



Barth Elementary School

38207 Barth Road
Romulus, Michigan 48174

Diane Kay Golka – Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-11 educational progress for the Barth Elementary 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 me at 734-532-1252 for assistance.

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

Barth Elementary School made Adequate Yearly Progress (AYP) in English Language Arts and Mathematics for the 2010-11 school year. Although, we are pleased to have attained this significant goal, we are continuously striving to improve. The continued support of our parents, our staff, and our school community in this effort is greatly appreciated.

State law requires also the reporting of the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

In accordance with the Romulus Community School's Board of Education Policy, attendance areas may be established for each attendance center in the district to assist in designating pupil assignments to schools. Once assigned to a school, the building principal shall be responsible for assigning students to specific classrooms within the school, taking into consideration available space, class sizes, and scheduling requirements.

BARTH ELEMENTARY SCHOOL IMPROVEMENT STATUS

Barth was awarded accreditation status through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). This status was achieved by adhering to the AdvancED Accreditation Standards and Policies and by implementing a continuous improvement process which focuses on improving student learning and organizational effectiveness. The Barth School Improvement Team developed a school improvement plan based on data from the MEAP (Michigan Educational Assessment program), standardized test scores, NWEA MAP assessments, and local assessments to increase student achievement. Additionally, our school participates in internal and external Quality Assurance Reviews. An external audit for Barth School was successfully conducted in April of 2011. The Quality Assurance Review Team commended the

Romulus Community Schools for having a strong sense of community within the district and for using assessment data to drive instruction within the schools and the classroom.

SCHOOL IMPROVEMENT GOALS FOR 2008-2013

- All students will improve their reading comprehension.
- All students will improve their math problem solving.
- All students will improve their writing skills.

Additional strategies have been developed to increase student achievement in Science and Social Studies; to maintain a safe, positive, and predictable learning environment; and to promote positive home/school community relationships.

The aim of Romulus Community School District is to increase academic achievement of all students in the core content areas as measured by the MEAP and district developed assessments. Romulus Community Schools Board of Education adopted five goals to achieve this:

- Student Achievement: By 2012, 80% of the students in the district will score in the proficient category or above on state reading and math tests, and there will be no gap between the performance of students of different ethnicities and/or socioeconomic status.
- Instruction: All Romulus Community School's teachers, instructional support staff and principals are responsible for the implementation of research-based instructional practices that will create successful learning environments for all students. Effective instruction practices must be linked to the "Instructional Core" elements: teacher knowledge and skills, engagement of students (in the learning) and challenging content.
- Post-Secondary Education (Making College Part of our Culture): Beginning with the 2009-10 school year every Romulus Community School will develop a progression of activities for students and parents that prepare our students for post-secondary education.
- Parent and Family Involvement: Parent and/or family members must participate in their children's education. Each school building will develop a plan to promote and document parent involvement in school activities.
- Fiscal Responsibility: Beginning with the annual budget development and approval process, the Board of Education will ensure that the district operates in a fiscally responsible manner.

CURRICULUM

Each school offers its students a comprehensive and articulated curriculum with clearly aligned assessments. K-12 grade level outcomes have been correlated with the State core curriculum and aligned to the State grade level content expectations. Teaching and learning are monitored and are supported by scientifically research-based best practices.

The process of developing the K-12 core curriculum and other related resources can be found at www.romulus.net. Please contact the office of the Curriculum Director at 532-1643 with any questions.

PARENT INFORMATION

Parent teacher conference attendance rates:

Year	Percentage
Fall 2008	95%
Fall 2009	97%
Fall 2010	99%

LOCAL COMPETENCY TEST

Each year, students in grades 3-6 take the Michigan Education Assessment Program (MEAP) test. The Combined Reports below represent the student achievement data aggregated by subgroups on the MEAP test in reading, math, science, and social studies for Barth Elementary School for the last two years.

The strength of any good school community is predicated on the ongoing support and the continuous involvement of all stakeholders.

Respectfully,

Diane Kay Golka
Principal

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	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	03	All Students	2009-10	100%	89.8%	87.2%	88.3%	31.7%	56.7%	11.7%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	84%	80.8%	27.4%	53.4%	19.2%	0%
English Language Arts / Reading	03	American Indian or Alaska Native	2010-11	<10	85%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	88.2%	86.4%	18.2%	68.2%	13.6%	0%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	85.7%	76.5%	17.6%	58.8%	23.5%	0%
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	80%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	86.2%	89.5%	39.5%	50%	10.5%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	81.4%	81.1%	30.2%	50.9%	18.9%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	91.5%	90.6%	37.5%	53.1%	9.4%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	85.3%	78.4%	27%	51.4%	21.6%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	82.9%	85.7%	25%	60.7%	14.3%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	82.8%	83.3%	27.8%	55.6%	16.7%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	83.6%	81.3%	25%	56.3%	18.8%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	83.4%	75%	20%	55%	25%	0%

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

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English Language Arts / Reading	03	Limited English Proficient	2010-11	<10	71.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	60.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	100%	62.1%	56.7%	50%	0%	50%	50%	0%
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	72.7%	70.1%	22.4%	47.8%	26.9%	3%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	81.8%	80.7%	26.3%	54.4%	14%	5.3%
English Language Arts / Reading	04	American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	67.5%	57.7%	7.7%	50%	42.3%	0%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	82%	83.3%	11.1%	72.2%	11.1%	5.6%
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	81.5%	79.5%	33.3%	46.2%	15.4%	5.1%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	80.5%	79.5%	33.3%	46.2%	15.4%	5.1%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	80.6%	79.3%	31%	48.3%	17.2%	3.4%
English Language Arts / Reading	04	Female	2010-11	100%	87%	84.8%	86.7%	30%	56.7%	6.7%	6.7%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	65.2%	63.2%	15.8%	47.4%	34.2%	2.6%

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English Language Arts / Reading	04	Male	2010-11	100%	81.3%	79.1%	74.1%	22.2%	51.9%	22.2%	3.7%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	68%	61.9%	11.9%	50%	35.7%	2.4%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	78.5%	71%	16.1%	54.8%	19.4%	9.7%
English Language Arts / Reading	04	Limited English Proficient	2009-10	<10	64.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	26.3%	38.5%	0%	38.5%	53.8%	7.7%
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	45.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	78.5%	80.6%	32.3%	48.4%	14.5%	4.8%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	74.9%	75.8%	41.9%	33.9%	9.7%	14.5%
English Language Arts / Reading	05	American Indian or Alaska Native	2009-10	<10	82.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	76.7%	70%	10%	60%	30%	0%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	71.5%	68.2%	22.7%	45.5%	13.6%	18.2%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Hispanic or Latino	2010-11	<10	78.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	05	White	2009-10	100%	89.8%	82.1%	87.2%	43.6%	43.6%	7.7%	5.1%
English Language Arts / Reading	05	White	2010-11	100%	89%	80.7%	78.4%	54.1%	24.3%	8.1%	13.5%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	86.7%	96.2%	34.6%	61.5%	3.8%	0%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	79.3%	84.6%	61.5%	23.1%	11.5%	3.8%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	71%	69.4%	30.6%	38.9%	22.2%	8.3%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	70.9%	69.4%	27.8%	41.7%	8.3%	22.2%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	76.8%	70.3%	18.9%	51.4%	21.6%	8.1%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	70.4%	64.9%	29.7%	35.1%	16.2%	18.9%
English Language Arts / Reading	05	Limited English Proficient	2009-10	<10	61.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2009-10	100%	57.6%	52.6%	45.5%	0%	45.5%	45.5%	9.1%
English Language Arts / Reading	05	Students with Disabilities	2010-11	100%	53%	38.9%	45.5%	9.1%	36.4%	18.2%	36.4%
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	85.9%	85.5%	15.9%	69.6%	13%	1.4%
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	83.3%	82.1%	21.4%	60.7%	14.3%	3.6%

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English Language Arts / Reading	06	Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	100%	91.1%	91.8%	89.7%	10.3%	79.5%	10.3%	0%
English Language Arts / Reading	06	Female	2009-10	100%	90%	90.4%	87.1%	12.9%	74.2%	12.9%	0%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	82.7%	84.2%	18.4%	65.8%	13.2%	2.6%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	85.6%	83.7%	9.3%	74.4%	16.3%	0%
English Language Arts / Reading	06	Limited English Proficient	2009-10	<10	70%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2009-10	100%	59.9%	48.6%	46.2%	0%	46.2%	46.2%	7.7%
Mathematics	03	All Students	2009-10	100%	94.8%	94%	90%	35%	55%	10%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	93.6%	89%	23.3%	65.8%	11%	0%
Mathematics	03	American Indian or Alaska Native	2010-11	<10	95.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	100%	87.7%	92.5%	77.3%	9.1%	68.2%	22.7%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	94%	76.5%	5.9%	70.6%	23.5%	0%
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	80%	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	96.6%	97.4%	50%	47.4%	2.6%	0%
Mathematics	03	White	2010-11	100%	97.1%	94.1%	92.5%	30.2%	62.3%	7.5%	0%
Mathematics	03	Female	2009-10	100%	94.8%	94.3%	87.5%	34.4%	53.1%	12.5%	0%
Mathematics	03	Female	2010-11	100%	95.3%	94.9%	94.6%	10.8%	83.8%	5.4%	0%
Mathematics	03	Male	2009-10	100%	94.8%	93.6%	92.9%	35.7%	57.1%	7.1%	0%
Mathematics	03	Male	2010-11	100%	95.3%	92.4%	83.3%	36.1%	47.2%	16.7%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	93.7%	87.5%	28.1%	59.4%	12.5%	0%

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Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	93%	85%	17.5%	67.5%	15%	0%
Mathematics	03	Limited English Proficient	2010-11	<10	92.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	73.9%	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	100%	88.7%	86.7%	80%	10%	70%	20%	0%
Mathematics	04	All Students	2009-10	100%	92.3%	82.9%	82.1%	16.4%	65.7%	17.9%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	89.8%	87.7%	38.6%	49.1%	12.3%	0%
Mathematics	04	American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	81.2%	73.1%	3.8%	69.2%	26.9%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	89.3%	88.9%	27.8%	61.1%	11.1%	0%
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	88.2%	89.7%	25.6%	64.1%	10.3%	0%
Mathematics	04	White	2010-11	100%	94.3%	89.6%	87.2%	43.6%	43.6%	12.8%	0%
Mathematics	04	Female	2009-10	100%	92.9%	85.6%	86.2%	10.3%	75.9%	13.8%	0%
Mathematics	04	Female	2010-11	100%	91.6%	94.4%	93.3%	40%	53.3%	6.7%	0%
Mathematics	04	Male	2009-10	100%	91.6%	80.3%	78.9%	21.1%	57.9%	21.1%	0%
Mathematics	04	Male	2010-11	100%	91.3%	85.6%	81.5%	37%	44.4%	18.5%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	81.5%	76.2%	11.9%	64.3%	23.8%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	88.2%	80.6%	29%	51.6%	19.4%	0%
Mathematics	04	Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2009-10	100%	80%	56.4%	61.5%	7.7%	53.8%	38.5%	0%
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	63.6%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	61.8%	64.5%	12.9%	51.6%	24.2%	11.3%
Mathematics	05	All Students	2010-11	100%	79.9%	70.7%	69.8%	22.2%	47.6%	23.8%	6.3%
Mathematics	05	American Indian or Alaska Native	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10

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Mathematics	05	Black or African American	2009-10	100%	62.5%	60.5%	55%	5%	50%	30%	15%
Mathematics	05	Black or African American	2010-11	100%	61.3%	67.7%	59.1%	13.6%	45.5%	36.4%	4.5%
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2010-11	<10	73.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	63.1%	69.2%	17.9%	51.3%	20.5%	10.3%
Mathematics	05	White	2010-11	100%	85.1%	77.5%	76.3%	28.9%	47.4%	15.8%	7.9%
Mathematics	05	Female	2009-10	100%	79.6%	71.6%	84.6%	11.5%	73.1%	11.5%	3.8%
Mathematics	05	Female	2010-11	100%	80.1%	74.4%	76.9%	26.9%	50%	19.2%	3.8%
Mathematics	05	Male	2009-10	100%	79.4%	52.5%	50%	13.9%	36.1%	33.3%	16.7%
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Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	68.4%	63.2%	15.8%	47.4%	28.9%	7.9%
Mathematics	05	Limited English Proficient	2009-10	<10	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2009-10	100%	52.8%	35.9%	27.3%	0%	27.3%	36.4%	36.4%
Mathematics	05	Students with Disabilities	2010-11	100%	50.2%	38.9%	45.5%	9.1%	36.4%	27.3%	27.3%
Mathematics	06	All Students	2009-10	100%	82%	76.6%	68.6%	28.6%	40%	30%	1.4%
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	100%	62.3%	75.5%	60.7%	21.4%	39.3%	35.7%	3.6%
Mathematics	06	Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	100%	87.5%	78.8%	75%	32.5%	42.5%	25%	0%
Mathematics	06	Female	2009-10	100%	83%	79.2%	67.7%	29%	38.7%	32.3%	0%
Mathematics	06	Male	2009-10	100%	81.1%	74.7%	69.2%	28.2%	41%	28.2%	2.6%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	74%	65.9%	20.5%	45.5%	31.8%	2.3%

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Subject	Grade	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	06	Limited English Proficient	2009-10	<10	68.7%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2009-10	100%	52.3%	47.4%	42.9%	0%	42.9%	50%	7.1%
Science	05	All Students	2009-10	100%	81%	59.2%	66.1%	32.3%	33.9%	30.6%	3.2%
Science	05	All Students	2010-11	100%	78.1%	58.8%	65.1%	20.6%	44.4%	23.8%	11.1%
Science	05	American Indian or Alaska Native	2009-10	<10	77.2%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	52.4%	50%	10%	40%	45%	5%
Science	05	Black or African American	2010-11	100%	52.8%	50.3%	45.5%	4.5%	40.9%	40.9%	13.6%
Science	05	Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2010-11	<10	67.8%	<10	<10	<10	<10	<10	<10
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	71.4%	76.9%	46.2%	30.8%	23.1%	0%
Science	05	White	2010-11	100%	85.5%	76.4%	78.9%	28.9%	50%	13.2%	7.9%
Science	05	Female	2009-10	100%	81.1%	65.5%	88.5%	30.8%	57.7%	11.5%	0%
Science	05	Female	2010-11	100%	78.6%	61.7%	73.1%	30.8%	42.3%	19.2%	7.7%
Science	05	Male	2009-10	100%	80.8%	53.3%	50%	33.3%	16.7%	44.4%	5.6%
Science	05	Male	2010-11	100%	77.5%	56.3%	59.5%	13.5%	45.9%	27%	13.5%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	53.3%	51.4%	16.2%	35.1%	43.2%	5.4%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	55.8%	55.3%	13.2%	42.1%	34.2%	10.5%
Science	05	Limited English Proficient	2009-10	<10	56.7%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2009-10	100%	60.7%	35.9%	45.5%	9.1%	36.4%	54.5%	0%
Science	05	Students with Disabilities	2010-11	100%	54.1%	30.6%	36.4%	9.1%	27.3%	45.5%	18.2%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	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)
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Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	69.3%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	65.7%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	76.2%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2010-11	<10	79.1%	<10	<10	<10	<10	<10
Mathematics	04	White	2010-11	<10	84.3%	N/A	N/A	N/A	N/A	N/A
Mathematics	04	Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	<10	84.3%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2010-11	<10	71.6%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2010-11	<10	64.5%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	<10	74.1%	<10	<10	<10	<10	<10
Mathematics	05	White	2010-11	<10	73.6%	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	<10	65.4%	<10	<10	<10	<10	<10
Mathematics	05	Female	2010-11	<10	66.4%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Mathematics	05	Male	2010-11	<10	74.4%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Science	05	All Students	2010-11	<10	56.8%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
Science	05	Black or African American	2010-11	<10	47.1%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	05	White	2009-10	<10	63.2%	<10	<10	<10	<10	<10
Science	05	White	2010-11	<10	61.3%	<10	<10	<10	<10	<10
Science	05	Female	2009-10	<10	51.1%	<10	<10	<10	<10	<10
Science	05	Female	2010-11	<10	51.6%	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Science	05	Male	2010-11	<10	59.6%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading	06	All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Reading	06	White	2009-10	<10	52%	<10	<10	<10	<10	<10
Reading	06	Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Reading	06	Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	98.7%	91.6%
All Students	District	Mathematics	98.5%	92.5%
All Students	School	English Language Arts / Reading	99.5%	92.9%
All Students	School	Mathematics	99.5%	93.6%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	N/A	N/A
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	N/A	N/A
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	98.8%	90.7%
Black or African American	District	Mathematics	98.7%	91.8%
Black or African American	School	English Language Arts / Reading	98.6%	90.5%
Black or African American	School	Mathematics	98.6%	85.6%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	102.3%	100%
Hispanic or Latino	District	Mathematics	102.3%	91.2%
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	98.2%	92.6%
White	District	Mathematics	97.9%	94.3%
White	School	English Language Arts / Reading	100%	93.8%
White	School	Mathematics	100%	97.9%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	98.8%	90.4%
Economically Disadvantaged	District	Mathematics	98.6%	91.4%
Economically Disadvantaged	School	English Language Arts / Reading	99.2%	89.1%
Economically Disadvantaged	School	Mathematics	99.2%	89%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	<30	<30
Limited English Proficient	District	Mathematics	<30	<30
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	96.2%	74.1%
Students with Disabilities	District	Mathematics	96.2%	75%
Students with Disabilities	School	English Language Arts / Reading	97.7%	78.9%
Students with Disabilities	School	Mathematics	97.7%	75.4%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	64.49%
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	<10
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	<10
Black or African American	State	57.97%
Black or African American	District	66.95%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	60.71%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	63.22%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	35.71%

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

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.4%
All Students	School	94.8%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	91.6%
American Indian or Alaska Native	School	92.1%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	95.2%
Asian, Native Hawaiian, or Pacific Islander	School	100%
Black or African American	State	91.9%
Black or African American	District	94.5%
Black or African American	School	94.6%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	95.2%
Hispanic or Latino	School	92.9%
Two or More Races	State	94.7%
Two or More Races	District	98.6%
White	State	95.6%
White	District	94.1%
White	School	94.9%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.6%
Economically Disadvantaged	School	93.5%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.8%
Limited English Proficient	School	100%
Students with Disabilities	State	93.4%
Students with Disabilities	District	92.5%
Students with Disabilities	School	94.2%

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

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary 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
Yes	Met	Met	Met	B	N/A	0

% of Schools making AYP: 100%

% of Schools in School Improvement status: 0%

% of Schools in Corrective Action status: 0%

% of Schools in Restructuring status: 0%

% of Title I Schools making AYP: 100%

% of Title I Schools in School Improvement status: 0%

% of Title I Schools in Corrective Action status: 0%

% of Title I Schools in Restructuring status: 0%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	23	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

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	3.4%

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

Teacher Quality Data

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

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
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
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.

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
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
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.

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
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
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.

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
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	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Romulus Community Schools, Barth Elementary School

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
		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
		70.72	3.239	70.46	3.298	85.15	4.505