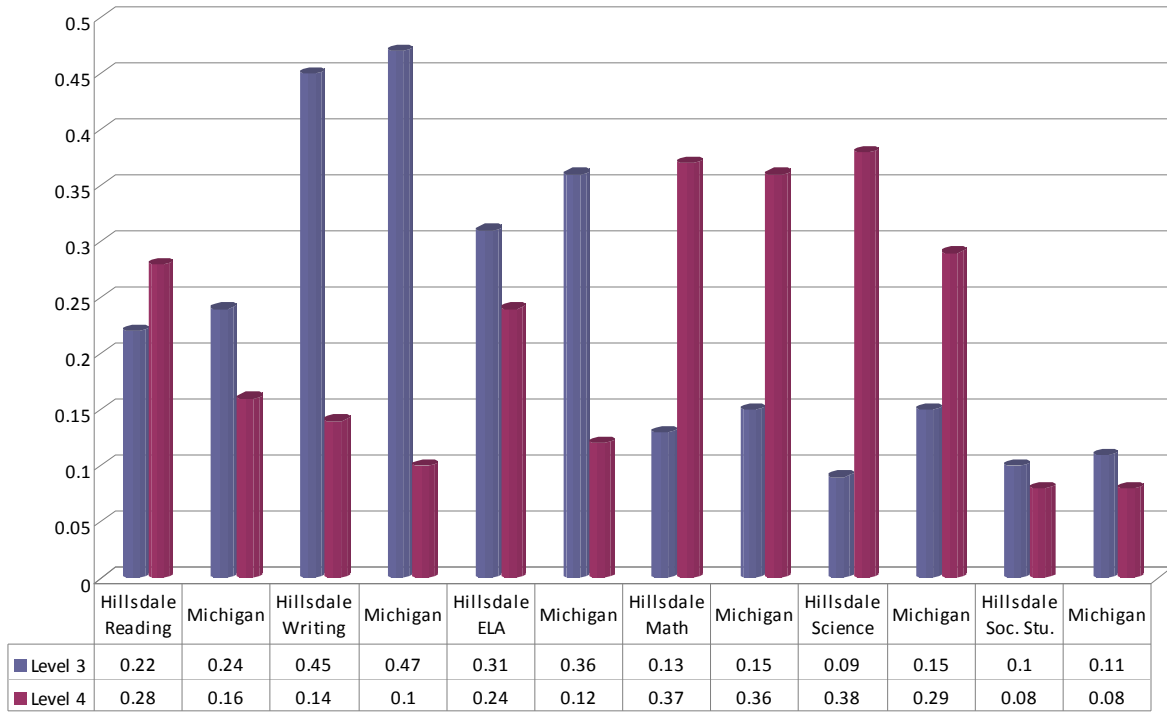


Interpretation of the Data:

The graphs illustrate the percentage of Hillsdale students failing to meet the State standards. Our averages are above the State’s in most subject areas, and our students improved, which demonstrates our interventions are impacting student achievement. Our desire to continue these trends has informed our choice of school improvement goals. Having accurate and reliable assessment data is an important part of the school improvement process. Similar trends are evident in all the graphs we have selected. This high level of similarity demonstrates that the staff is using accurate and reliable data in the analysis in student achievement.

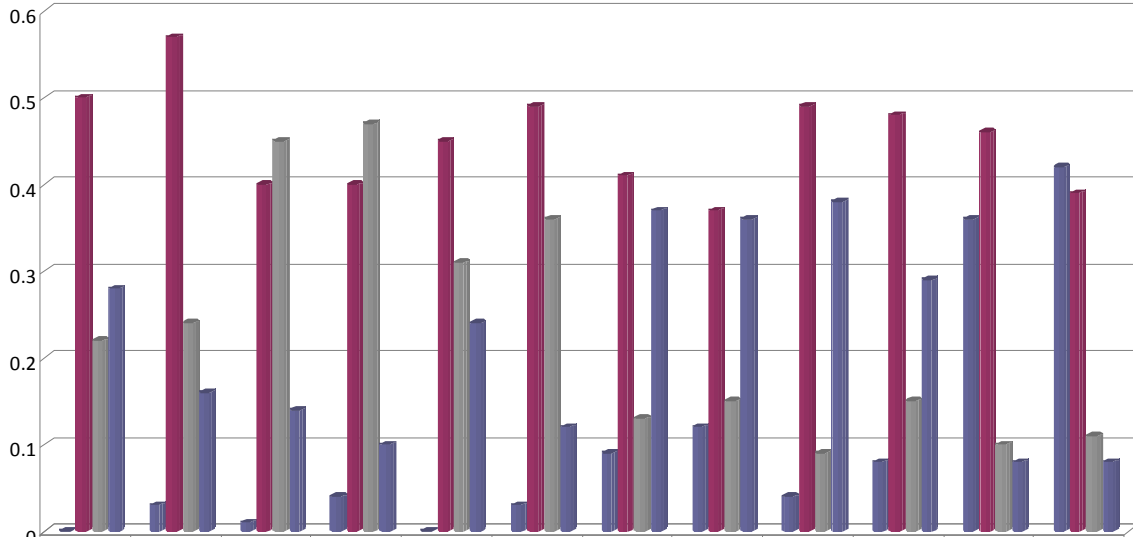
2009 MME Local and State Achievement Levels

(Levels 3 & 4 Not Meeting State Standards)



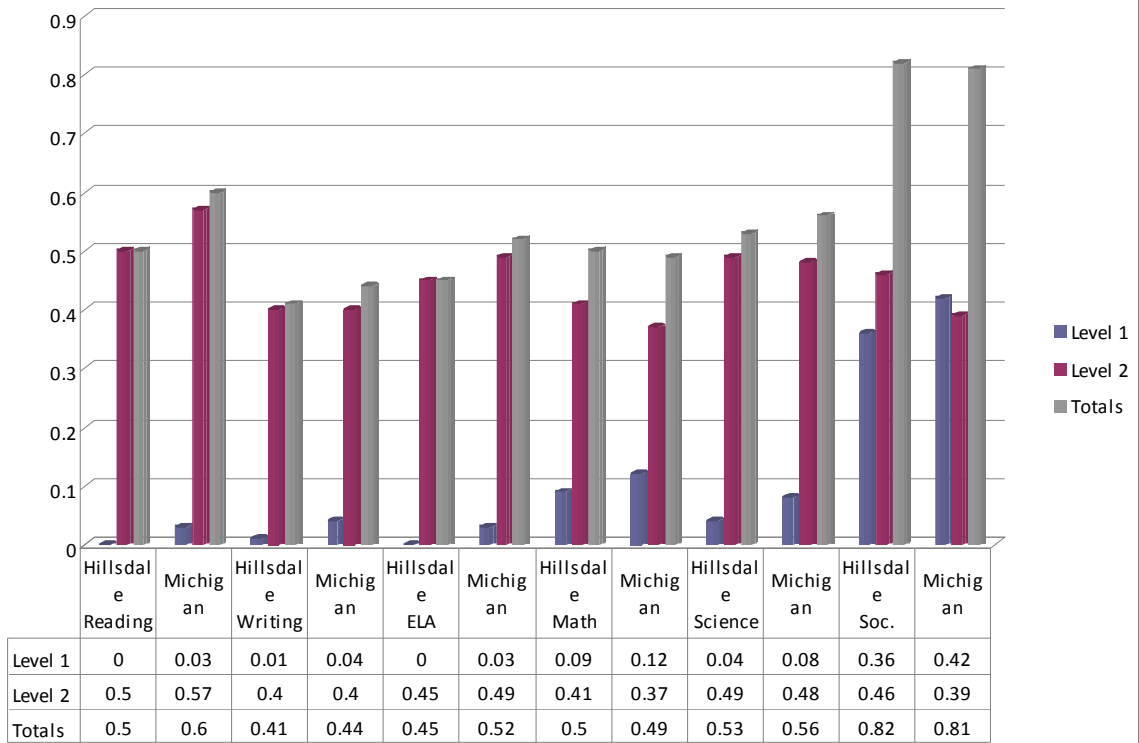
2009 MME Local and State Achievement Levels

(All Levels)



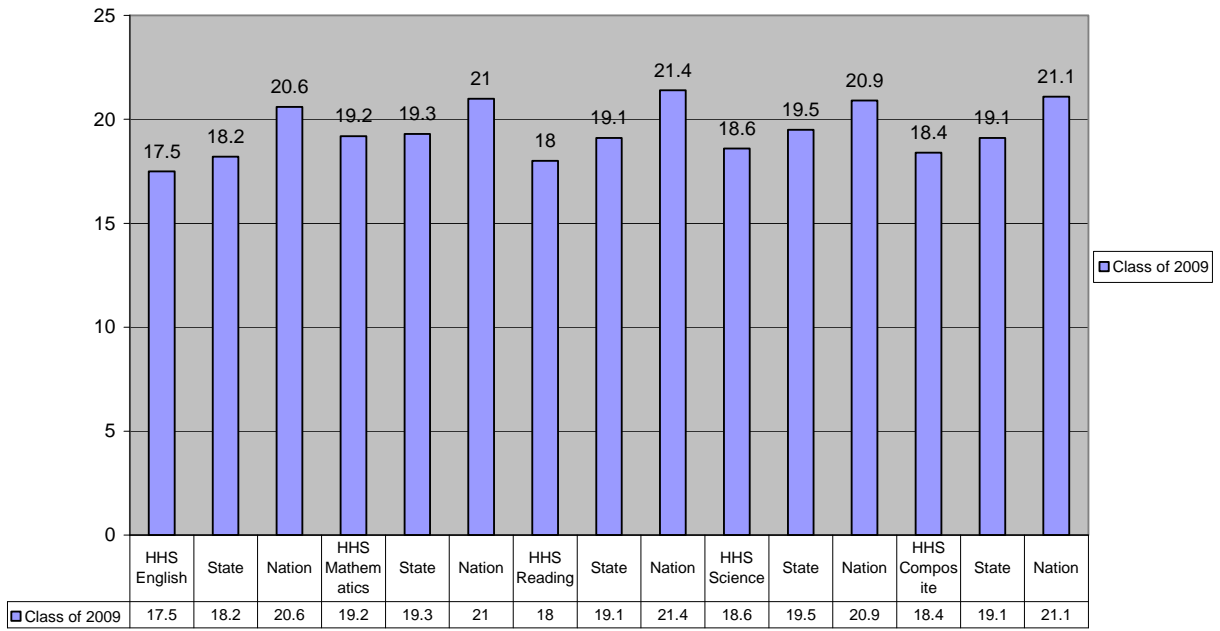
	Hillsdale Reading	Michigan	Hillsdale Writing	Michigan	Hillsdale ELA	Michigan	Hillsdale Math	Michigan	Hillsdale Science	Michigan	Hillsdale Soc. Stu.	Michigan
Level 1	0	0.03	0.01	0.04	0	0.03	0.09	0.12	0.04	0.08	0.36	0.42
Level 2	0.5	0.57	0.4	0.4	0.45	0.49	0.41	0.37	0.49	0.48	0.46	0.39
Level 3	0.22	0.24	0.45	0.47	0.31	0.36	0.13	0.15	0.09	0.15	0.1	0.11
Level 4	0.28	0.16	0.14	0.1	0.24	0.12	0.37	0.36	0.38	0.29	0.08	0.08

2009 MME Local and State Percentages Proficient and Above



Class of 2009 Comparison*
Hillsdale - Michigan - Nation

*In Michigan, all students are tested -National scores reflect only college-bound students



Student Performance Goal Two

Goal Statement: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success.

Essence of the goal:

1. Students will improve their ability to communicate effectively
2. Students will improve problem solving capability
3. Students will improve answering constructive response problems.

Support Data used for selecting the goal:

- 1) Hillsdale's average 2008 ACT composite score is 18.8 compared to the state's average of 19.6
- 2) Local Assessments show the need for cross curricular improvement
- 3) MME Writing Scores

Goal Committee Members: Marc Lemerand, Ed Patterson, Scott Robare, Nick Tucker, and Liz Youngman

Implementation of the interventions and staff development:

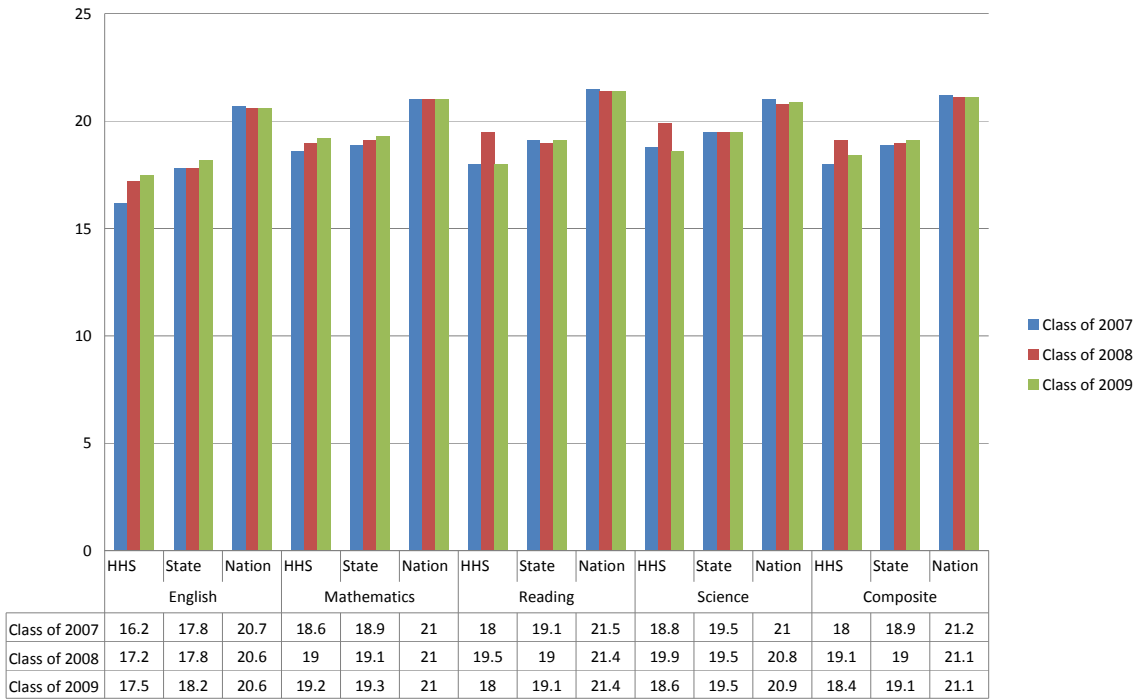
Our teaching is the intervention that we used to improve our students' reasoning skills.

1. Staff members will model how to answer, in an organized way, extended response type questions.
2. Use real world experience to impact classroom achievement
3. At-risk students are identified to staff for additional assistance
4. The math department was strategically restructured to achieve maximum success
5. Continued after school tutoring programs

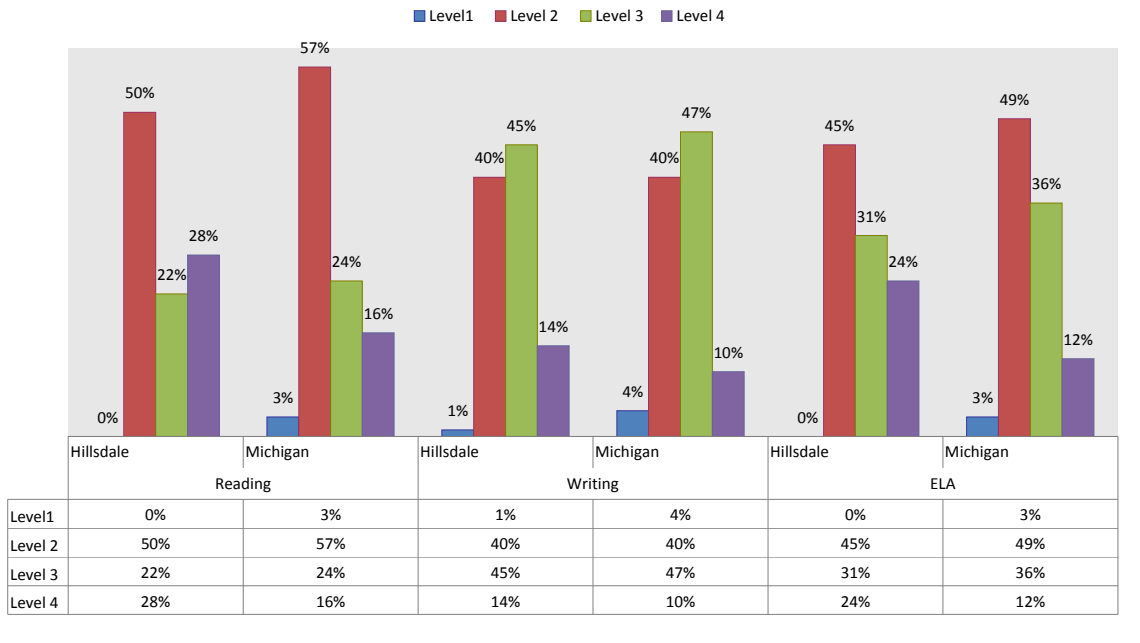
Data Sources for Assessing the Goal:

- 1) Local assessments
- 2) MEAP/MME tests
- 3) PLAN tests
- 4) EXPLORE tests

ACT Three Year Trends Hillsdale High School



MME 2009 Hillsdale and State Comparison All Levels of Achievement



Interpretation of the Data:

With an additional focus on the technology and instructional goals of the 2009-2010 school year, we are looking to continue to increase our future scores. The graphs also illustrate that the vast majority of our students are performing at or below an average level of achievement.

Considering the State's focus on school improvement the goals we have chosen reinforce and reflect the continuing critical importance of technology, intervention, and instruction to today's teachers, principals, administrators, policymakers, and anyone interested in creating schools where all students learn and achieve success.

HILLSDALE HIGH SCHOOL PROFESSIONAL DEVELOPMENT 2009-2010-SCHOOL YEAR

Michigan Music Conference – January 2010. 2 staff members, cost: \$500 plus subs (conference, room)

University of Michigan Physical Education Workshop
Held in December and the cost is somewhere between \$55.00-\$100.00 total plus sub.

Advanced Placement Sumer Institute Indiana Academy of Science, Mathematics, and Humanities – June 7-25, 2010

MACUL Technology Conference. Technology offerings and options that we can use implementing resources into the classrooms. Insights on what technology resources are available. 2-4 teachers attending plus subs. (Conference -\$180, Hotel:\$250, Sub: \$200,additional \$50) per teacher.

Michigan Science Teachers Conference 4 science teachers plus subs - \$1,000.

MCTM – Michigan Council of Teachers of Mathematics Conference – 2 math teachers plus subs - \$500

NCA Fall Conference to be held November 10 & 11, 2009 in Novi at the Rock Financial Center 2-4 teachers attending, plus subs.

School Improvement chairs and staff to attend workshops to further their understanding of the process and identify strategies and interventions for student success.

Conference registration Substitutes Rooms

Science Olympiad Coaches Clinic: Cost: \$120 conference, \$109 room, \$100 Sub.
1 teacher

MCTE (Michigan Council of Teachers of English) Autumn Assembly
Support and enhance teaching strategies.
4 teachers
October 30, 2009 Lansing MI
Cost 165.00 per person plus sub pay

MCSS (Michigan Council of Social Studies) conference. Conference \$160, 2 day conference
2-4 teachers plus substitutes
Focus on maps, economic concepts.

Six Trait Writing Workshop
5 teachers \$50-\$100 registration plus subs

Using Data to Improve Student Learning
4-6 teachers \$100-\$200 per teacher plus sub.

Reading Apprenticeship- Strategic Literacy Initiative
Supporting adolescent readers in the content area.
Macomb ISD
4 days, 3-4 teachers \$250 per teacher plus sub.

Beyond Compliance: Renewing Our Commitment to ALL Children - The Annual Homeless
Education Conference (*Sponsored by the Michigan Department of Education*)
September 13-15, 2009
Kellogg Center, East Lansing

Michigan Department of Education 2009 Assessment & Accountability Conference

September 21, 2009 – DeVos Place – Grand Rapids

September 28, 2009 – Rock Financial Showplace – Novi

**Grade 11 ELA Assessment Report
2009 MME ELA**

**Hillsdale High
School**

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	55%	52%	110	100%	1%	55%	34%	11%
	2008-09	45%	52%	106	99%	0%	45%	31%	24%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	11%	6	100%	0%	0%	33%	67%
	2008-09	26%	14%	38	0%	0%	26%	34%	26%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	37%	31%	30	100%	0%	37%	47%	17%
	2008-09	26%	32%	38	97%	0%	26%	34%	39%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	45%	48%	66	100%	0%	45%	38%	17%
	2008-09	42%	47%	64	100%	0%	42%	31%	27%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	70%	57%	44	100%	2%	68%	27%	2%
	2008-09	50%	57%	42	98%	0%	50%	31%	19%

Grade 11 Reading Assessment Report

Hillsdale High School

2009 MME Reading

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	64%	62%	110	100%	2%	62%	24%	13%
	2008-09	50%	60%	106	99%	0%	50%	22%	28%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	19%	6	100%	0%	0%	50%	50%
	2008-09	11%	23%	19	95%	0%	11%	5%	84%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	43%	43%	34	100%	0%	43%	33%	23%
	2008-09	39%	42%	38	97%	0%	39%	18%	42%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	50%	58%	66	100%	2%	48%	32%	18%
	2008-09	48%	56%	64	100%	0%	48%	20%	31%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	84%	66%	44	100%	2%	82%	11%	5%
	2008-09	52%	64%	42	98%	0%	52%	24%	24%

**Grade 11 Writing
Assessment Report
2009 MME Writing**

**Hillsdale High
School**

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
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All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	41%	41%	110	100%	1%	40%	48%	11%
	2008-09	41%	43%	107	100%	1%	40%	45%	14%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	7%	6	100%	0%	0%	17%	83%
	2008-09	5%	9%	20	100%	5%	0%	45%	50%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	23%	21%	30	100%	0%	23%	60%	17%
	2008-09	26%	24%	39	100%	0%	26%	49%	26%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	32%	36%	66	100%	0%	32%	50%	18%
	2008-09	36%	38%	64	100%	0%	36%	47%	17%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	55%	46%	44	100%	2%	52%	45%	0%
	2008-09	49%	49%	43	100%	2%	47%	42%	9%

**Grade 11 Mathematics Assessment Report
2009 MME Math**

**Hillsdale High
School**

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
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All Students	2005-06	57%	53%	109	100%	8%	49%	18%	25%
	2006-07	42%	46%	132	100%	11%	31%	17%	41%
	2007-08	50%	46%	110	100%	4%	46%	22%	28%
	2008-09	50%	49%	106	99%	9%	41%	13%	37%
Students with Disabilities	2005-06	N/A	30%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	8%	6	100%	0%	0%	0%	100%
	2008-09	5%	10%	19	95%	5%	0%	11%	84%
Economically Disadvantaged	2005-06	N/A	32%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	7%	24%	12%	57%
	2007-08	40%	25%	30	100%	0%	40%	30%	30%
	2008-09	24%	29%	38	97%	3%	21%	18%	58%
Male	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	46%	N/A	65	100%	8%	38%	19%	35%
	2007-08	53%	49%	66	100%	6%	47%	14%	33%
	2008-09	55%	52%	64	100%	13%	42%	13%	33%
Female	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	37%	N/A	67	100%	13%	24%	17%	46%
	2007-08	45%	43%	44	100%	0%	45%	34%	20%
	2008-09	43%	47%	43	100%	5%	38%	14%	43%

**Grade 11 Science Assessment Report
2009 MME Science**

**Hillsdale High
School**

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
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All Students	2005-06	64%	60%	104	100%	3%	62%	14%	21%
	2006-07	52%	56%	132	100%	3%	49%	18%	30%
	2007-08	63%	57%	110	100%	3%	60%	20%	17%
	2008-09	52%	56%	106	99%	4%	49%	9%	38%
Students with Disabilities	2005-06	N/A	37	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	0%	9%	12	100%	0%	0%	0%	100%
	2007-08	0%	17%	6	100%	0%	0%	17%	83%
	2008-09	5%	15%	20	100%	0%	5%	0%	95%
Economically Disadvantaged	2005-06	N/A	39%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	31%	N/A	42	100%	0%	31%	24%	45%
	2007-08	40%	36%	30	100%	0%	40%	30%	30%
	2008-09	31%	35%	39	100%	3%	28%	8%	62%
Male	2005-06	N/A	23%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	58%	N/A	65	100%	6%	52%	17%	25%
	2007-08	59%	58%	66	100%	5%	54%	15%	26%
	2008-09	55%	57%	64	100%	5%	50%	11%	34%
Female	2005-06	N/A	15%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	45%	N/A	67	100%	0%	45%	19%	36%
	2007-08	68%	55%	44	100%	0%	68%	27%	5%
	2008-09	49%	54%	43	100%	2%	47%	7%	44%

**Grade 11 Social Studies Assessment Report
2009 MME Social Studies**

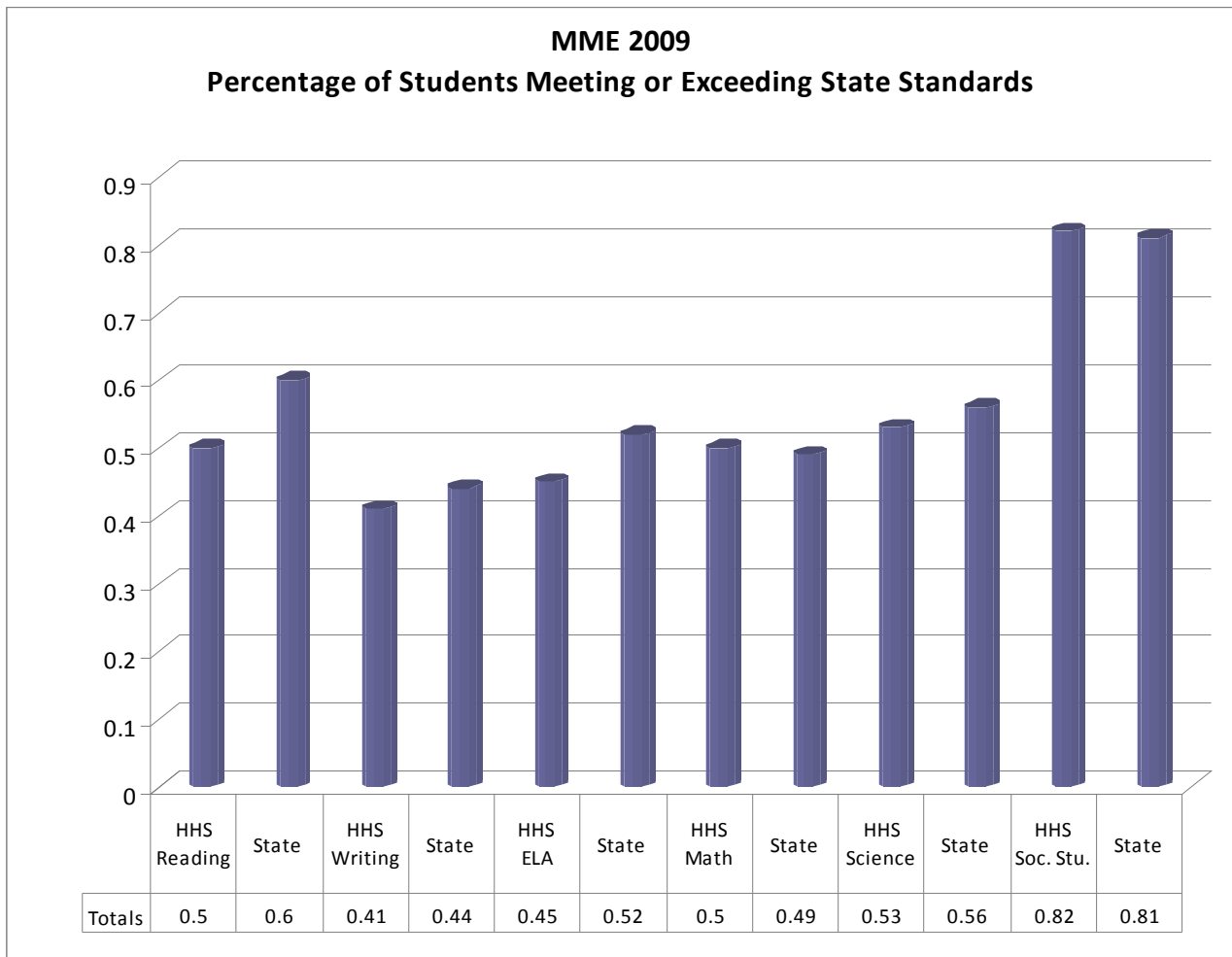
**Hillsdale High
School**

All Grade 11 Students- Regular & Special Ed.	School Year	Hillsdale H.S. Percent of Students Proficient & Advanced	State Percent of Students Proficient & Advanced	Number Tested	Percent Tested	Percent of Hillsdale High School Students at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2005-06	78%	78%	109	100%	28%	50%	14%	8%
	2006-07	81%	83%	131	99%	37%	44%	7%	12%
	2007-08	87%	80%	110	100%	38%	49%	7%	5%
	2008-09	82%	81%	107	100%	36%	46%	10%	8%
Students with Disabilities	2005-06	N/A	81%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	33%	43%	12	100%	0%	33%	34%	33%
	2007-08	33%	41%	6	100%	0%	33%	17%	50%
	2008-09	42%	49%	19	95%	5%	37%	32%	26%
Economically Disadvantaged	2005-06	N/A	66%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	64%	N/A	42	100%	21%	43%	19%	17%
	2007-08	67%	65%	30	100%	30%	37%	20%	13%
	2008-09	74%	68%	38	97%	16%	58%	16%	11%
Male	2005-06	N/A	76%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	81%	N/A	64	99%	40%	41%	6%	13%
	2007-08	85%	80%	66	100%	41%	44%	6%	9%
	2008-09	86%	82%	64	100%	42%	44%	6%	8%
Female	2005-06	N/A	80%	N/A	N/A	N/A	N/A	N/A	N/A
	2006-07	81%	N/A	67	100%	33%	48%	7%	12%
	2007-08	91%	80%	44	100%	34%	57%	9%	0%
	2008-09	76%	80%	42	98%	26%	50%	17%	7%

MICHIGAN MERIT EXAM

The graphs that follow represent the results of the Michigan Merit Exam (MME) for Hillsdale High School. The MME consists of three different assessments taken over a three day period. The three assessments are: the ACT; Work Keys Assessment (to measuring workforce related skills); and additional test for math, science, and social studies. All 11th graders are required to participate in the Michigan Merit Exam.

MICHIGAN MERIT EXAM RESULTS



ADVANCED PLACEMENT

Hillsdale High School offers Advanced Placement (AP) classes. Those classes are English Literature, Calculus, U.S. History, Environmental Science and Chemistry. Students also have the opportunity to take on-line AP classes through the Michigan Virtual High School. The tables below show the scores earned and the percentage of students by grade level who have taken AP exams over the past years.

Advanced Placement Summary 2009

AP Score	English Lit.	Calculus	U.S. History	Chemistry	Total Grades Reported	Percentage of Total		
5	0	5	1	0	6	10%	AP EQUITY & EXCELLENCE	
4	3	4	1	1	9	15%	10TH GRADE	0.70%
3	3	8	2	1	14	23%	11TH GRADE	9.00%
2	2	1	6	2	11	18%	12TH GRADE	11.90%
1	0	4	4	14	22	35%	CLASS OF 2009 SUMMARY 14.70%	
Total	8	22	14	18	62	100%		
Average	3.125	3.227	2.214	1.389	2.452			

Advanced Placement Summary 2008

AP Score	English Literature	Calculus	U.S. History	Chemistry	Total Grades Reported	Percentage of Total		
5	1	6	0	N/A	7	19%	AP EQUITY & EXCELLENCE	
4	4	1	0	N/A	5	14%	10TH GRADE	0.00%
3	5	1	2	N/A	8	22%	11TH GRADE	2.50%
2	4	1	5	N/A	10	28%	12TH GRADE	10.90%
1	0	0	6	N/A	6	17%	CLASS OF 2008 SUMMARY 15.10%	
Total	14	9	13	N/A	36	100%		
Average	3.143	4.333	1.692		2.917			

Advanced Placement Summary 2007

AP Score	English Literature	Calculus	U.S. History	Chemistry	Total Grades Reported	Percentage of Total		
5	0	2	3	N/A	5	11%	AP EQUITY & EXCELLENCE	
4	3	3	2	N/A	8	17%	10TH GRADE	2.90%
3	4	8	4	N/A	16	35%	11TH GRADE	6.30%
2	10	1	3	N/A	14	30%	12TH GRADE	10.40%
1	0	0	3	N/A	3	7%	CLASS OF 2007 SUMMARY 15.20%	
Total	17	14	15	N/A	46	100%		
Average	2.588	3.429	2.933		2.957			

Advanced Placement Summary 2006

AP Score	English Literature	Calculus	U.S. History	Chemistry	Total Grades Reported	Percentage of Total	AP EQUITY & EXCELLENCE	
5	0	11	N/A	N/A	11	32	10TH GRADE	0.00%
4	3	4	N/A	N/A	7	21	11TH GRADE	9.50%
3	6	3	N/A	N/A	9	26	12TH GRADE	11.70%
2	7	0	N/A	N/A	7	21	CLASS OF 2006 SUMMARY	12.60%
1	0	0	N/A	N/A	0	0		
Total	16	18	N/A	N/A	34	100		
Average	2.750	4.444			3.647			

Advanced Placement Summary 2005

AP Score	English Literature	Calculus	U.S. History		Total Grades Reported	Percentage of Total	AP EQUITY & EXCELLENCE	
5	0	1	N/A	N/A	1	4	10TH GRADE	0.00%
4	2	4	N/A	N/A	6	23	11TH GRADE	0.90%
3	8	2	N/A	N/A	10	38	12TH GRADE	10.20%
2	6	0	N/A	N/A	6	23	CLASS OF 2005 SUMMARY	11.70%
1	3	0	N/A	N/A	3	12		
Total	19	7	N/A	N/A	26	100		
Average	2.474	3.857			2.846			