

## School Annual Education Report (AER) Cover Letter

August 17, 2010

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 Campbell Elementary. 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 Aaron Fernald for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.casscityschools.org/Schools/CampbellElementary/AnnualReport/tabid/741/Default.aspx> or you may review a copy from the Campbell office at your child's school.

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

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
  - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
  - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE  
LEADING TO COLLEGE CREDIT>

Sincerely,

Aaron Fernald  
Campbell Principal

# CAMPBELL ELEMENTARY SCHOOL

## 2009-2010 Annual Report

### General Information

#### Process for Assigning Pupils to the School

Campbell Elementary School serves K-4 students of the Cass City Public School District. It was originally constructed in 1950, with additions being made in 1954, 1960, 1962, 1979, 1994, 1997 and 2000. Window replacements were completed in 2001. The building has 23 classrooms, a media center, a gymnasium and various offices and smaller workrooms. Prior to the 2009-2010 school year Campbell Elementary received many upgrades including windows, lockers, heating system and document camera and overhead projectors for each classroom. Students are assigned to the school by their age and grade.

Campbell staff members are dedicated to providing education for students in a friendly, caring and safe environment. A well-rounded curriculum is provided for all students.

#### 4<sup>th</sup> Friday Four Year

##### Enrollment Rate

2009-2010	434
2008-2009	437
2007-2008	447
2006-2007	464
2005-2006	474
2004-2005	517
2003-2004	517
2002-2003	544

Campbell had 9 retentions for the 2009-2010 school year. This represented 2.0% of the school population. 6 Title I assistants worked with 434 students in grades K – 4. Campbell has a free and reduced rate of 54%.

### SCHOOL IMPROVEMENT

#### Status of the 3-5 year school improvement plan

Campbell Elementary School is committed to the school improvement process. The following mission statement has been adopted by the total staff. **All school personnel will accept the responsibility to provide the opportunity for all students to reach their full potential in a global society.** The Campbell School Improvement process is ongoing. It is developed as a 3-5 year plan, but changes or modifications are made yearly as needed. New goals were added this year to address targeted areas of the MEAP Assessment Test for English/Language Arts, and mathematics. Additional goals for other areas were also added. These goals included;

1. All Students will show adequate progress in all areas of MEAP. By February 2011, there will be an increase of 5 percentage points of the percent of students who meet or exceed proficiency standards as measured by the MEAP (Michigan Educational Assessment Program).

2. We will maintain our Tier One students while decreasing our Tier Two students by 10% and decreasing our Tier Three students by 5% in the area of reading fluency.
3. All Students will show an increase in fluency of basic math skills. Students will show an increase of 5% of basic math skills fluency as measured by the AIMSweb assessment.
4. All Students will achieve an increase of 5% in the area of writing fluency as tested on the AIMSweb assessment.
5. We will be adapting a new math series this year called Saxon Math. The staff will be working to learn the new series.
6. During the school year Campbell school will work toward improving all curricular alignment through K-4 programs with continues emphasis placed on literacy improvement and data based decision making.
7. Staff will continue work on the 3 tier intervention in reading and the testing process to identify students who need researched base interventions.

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## **CURRICULUM**

### **Identify how to access a copy of the core curriculum**

The State's Standards and Benchmarks have been implemented across all curriculums in our elementary school. We continue to strive to meet all goals set forth by the State. As a building, we identified a number of areas to be addressed. These included writing strategies and programs to help us improve our ELA MEAP scores, parent involvement, and developing grade level assessments. Continuation of such program strategies as Balanced Literacy, literacy grouping and guided reading,, MLPP assessments, keyboarding for 3<sup>rd</sup> and 4<sup>th</sup> graders, and the Michigan Integrated Behavior and Learning System Initiative was a very big under taking for our staff. We are in the third year of implementing the behavior systems and will continue to work towards implementing the reading systems as we move into the 2009-2010 school year. The core areas of mathematics, English/Language Arts, science, and social studies have been aligned with the State's Standards and Benchmarks. Curriculum mapping has been completed for math and ELA, and work continues to develop the grade level assessment tests for grades K-4. Campbell has purchased the KC-4 program to help implement the new standards in Social Studies and Science.

Professional Development is an ongoing process at our school. During the 2008-2009 school year the staff received a great deal of professional development in math, on how to use MEAP data to address needs throughout our curriculum. The staff spent a great deal of time looking at reading and math data. The staff was also trained in a new handwriting program called Handwriting Without Tears Our students were tested 3 times this past year in both reading and math. The data was shared with the teachers so they could identify students who were not meeting grade level expectations. If students were not reading at grade level then the students were provided a researched based intervention in attempt to move them to the correct reading level. A copy of the core curriculum can be obtained in the main office

### **ACCREDITATION**

Campbell Elementary received an A grade under Michigan's Education Yes program and has satisfactorily met its AYP (adequate yearly progress) requirements for the 2009-2010 school year in all core areas tested, and for all demographic groups. (see accompanying chart).

### **PARENT PARTICIPATION**

84% of our students had parent representation during the fall Parent/Teacher Conferences. Last year there was 74% representation.

During the 2009-2010 school year thousands of hours of volunteer time were logged, with the help of over 50 regular parent/adult volunteers, and others who volunteered from time to time.

### **AVERAGE DAILY ATTENDANCE**

Campbell Elementary School encourages and honors students with good attendance. Perfect attendance certificates for all students are awarded each year in the Spring. The 2009-2010 average daily attendance rate continues to exceed 95% with 11 students receiving perfect attendance awards.

### **STAFF DEVELOPMENT**

Staff development needs are evaluated on an annual basis. This year's staff received training in the areas of math strategies, grade level assessment in math, and changes in the state curriculum. The staff also received training on how to use MEAP data to improve there teaching strategies. The staff spent a great deal on time working on a new program for reading and behavior that will be used throughout Campbell School next year. Our staff also spent a great deal of time reviewing different reading intervention to be used at each grade level for the 2009-2020 school year. Many of our staff also received training in the area of writing. We have decided to use a new program called Step up to Writing to help improve our writing scores and to become more consistent in how our staff in teaching writing from grade to grade. Staff was trained in Hand Writing Without Tears Program. Further training was gained by the individual pursuing various needs through individual conferences attended throughout the year.

### **STUDENT ASSESSMENT**

Subject matter is assessed by teachers using a variety of tools including written instruments and portfolios. The MEAP test is administered to Campbell's 3<sup>rd</sup> and 4<sup>th</sup> grade students. Every student at Campbell was given the DIBELS screening 3 times this past year to assess their reading levels. Campbell students were also given the AIMS math screening and writing

screen 3 times this past year to assess their math levels writing levels. Also in the spring all grade were given a comprehension reading test called DRA.

**THIRD GRADE MEAP COMPARISONS**  
**Cass City and State Averages**

		<u>2005-2006</u>			
	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
MATH	87	89	85	93	84
READING	87	91	91	91	88
WRITING	51	49	49	49	41
ELA	78	84	82	87	80

**2006-2007**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
Math	88	95	93	98	91
READING	87	88	85	93	90
WRITING	52	46	41	50	40
ELA	79	84	79	88	83

**2007-2008**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
Math	90	95	95	95	90
READING	86	91	90	92	85
WRITING	57	69	48	79	58
ELA	81	87	83	92	83

**2008-2009**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
Math	91	89	94	85	90
READING	86	87	91	83	88
WRITING	61	56	50	60	50
ELA	83	84	88	81	83

**2009-2010**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
Math	95	92	95	88	93
READING	90	100	100	100	100

**FOURTH GRADE MEAP COMPARISONS  
Cass City and State Averages**

**2003-2004**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>
MATH	73	82	85	80
READING	64	73	64	82
Writing				
ELA				

**2004-2005**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
MATH	73	85	82	90	84
READING	82	94	92	96	97
Writing	46	67	53	80	54
ELA	69	84	74	94	81

**2005-2006**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
MATH	82	84	85	83	71
READING	83	86	88	84	78
Writing	55	57	63	52	49
ELA	76	76	74	77	65

**2006-2007**

State	CC	M	F	ED
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Math	85	87	85	89	78
Reading	85	91	91	91	50
Writing	53	45	55	51	50
ELA	78	83	80	87	80

**2007-2008**

	State	CC	M	F	ED
Math	86	96	98	95	98
Reading	84	88	88	88	87
Writing	44	45	40	50	46
ELA	76	83	80	85	80

2008-2009

	State	CC	M	F	ED
Math	88	96	95	97	91
Reading	83	99	98	100	100
Writing	44	56	50	64	53
ELA	88	99	98	100	100

**2009-2010**

	<u>State</u>	<u>CC</u>	<u>M</u>	<u>F</u>	<u>ED</u>
Math	92	99	97	100	98
READING	84	91	86	95	95



## **POINTS OF PRIDE**

1. Campbell's MEAP scores continue to improve, and out perform the State averages. Campbell received an "A" grade for its AYP status. Campbell had 100% of students proficient in reading on the 3<sup>rd</sup> grade MEAP.
2. Reading Counts added many hundreds of new titles to our library for our students to use. Second graders and multi-age 1-2 started Reading Counts at the start of the second semester. This year, 16 students read more than 500 points to earn a gold medal and have their names added to the plaque in the library. Students read over 9,000 books worth 19,000 points.
3. Our Young Author's Program sponsored a visit by illustrator and author. He participated in assemblies for our students and staff during March is Reading Month.
4. Campbell works hard to encourage its students to read. During "March Is Reading Month", students participated in a number of activities including silent reading, and being read to by guest readers,
5. Numerous grade level activities were held at our school including Field Day, Sock Hop, Beach Day, Pajamarama, pen pal exchange, sledding and many other Positive Behavior rewards.
6. Campbell is fortunate to have the help of many volunteers who provide thousands of hours of work for our school and students.
7. Assemblies are provided each year for Campbell students. This year's assemblies included Rock and Roll Reading. We also had our own high school and middle school students perform plays, musicals, and other assembly topics. This past year we had a Christmas concert K-4 and a 4<sup>th</sup> grade musical.
8. This year we had 8 different rewards assemblies for our students. Students that earned good behavior slips could attend a monthly rewards assembly.
9. Technology improvements continue to be a major focus in our building. Continual upgrades to our system are being made. A new district technology plan has been developed to align with the Technology Standards and Benchmarks. Teachers at all grade levels are integrating technology projects into their curriculum

10. This year we had weekly drawing for students who earned star slips. The students could earn rewards on a weekly bases for good behavior.
11. Campbell's strength continues to lie in its diversity of choice and offerings of service to its students. Parents can choose from traditional classroom education to multiage offerings, to classrooms who specialize in teaming practices. Special Education offers a classroom where students are mostly self contained, a classroom where students are pulled in for specific instruction in academic or behavioral areas for brief periods of time before returning to their regular rooms, and inclusion when available, where the special education teacher goes into the regular classroom and team teaches with that teacher while providing extra support for the special education and regular students in that room.
12. This year our school social worker and big brother and big sister of Tuscola County started a lunch buddy for under privileged students at our building. We had over 50 students who had lunch buddies from either the middle school or high school.
13. We continued a tutorial program in math and ELA for students 2-4 on the computer which could be used in the classroom or could be assessed at home for students to work on math or ELA. This program is called Study Island. Our students have gone through over 181,000 questions for the year.
14. Six Campbell Fourth Graders represented their school at this year's 4<sup>th</sup> grade county spelling bee as spellers and alternates. The entire group represented themselves and their school very well.
15. Our fourth graders participated in an award's assembly as part of their graduating to the fifth grade at the middle school next year. All students received recognition.
16. The kindergarten children were honored with the ninth annual Kindergarten Graduation. Evening ceremonies for Mrs. Tuckey's, Mrs. Stoutenburg's, Mrs Hacker's and Mrs. Jaworski's classrooms were held, and attendance was standing room only.
17. Classrooms make yearly field trips to various places around the State. Some of the places visited included Bay City State Park and it's Nature Center, the planetarium in Bay City, Cross Roads Village, the Heritage Theatre, Gagetown's Octagon Barn, Huckleberry Railroad, and other shorter trips to local establishments.
18. This year we started a walking club for students during recess. Students could earn prizes for walking certain distance during recess. The students walked over 2000 miles during the month of May.
19. Campbell participated in the PE-Nut Grant through Tuscola ISD. This program educated our students on healthy lifestyle choices.

## Local Assessment Data

### Kindergarten

Gesell Test	Spring
Kindergarten Checklist	Fall/Spring
Observation Survey	Spring
AMIS Math Screening	Fall/Spring/Winter
ELA/Math Assessment	Fall/Winter/Spring
Writing Screening	Fall/Winter/Spring
DIBELS	Fall/Winter/Spring

### First Grade

Reading Recovery Observation Survey	Fall
DRA (Developmental Reading Assessment)	May
MLPP (Michigan Literacy Proficiency Profile)	All year
AMIS Math Screening	Fall/Winter/Spring
DIBELS	Fall/Winter/Spring
ELA/Math Assessment	Fall/Winter/Spring
Writing Screening	Fall/Winter/Spring

### Second Grade

MLPP (Writing Assessment)	All year
DRA (Developmental Reading Assessment)	May
MLPP (Michigan Literacy Proficiency Profile)	All year
ELA/Math Assessment	Fall/Winter/Spring
AMIS Math Screening	Fall/Winter/Spring
DIBELS	Fall/Winter/Spring
Writing Screening	Fall/Winter/Spring

### Third Grade

DRA (Developmental Reading Assessment)	May
MLPP (Writing Assessment)	All year
MLPP (Michigan Literacy Proficiency Profile)	All year
MEAP (Michigan Educational Assessment Program)	Fall
ELA/Math Assessment	Fall/Winter/Spring
AMIS Math Screening	Fall/Spring/Winter
Writing Screening	Fall/Winter/Spring
DIBELS	Fall/Winter/Spring

#### **Fourth Grade**

MEAP (Michigan Educational Assessment Program)	Fall
ELA/Math Assessment	Fall/Winter/Spring
AMIS Math Screening	Fal/Winter/Spring
DIBELS	Fall/Winter/Spring
Writing Screening	Fall/Winter/Spring

K – 4 students are assessed with local and normal assessment tests to determine academic growth and progress. We look at three types of data; Outcome Data to determine if our students, (and programs), are successful. Demographic Data to determine how each subgroup is achieving and Process Data to determine if our curriculum is aligned with the State’s Curriculum framework and our students are meeting State and National expectations for student achievement.







<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
Latino									
White	2008-09	100%	94.9%	89.9%	89.9%	44.3%	45.6%	10.1%	0%
White	2009-10	100%	96.9%	92.2%	92.2%	50%	42.2%	7.8%	0%
Students with Disabilities	2008-09	<10	79.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	89.8%	89.8%	36.7%	53.1%	10.2%	0%
Economically Disadvantaged	2009-10	100%	91.9%	92.9%	92.9%	33.3%	59.5%	7.1%	0%
Grade: 04									
All Students	2008-09	100%	87.9%	95.9%	95.9%	51.4%	44.6%	2.7%	1.4%
All Students	2009-10	100%	92.3%	98.6%	98.6%	41.7%	56.9%	1.4%	0%
Female	2008-09	100%	87.9%	97.1%	97.1%	38.2%	58.8%	0%	2.9%
Female	2009-10	100%	92.9%	100%	100%	28.6%	71.4%	0%	0%
Male	2008-09	100%	87.8%	95%	95%	62.5%	32.5%	5%	0%
Male	2009-10	100%	91.6%	96.7%	96.7%	60%	36.7%	3.3%	0%
Hispanic or Latino	2008-09	<10	81%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	95.9%	95.9%	52.1%	43.8%	2.7%	1.4%



<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
White	2009-10	100%	95.1%	98.6%	98.6%	40%	58.6%	1.4%	0%
Limited English Proficient	2008-09	<10	75.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
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	100%	80.4%	91.4%	91.4%	40%	51.4%	5.7%	2.9%
Economically Disadvantaged	2009-10	100%	87.8%	97.6%	97.6%	33.3%	64.3%	2.4%	0%

## Michigan Merit Examination (MME)

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
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)
English Language Arts								
Grade: 03								
All Students	2008-09	<10	82.8%	<10	<10	<10	<10	<10
All Students	2009-10	<10	81%	<10	<10	<10	<10	<10
Female	2008-09	<10	82.1%	<10	<10	<10	<10	<10
Female	2009-10	<10	80.2%	<10	<10	<10	<10	<10
Male	2008-09	<10	83.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	81.3%	<10	<10	<10	<10	<10
White	2008-09	<10	87.2%	<10	<10	<10	<10	<10
White	2009-10	<10	83.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	83.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	75.2%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Female	2008-09	<10	84.2%	<10	<10	<10	<10	<10
Female	2009-10	<10	74.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.5%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	68.4%	<10	<10	<10	<10	<10
White	2008-09	<10	85.2%	<10	<10	<10	<10	<10
White	2009-10	<10	77.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 03								
All Students	2008-09	<10	80.1%	<10	<10	<10	<10	<10
All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Female	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	81.7%	<10	<10	<10	<10	<10
Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
White	2008-09	<10	83.4%	<10	<10	<10	<10	<10
White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Grade: 04								
All Students	2008-09	<10	86.5%	<10	<10	<10	<10	<10
All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Female	2008-09	<10	84.3%	<10	<10	<10	<10	<10

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
Female	2009-10	<10	83.4%	<10	<10	<10	<10	<10
Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	87.1%	<10	<10	<10	<10	<10
White	2008-09	<10	88.2%	<10	<10	<10	<10	<10
White	2009-10	<10	88.4%	<10	<10	<10	<10	<10

## Supported Independence

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
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## Participation

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Surpassed (Level 1)</b>	<b>% Attained (Level 2)</b>	<b>% Emerging (Level 3)</b>
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## MEAP-Access

<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>
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