



OLIVET COMMUNITY SCHOOLS

255 First Street • Olivet, Michigan 49076 • (269) 749-9129 • Fax (269) 749-9701

August 20, 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 Olivet High School. 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 Randall VanDyke, OHS Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.olivetschools.org or you may review a copy from the principal's office at your child's school.

For 2009-2010, Olivet High School 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:

Olivet High School services approximately 500 students in the district. Because we are the only high school in the district, all students in grades 9-12 attend this building.

Olivet High School's 3-5 Year School Improvement Plan is a collaboratively based document that provides realistic goals and aligned curriculum that meets the Michigan Curriculum Framework. The building school improvement is a working document that is revisited on an annual basis to ensure accuracy, accountability and achievement are in consonance with the district goals.

The core curriculum can be accessed through the district curriculum director. It is consistently reviewed to ensure applicability, accuracy and alignment. Each core curriculum has aligned their instruction with the state's course content expectations.

The aggregate student achievement results for the ACT is as follows for the 107 students who took this statewide assessment in:

March of 2010:

English: 18.9 (state average: 18.9)
Mathematics: 19.8 (state average: 19.7)
Reading: 19.4 (state average: 19.7)
Science: 20.7 (state average: 19.9)
Composite: 19.8 (state average: 19.7)

2009 Results:

English: 17.7
Mathematics: 19.1
Reading: 18.3
Science: 19.8
Composite: 18.8

The number of students and percent of students represented by parents at parent-teacher conferences:

08-09: Fall-39% 181 parents representing 183 students
Spring- 44% 197 parents representing 204 students
09-10: Fall- 40% 210 parents representing 198 students
Spring- 34% 173 parents representing 160 students

Dual enrollment at Olivet High School totaled 24 students (23%) taking courses at Olivet College in 2008-09. In 2009-10 we had 38 students (36%) taking courses at Olivet College. 100% received a score in their coursework for college credits.

In closing, Olivet High School has continued to improve academically, based on annual yearly progress. We provide students many opportunities to exceed the necessary coursework for their high school diploma and prepare them for post secondary education. We have a focused, caring faculty that provides interventions and support for struggling students. The community support is tremendous, allowing for continued growth and current technology. Our parents are involved and supportive and provide our students with the necessary character to be quality students while attending our school. It is a privilege to be part of this community, district and building in preparing our students for life after high school.

Sincerely,

Randall VanDyke
Olivet High School, Principal

Full Annual Education Report

School-Level Student Assessment Data for Calhoun ISD, Olivet Community Schools, Olivet High School

Michigan Educational Assessment Program (MEAP)

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

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Grade: 11									
All Students	2008-09	100%	59.9%	62.9%	62.9%	0%	62.9%	24.1%	12.9%
All Students	2009-10	100%	65.2%	66.3%	66.3%	2.9%	63.5%	23.1%	10.6%
Female	2008-09	100%	64.2%	62.3%	62.3%	0%	62.3%	26.4%	11.3%
Female	2009-10	100%	68%	75.5%	75.5%	2%	73.5%	20.4%	4.1%
Male	2008-09	100%	55.5%	63.5%	63.5%	0%	63.5%	22.2%	14.3%
Male	2009-10	100%	62.3%	58.2%	58.2%	3.6%	54.5%	25.5%	16.4%
Black or African American	2009-10	<10	37.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	66.1%	63.7%	63.7%	0%	63.7%	23%	13.3%
White	2009-10	100%	71.5%	66.7%	66.7%	3%	63.6%	23.2%	10.1%
Students with Disabilities	2008-09	100%	23.5%	16.7%	16.7%	0%	16.7%	33.3%	50%
Students with Disabilities	2009-10	100%	23.6%	16.7%	16.7%	0%	16.7%	41.7%	41.7%
Economically Disadvantaged	2008-09	100%	42.4%	50%	50%	0%	50%	41.2%	8.8%
Economically Disadvantaged	2009-10	100%	48.5%	56.4%	56.4%	0%	56.4%	23.1%	20.5%

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)
Disadvantaged									
Mathematics									
Grade: 11									
All Students	2008-09	99.1%	49.3%	53%	53%	8.7%	44.3%	12.2%	34.8%
All Students	2009-10	100%	50.4%	58.7%	58.7%	11.5%	47.1%	20.2%	21.2%
Female	2008-09	98.1%	47.2%	50%	50%	5.8%	44.2%	11.5%	38.5%
Female	2009-10	100%	48.3%	61.2%	61.2%	16.3%	44.9%	16.3%	22.4%
Male	2008-09	100%	51.5%	55.6%	55.6%	11.1%	44.4%	12.7%	31.7%
Male	2009-10	100%	52.5%	56.4%	56.4%	7.3%	49.1%	23.6%	20%
Black or African American	2009-10	<10	16.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	99.1%	56.5%	53.6%	53.6%	8.9%	44.6%	12.5%	33.9%
White	2009-10	100%	57.9%	59.6%	59.6%	12.1%	47.5%	19.2%	21.2%
Students with Disabilities	2008-09	100%	10.2%	8.3%	8.3%	0%	8.3%	0%	91.7%
Students with	2009-10	100%	11.2%	8.3%	8.3%	0%	8.3%	33.3%	58.3%

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)
Disabilities									
Economically Disadvantaged	2008-09	100%	28.9%	41.2%	41.2%	5.9%	35.3%	17.6%	41.2%
Economically Disadvantaged	2009-10	100%	30.4%	51.3%	51.3%	2.6%	48.7%	23.1%	25.6%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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 Calhoun ISD, Olivet Community Schools, Olivet High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.7%	96.3%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	99.1%	92.6%
Mathematics	99.1%	89.5%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%

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

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.7%	96.4%
Mathematics	100%	96.1%
School		
English Language Arts / Reading	99%	92.4%
Mathematics	99%	89.1%
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		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	98.7%	78.1%
Mathematics	98.7%	75.3%
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	102.5%	94.5%
Mathematics	102.8%	94.2%
School		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	100%	87.5%
Mathematics	100%	84.4%

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

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

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	92.31%
School	
	93.2%
Black or African American	
State	
	56.59%
American Indian or Alaska Native	

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

State

65%

District

<10

School

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

Hispanic or Latino

State

59.94%

District

<10

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

School

<10

White

State

81.85%

District

92%

School

92.93%

Multiracial

State

71.12%

Limited English Proficient

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

State

65.51%

Students with Disabilities

State

57.61%

District

81.82%

School

90%

Economically Disadvantaged

State

59.8%

District

90%

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

School

90%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

97.9%

School

98.2%

Black or African American

State

91%

District

Attendance Rate (Goal 90%)	
	98.9%
School	
	99.4%
American Indian or Alaska Native	
State	
	93.7%
District	
	99.1%
School	
	98.8%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
District	

Attendance Rate (Goal 90%)	
	99.5%
Hispanic or Latino	
State	
	94.1%
District	
	98.2%
School	
	96.9%
White	
State	
	95.7%
District	
	97.9%
School	

Attendance Rate (Goal 90%)	
	98.2%
Multiracial	
State	
	94.8%
Limited English Proficient	
State	
	94.6%
Students with Disabilities	
State	
	93.5%
District	
	97.1%
School	
	96.3%

Attendance Rate (Goal 90%)	
Economically Disadvantaged	
State	94.8%
District	97.6%
School	97.2%

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

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

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

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%

2009-10 School-Level Accountability (AYP) Status Reporting for Calhoun ISD, Olivet Community Schools, Olivet High School

School AYP Status

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

December, 2009 School-Level Teacher Quality Reporting for Calhoun ISD, Olivet Community Schools, Olivet High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	11	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

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

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 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	10	75	22	2	1
SD	90	27	39	27	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

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

NAEP 2009 Grade 4 Reading Results

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

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 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	9	73	22	4	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
SD Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#
ELL 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