



Alcester-Hudson School Improvement Plan 2011-2012



School Mission

*To prepare students to succeed
in meeting the challenges of an
ever-changing world.*

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Philosophy of Alcester-Hudson Community Schools

We Believe...

- Students have a natural desire to learn.
- Students should be treated as individuals.
- Students must have opportunity to acquire basic academic, technical or life skills.
- Students must learn to be responsible and to accept the consequences of their decisions.
- Students learn best in a positive and supporting atmosphere.
- Students must be treated with respect and treat others with respect in a setting that provides discipline and guidance.
- Students must be challenged to achieve their maximum potential and learn not to accept mediocrity in their work.



2 – Vision

I. Academic Achievement

We believe that academic achievement can be defined as mastery of skills and comprehension of concepts in areas of math, reading, science and writing. We think academic achievement is important because students will need these later in life. They will need the skills to make progress in future years of education. Future jobs will require skills and abilities. Some of these academic skills and concepts will lead to joy and self-fulfillment of the learners.

Our vision for academic achievement at Alcester-Hudson Elementary is that:

- a. Students will perform well on tests, solve problems and express themselves clearly orally and in writing.
- b. Staff members will employ a variety of techniques to bring about the greatest academic achievement.
- c. Parents will support learning at home and school, including the classroom.
- d. Community members will encourage and recognize academic achievement.

II. Character Development

We believe that character development can be defined as moral strength and honesty with respect and consideration of self and others. Character development is important for students in school because it develops a safe, non-threatening, and positive learning environment. It also helps students' foster friendships and develops good moral values.

Our vision for character development at Alcester-Hudson is that:

- a. Students will make wise choices; accept responsibility for their actions.
- b. Students will treat others with kindness and respect and solve conflicts appropriately.
- c. Staff members will provide clear expectations that have consistent consequences.
- d. Parents and community will be good role models that support the character development program of the school

III. Student Motivation

We believe that student motivation can be defined as students who exhibit a desire to learn, see a purpose for their learning, and tries their hardest in whatever they attempt. Student motivation is important because it helps individuals become lifelong learners that can complete a task, accept a challenge, and learn beyond expectations. Motivated students have a higher self-esteem and excel outside of academic areas.

Our vision for student motivation at Alcester-Hudson is that:

- a. Students will choose challenging tasks, succeed without outside rewards and demonstrate a desire to learn on their own.
- b. Staff members strive to instill self-motivation
- c. Parents will encourage their children to perform to the best of their ability.
- d. Community members will recognize and share the accomplishments of students.



3 – Our Shared Commitments: Moving Toward the Vision

As staff members at Alcester-Hudson Elementary we are committed to making our shared vision come to life. Because we cannot make commitments for others, as staff members we have agreed to take the following actions.

To achieve our vision for ***academic achievement***

- Teachers will teach at their students' instructional level.
- Teachers will incorporate manipulative materials and use a variety of teaching methods.
- Teachers will provide a comfortable and safe physical environment.
- Teachers will invite parents and community members into their classrooms to assist in appropriate ways.

To achieve our vision for ***character development***

- Teachers will be positive role models for their students.
- Teachers will provide clear expectations regarding student behavior with appropriate consequences.
- Teachers will implement character-building programs that deliberately teach positive moral values.
- Teachers will teach conflict resolution skills.

To achieve our vision for ***student motivation***

- Teachers will provide students with interesting up to date and valuable programs.
- Teachers will incorporate teaching strategies that will address different learning styles.
- Teachers will be positive role models for our students.
- Teachers will provide frequent constructive feedback so that students can assess their own performance.
- Teachers will assess the degree to which material reward should be used as a motivational tool.



4 - Program History and Development

In the 2001 the Department of Education and Cultural Affairs of the State of South Dakota designated the Alcester Hudson Elementary School to be placed into “school improvement”. The placement was based upon assessments that showed students had not made adequate progress in reading and mathematics during the previous two years.

To bring about school improvement, the district created a School Improvement Leadership Team. The team includes administrators, teachers, parents, and other community members. The district also entered into a contract with consultants from McREL (Mid-Continent Research for Education and Learning) for assistance with the school improvement process. Together, during the course of the 2001-2002 school year, the Leadership Team, Art Shaver (SEA staff member) and McREL consultants, Mike Gavin and Danette Parsley, began the process necessary to improve student performance. The first steps the Team took included creation of a school profile, a review of district mission statement and philosophy, and identification of specific content weaknesses.

The weaknesses, which had led to placement on “school improvement”, became the focus of item analyses of the several tests taken by students during several “data retreats”. The Leadership Team members first attended a data retreat place in Huron, SD in September of 2001. The entire school staff then participated in a mini data retreat, which further analyzed the same data in January 2002.

The Team also used a self-assessment tool designated by the state. This was the *Standards Implementation Indicators: Charting Your Course to High Achievement*, published by AEL. The team rated our school’s practices against the AEL indicators. The team then selected two closely related indicators as those on which to focus. These were Indicator II: The Curriculum is Validated for Rigor, Alignment, and Balanced and IV: The Taught Curriculum Matches Written and Tested Versions.

After students completed end-of-term assessments in the spring of 2002, the Team analyzed the data and used it to determine progress and modify goals. They met on June 3rd-4th to perform item analyses of the SAT-9 scores for students in grades 2 and 4 and DACS scores of students in grades 2-6. The Team performed additional analysis of the results of these tests in Rapid City on Oct 29-30, 2002.

In the Spring of 2003, students in grades 3-6 took the new Dakota Step Test, which is the augmented version of the Sat 10 test. This test meet the requirements of the NCLB act and is required by the state of South Dakota. Results of this test were received in August of 2003. Alcester-Hudson Elementary students scored very well on this test and were removed from “School Improvement” status. However, the school’s Leadership Team made the commitment to continue to hold monthly meetings as well as continue the work we had begun with our McREL consultants. In addition we have invited our junior high and high school staff to become involved in our School Improvement activities. Bill Koenig, a high school math instructor, joined our Leadership Team in the fall of 2003.

The school improvement plan you hold builds upon these actions during the first years in school improvement and identifies additional steps to be taken in the future. Some adjustments in the plan will be necessary due to changes in the state guidelines and in the federal NCLB legislation.

Using the South Dakota Reading Content Standards as the basis of our instruction, an essential first step is to formulate a reading curriculum to guide instruction from Kindergarten through the sixth grade.



5 - Program History and Development

We believe the Guided Reading and the Reading Recovery programs could be used to help our students improve their reading skills. Several teachers in K- 3 grade, as well as Special Education and Title I Coordinator, have been trained in the use of these programs. Guided Reading training has been provided for teachers in grades 4-5. Guided reading training is currently not available at the 6th grade level. The analysis of reading test performance show that upper grade students need to develop higher-level thinking skills. We are also addressing individual classroom needs as determined by data analysis.

Even though the Leadership Team selected reading to be the primary focus of school improvement efforts, they and the rest of the faculty recognized the need, based upon analysis of assessments, to make improvements in mathematics instruction. Steps had already been taken toward this end before the school improvement designation. The Everyday Math program was being implemented, but assessments showed that it was not being used effectively. The Team recognized the need to update the program edition and to provide training to all teachers using the program.

On June 3-4, 2002, a subset of the School Improvement Team met to analyze student scores of the grades 2 & 4 from the SAT-9 test administered in April of 2002. DACS scores of the grades 2-6 in reading and math were also assessed to identify strengths and weaknesses. The math and reading scores were disaggregated, graphed, and compared to the scores of students in the preceding years.

The team found that SAT-9 reading goals were not only met, but that the students made very significant gains. In the spring of 2001, 78% of 4th graders reached levels "proficient" or "advanced". In April of 2002, 93% met criteria to be at those levels. In math, students also met established goals. In 2001 76% of the 4th grade was "proficient" or "advanced". In 2002, 87% fell within that range.

Results of the spring 2003-2004 Dakota Step tests found Alcester-Hudson Elementary student 100% proficient and advanced in Reading and 94% proficient and advanced Math. We were also named a Distinguished School in South Dakota for the 2nd consecutive year.

McREL serves schools and educators in a 7 state area including South Dakota. Through funding received by federal and private grants, they are able to assist local schools in a variety of ways.

McREL's general goal is to increase student learning by building local improvement "capacity" - the ability of schools and districts to learn and improve on their own. McREL consultants help schools carry out the change process by developing teacher and administrator leadership skills, exposing schools to new ideas and skills which enhance teaching and learning, and contributing to understanding of the overall school improvement cycle.

While the initial impetus for McREL's involvement in Alcester was the school's being placed on a state list of "Schools in Need of Improvement", our work has broadened. The consultants have helped the team carry out needs assessment and goal setting. They have also helped the school organize and structure professional development efforts. McREL will end its work with the our school at the end of the 2004-2005 school year.

Test scores for the 2004-2005 D Step showed that our Elementary school was 96% proficient and advanced in Math and 95% proficient and advanced in Reading. We were also chosen as a "No Child Left Behind" Blue Ribbon School for the year 2005.



6- School Profile

The Alcester-Hudson School District includes the rural communities of Alcester and Hudson located in southeast South Dakota.

This district encompasses 176 square miles including some of Union and Lincoln County.

This district is an agricultural based community with newer settled families who are escaping from the large cities, as well as many life-long residents.

A large portion of the district's population travels outside the district to their jobs.

There are 153 students in the Alcester-Hudson Elementary School. Of these students, 140 are Caucasian.



7 - School Improvement Leadership Team and Processes

**Planning Team
School Improvement Planning Framework**

Alcester-Hudson Elementary
SCHOOL Building

Alcester-Hudson
SCHOOL DISTRICT

GRADE SPAN

K-6

ENROLLMENT

153

SCHOOL IMPROVEMENT CONTACT PERSON

NAME:	Shane Voss
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E-MAIL:	Shane.Voss@k12.sd.us

LEADERSHIP TEAM

PRINCIPAL:	Shane Voss
TEACHER:	Joni Schempp Olive Scott Dianne Yoerger Tiffany Johnson Hannah Bailly
PARENT:	MaryBeth Lundberg
SCHOOL IMPROVEMENT COORDINATOR:	Kath Johansen
CONSULTANT:	Lori Stoltenburg



8 – Demographic Data

<p>Alcester-Hudson School District 61-1 102 E. 5th Alcester, SD 57001-0198 Superintendent: Shane Voss</p> <p>Home County: Union Area in Square Miles: 174</p>	<p>School Names:</p> <ul style="list-style-type: none"> • Alcester-Hudson Elementary • Alcester-Hudson Junior High • Alcester-Hudson High School
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District Enrollment

	2006-07	2007-08	2008-09	2009-10	2010-11
Enrollment PK-12*	333	322	318	315	
ADM K-8**	205	190	194	200	
ADM 9-12**	112	101	103	92	
Open Enrolled Students	6	12	7	7	
District Drop-Out Rate	1.6%	1.3%	0.7%	0%	
District Attendance Rate	97.17%	96.6%	96.6%	96.3%	96%

Student Profile

	2006-07	2007-08	2008-09	2009-10	2010-11
Students Transported	139	183	181	185	
Student to Staff Ratio	11.1	10.9	10.3	9.9	
Number of Graduates	26	26	27	14	
Graduation Percentage	92.86%	82.76%	96.3%	>95%	96.5%
% of Students Eligible for Free/Reduced Lunch	22.1%	22%	26.6%	31.5%	
% of Students with Special Needs	18.0%	18.9%	18.6%	18.7%	

Staff Profile

	2006-07	2007-08	2008-09	2009-10	2010-11
Certified Instructional Staff (# FTE)	29.9	28.6	30.9	31.7	
Average Years of Experience	20	19.3	17.8	19.2	
% With Advanced Degrees	21.9	23.3%	31.3%	31.3%	
Teachers with Emergency or Provisional Credentials	0%	0%	0%	0%	
Classes Not Taught by Highly Qualified Teachers	0%	7.6%	0%	0%	
Classroom Staff	0	1.0	0	0	
Average Teacher Salary	\$34,529	\$34,719	\$37,023	\$37,896	



9 – Special Education Profile

Disability Prevalence

	2006-07	2007-08	2008-09	2009-10	2010-11
Autism	0	*	*	*	
Speech/Language	21	24	23	20	
Mental Retardation	*	*	*	*	
Learning Disabled	31	24	18	17	
Multiple Disabilities	*	*	*	*	
Orthopedic Impairments	*	*	*	*	
Emotionally Disturbed	*	*	*	*	
Other Health Impaired	*	*	*	*	
Developmental Delay	*	*	*	*	
Visually Impaired	0	*	*	*	
Hearing Impaired	0	*	*	*	
Deaf	0	*	*	*	
Deaf-Blind	0	*	*	*	
Traumatic Brain Injury	0	*	*	*	
Total Child Count	60	61	59	59	

Special Education Placement Categories

	2006-07	2007-08	2008-09	2009-10	2010-11
Regular Classroom	44	40	37	42	
Resource Room	*	*	10	*	
Early Childhood Special Ed Setting	*	*	*	*	
Early Childhood Setting	*	* 12	10	*	
Self-Contained Classroom	*	*	*	*	
24-Hour Program	*	*	*	*	
PT Early Child/ PT Early Child SE	*	*	*	*	
Home	*	*	*	*	
Residential Facility	*	*	*	*	
Separate School	*	*	*	*	
Day Program	*	*	*	*	
Home/Hospital Program	*	*	*	*	
Total	60	61	59	59	



10 – Comprehensive Needs Assessment

In the 2008-2009 the staff at Alcester-Hudson Elementary School chose the Treasures reading program by Mcmillian McGraw-Hill for the reading curriculum. Many important basic reading skills are reinforced on a daily basis with this comprehensive program, which also includes spelling and English components.

In the year 2011-2012 the staff also changed themath curriculum from the Everyday Math program by McGraw Hill to Envision Math Common Core by the Pearson Company. This program is based on the new common core standards, which will be the basis for the Dakota Step Test. We had the current program for 20 years and felt there was a need for change. The terminology and problem solving strategies of the Envision Math better prepare students for the Dakota Step Test.

Also starting in 2011-2012 science will be taught daily in all classrooms. This will better prepare students for the science portion of the Dakota Step Test, which begins in 5th grade.



11 – Professional Development

2011-2012

August-Mini Data Retreat

August-K-6 Math Curriculum Training

September-K-6 FM Sound Tower Training

October-K-12 Data Retreat

October-7-12 Block Scheduling Training

May-k-12 Policy Review

August-May-Designated K-12 teachers and administrators will attend Common Core Workshops

2010-2011

August-Mini Data Retreat

August-Technology Training

September-K-6 FM Sound Tower Training

August-May-All K-6 teachers attended Reading Up Workshops

May-K-12 Policy Review

May-K-6 Math Curriculum Training

2009-2010

August-Curriculum Mapping

August-Mini Data Retreat

September-K-6 FM Sound Tower Training

October- Blog training, RAD training, and HS Odysseyware training

May-RAD training

May-K-12 Policy Review

2008-2009

August-May-Math Counts Training

February-Curriculum Mapping

February-Building Achievement Test Training

April-Curriculum Mapping



12 – Parent Involvement and Education

The Title I program staff conducted a Math and Reading Fun Night for children and their parents. Parents were trained techniques for reading with and giving mathematical assistance to their children. They then spent the rest of the evening reading and studying with their children.

In addition, throughout the year many individual classrooms hold activities in which the parents are invited to attend. These are usually held during the school day and provide a good opportunity for parents to take part in the daily routine of their child.

We will continue to plan and conduct training and participation activities for parents. These include “Bring a Grandparent to Lunch” activities which was held during our fall Book Fair.



13 – Monitor/Evaluation

Classroom teachers will use a variety of ways continually to evaluate the effectiveness of the above instructional strategies. Assessment will include use of the following standardized instruments: the DACS (to be given at the end of the first semester, and the end of the school year), STAR tests (given three times a year), and the Dakota Step Test given annually in the spring. Each teacher will also use a variety of less formal assessments. These will include AR tests, checking of ongoing classroom tasks, rubrics, and response journals. Individual students' results will be shared with the parents at parent/teacher conferences, mid-term reports and end of term reports and phone calls. Parents now have access to their child's progress via the Parent Portal provided with our current grade program.



14 – Goals

Reform Strategies Linked to State Standards

The Leadership Team formulated the following goals and strategies after analyzing the indicators of student progress.

Goal #1: Staff will utilize formative assessment to guide instruction.

Objective #1: Staff will take two grades per week in each subject area.

Objective #2: Science will be taught for the entire school year with a minimum of 225 minutes per week in grades 4-6 and 90-120 minutes in grades K-3.

Goal #2: Improve total reading skills for students in grades kindergarten through six.

Objective #1: The class average National Percentile Rating will be 61.8% on the Spring Dacs Test.

Objective #2: The class average Percentile Rating will be 68% on the Star Reading Assessment.

Objective #3: The Proficient/Advanced Percentage on the Spring 2012 Dakota Step test will be 92%.

Instructional Strategies to Meet Goals #1 and #2:

- Use a variety of grouping practices to fit the instructional level of each individual student, such as dividing large classes into smaller reading groups.
- Provide students with reading strategies to help them become proficient at using word attack skills, comprehension, and vocabulary development.
- Provide students with time for daily independent reading, which could include partner reading and/or reading with mentors.
- Teach students test taking strategies, which will allow them to fully demonstrate their understanding of skills on tests and assessments.
- Use the Reading Recovery program in the first grade.
- Use Successmaker Software for Title I Students.
- Instruct language arts for 90 minutes daily.



15 – Goals

Program Support Strategies:

- Use a K-6 reading curriculum correlated to the state standards.
- Discuss progress and expectations of the reading curriculum at parent-teacher conferences.

Goal #3: To improve the performance of students in grades Kindergarten through 6 in the area of mathematical problem solving.

Objective #1: The class average National Percentile Rating will be 59.2% on the Spring Dacs Test.

Objective #2: The class average Percentile Rating will be 61% on the Star Reading Assessment.

Objective #3: The Proficient/Advanced Percentage on the Spring Dakota Step Test will be 89%.

Instructional Strategies to Meet Goal #2:

- Follow the scope and sequence of the Envision Math program for each grade level.
- Instruct Math 75 minutes daily.
- Monitor the math program to ensure its alignment with the state mathematics standards.
- Use Successmaker software for Title I students.

Program Support Strategies:

- Provide in-service opportunities for all elementary staff members to receive additional math training.



16 – Dakota Step Results - Reading

Individual grade level achievement is not used to determine Adequate Yearly Progress (AYP), but it is reported on the State Report Card.

Percent of Students Proficient or Advance (by grade)

	2006-07	2007-2008	2008-09	2009-10	2010-11
3 rd Grade	95	89	96	94	100
4 th Grade	91	95	85	94	90
5 th Grade	95	*	88	83	81
6 th Grade	100	90	78	88	74
7 th Grade	76	87	80	70	74
8 th Grade	75	73	82	72	64
11 th Grade	55	58	64	82	51

* Does not meet the minimum number of students (10) for this category.

Percent of Students Proficient or Advanced (by grade level groupings)

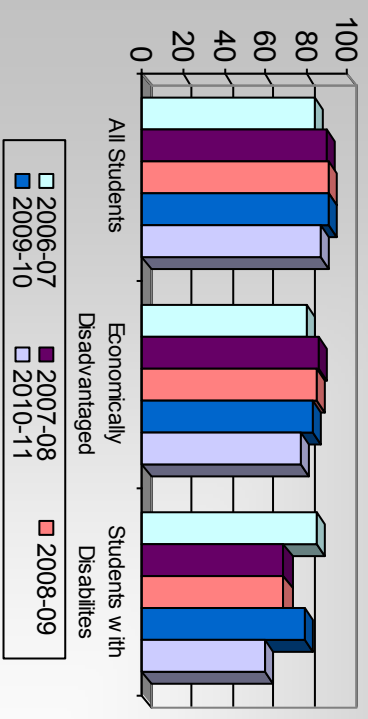
		2006-07	2007-08	2008-09	2009-10	2010-11
Grades 3-5	All Students	94	90	91	91	87
	Economically Disadvantaged	80	86	85	83	77
	Students with Disabilities	85	69	69	79	60
Grades 6-8	All Students	80	81	80	76	70
	Economically Disadvantaged	78	70	79	65	62
	Students with Disabilities	*	*	*	27	*
Grade 11	All Students	55	58	64	82	51
	Economically Disadvantaged	*	*	*	*	*
	Students with Disabilities	*	*	*	*	*

* Does not meet the minimum number of students (10) for this category.

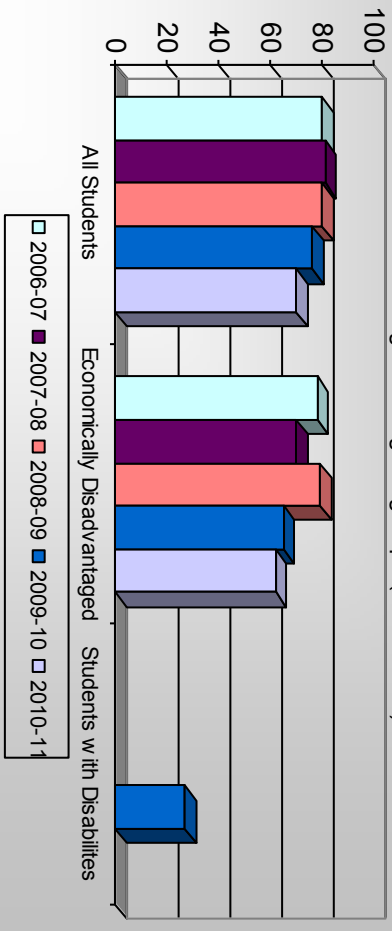


17 – Dakota Step Results in Reading -- Charts

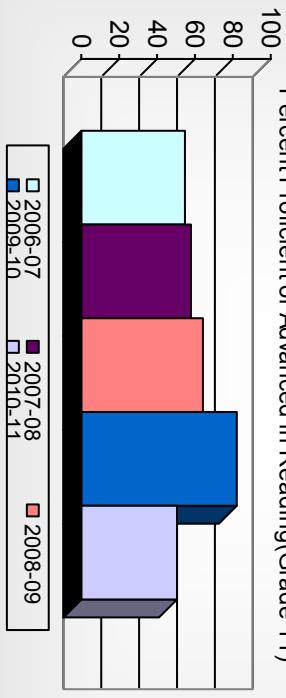
Percent Proficient or Advanced in Reading including subgroups (Grades 3-5)



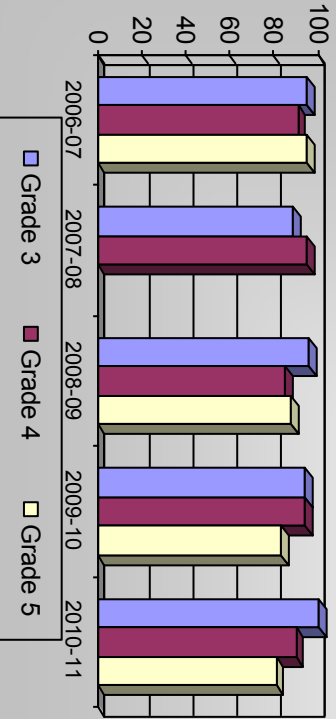
Percent Proficient or Advanced in Reading including subgroups (Grades 6-8)



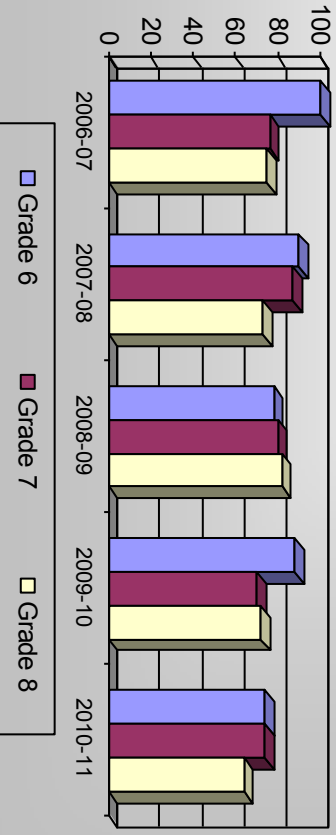
Percent Proficient or Advanced in Reading (Grade 11)



Percent Proficient or Advanced in Reading (Grades 3-5)



Percent Proficient or Advanced in Reading (Grades 6-8)





18 – Dakota Step Results - Mathematics

Individual grade level achievement is not used to determine Adequate Yearly Progress (AYP), but it is reported on the State Report Card.

Percent of Students Proficient or Advance (by grade)

	2006-07	2007-08	2008-09	2009-10	2010-11
3 rd Grade	90	79	97	94	100
4 th Grade	88	90	85	93	94
5 th Grade	91	*	83	83	74
6 th Grade	85	95	85	89	79
7 th Grade	80	93	90	77	90
8 th Grade	82	79	82	77	50
11 th Grade	55	57	86	81	45

* Does not meet the minimum number of students (10) for this category.

Percent of Students Proficient or Advanced (by grade level groupings)

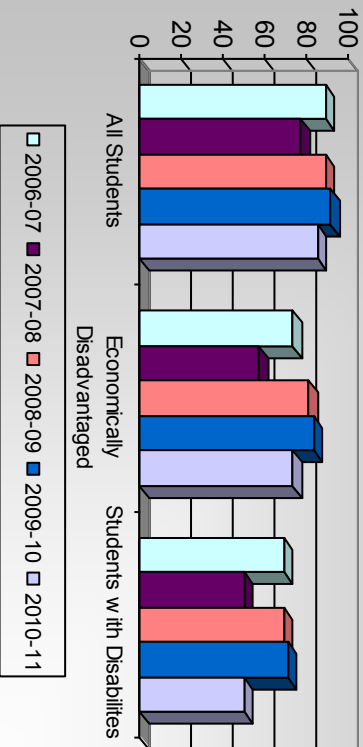
		2006-07	2007-08	2008-09	2009-10	2010-11
Grades 3-5	All Students	90	77	89	91	85
	Economically Disadvantaged	73	57	81	83	73
	Students with Disabilities	69	50	69	71	50
Grades 6-8	All Students	82	88	86	80	70
	Economically Disadvantaged	86	90	75	74	66
	Students with Disabilities	*	*	*	36	*
Grade 11	All Students	55	57	86	81	45
	Economically Disadvantaged	*	*	*	*	*
	Students with Disabilities	*	*	*	*	*

* Does not meet the minimum number of students (10) for this category.

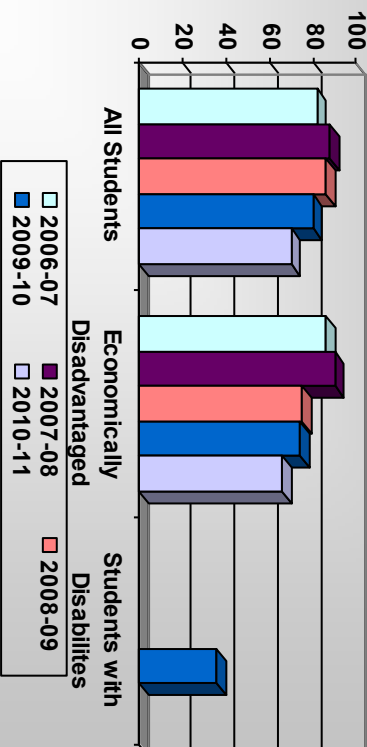


19 -- Dakota Step Results in Mathematics -- Charts

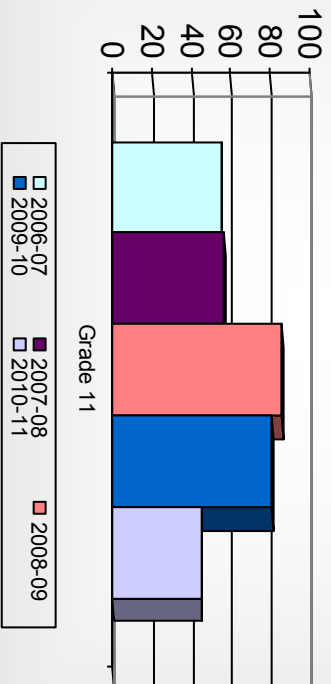
Percent Proficient or Advanced in Math including subgroups (Grades 3-5)



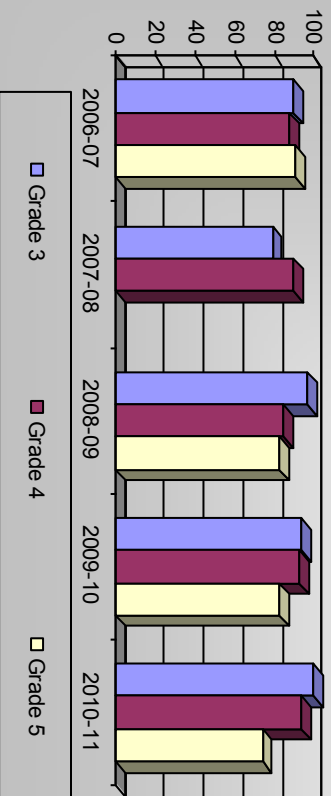
Percent Proficient or Advanced in Math including subgroups (Grades 6-8)



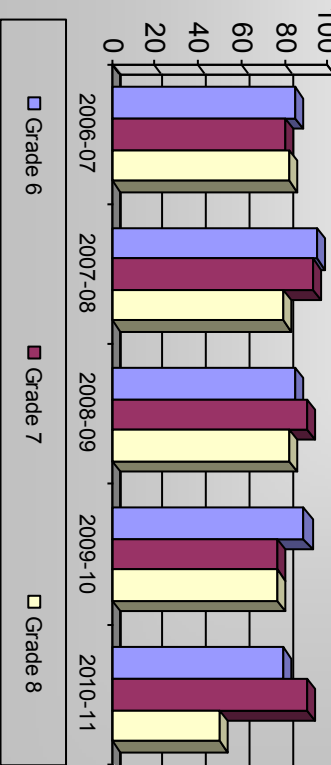
Percent Proficient or Advanced in Math (Grade 11)



Percent Proficient or Advanced in Math (Grades 3-5)



Percent Proficient or Advanced in Math (Grades 6-8)




20 – Dakota Step Test Results:

		<i>Below Basic %</i>	<i>Basic %</i>	<i>Proficient %</i>	<i>Advanced %</i>
2003	Reading	0	8	54	37
	Math	0	13	63	24
2004	Reading	0	6	49	46
	Math	0	2	52	46
2005	Reading	0	0	52	48
	Math	0	6	37	57
2006	Reading	0	5	60	35
	Math	0	3	45	52
2007	Reading	2	5	55	39
	Math	2	9	64	26
2008	Reading	2	8	57	33
	Math	2	21	54	23
2009	Reading	3	6	48	42
	Math	3	8	58	31
2010	Reading	2	8	53	38
	Math	2	8	71	20
2011	Reading	2	11	39	48
	Math	2	13	61	24



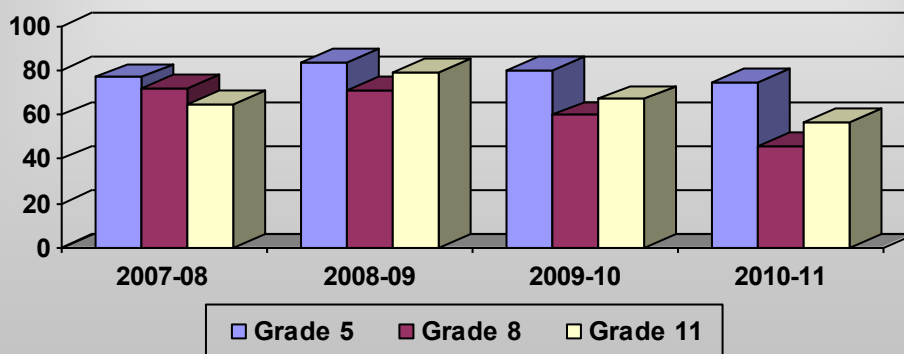
21 - Assessment Results—Science

The Science Assessment is given to all students in grades 5, 8 and 11.

Individual grade level achievement is not used to determine Adequate Yearly Progress (AYP), but it is reported on the State Report Card.

Science		2007-08	2008-09	2009-10	2010-11
Grade 5	All Students	77	84	80	75
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities	*	*	*	*
Grade 8	All Students	72	71	60	46
	Economically Disadvantaged	*	70	*	*
	Students with Disabilities	*	*	*	*
Grades 11	All Students	65	79	67	57
	Economically Disadvantaged	*	*	*	*
	Students with Disabilities	*	*	*	*

Percent Proficient or Advanced in Science (Grade 5)



* Does not meet the minimum number of students (10) for this category.



22 – College Admissions

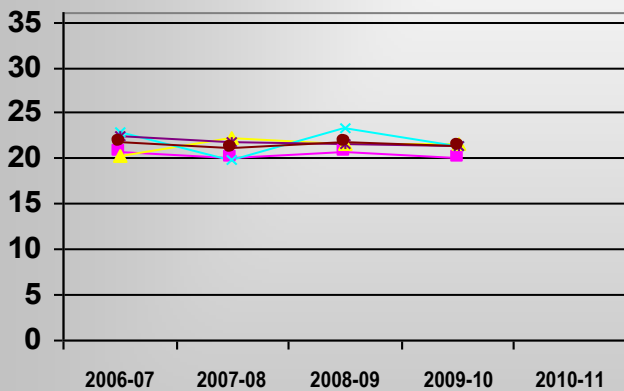
ACT Results

	2006-07	2007-08	2008-09	2009-10	2010-11
Number tested	27	17	18	10	
English	20.8	20.1	20.7	20.1	
Math	20.3	22.2	21.6	21.6	
Reading	23.0	19.9	23.3	21.3	
Science	22.5	21.9	21.7	21.4	
Composite Score	21.8	21.2	21.9	21.3	

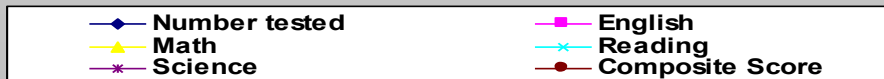
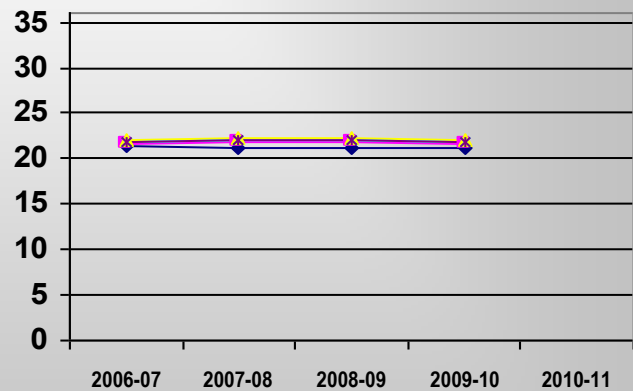
ACT State Results

	2006-07	2007-08	2008-09	2009-10	2010-11
English	21.3	21.2	21.2	21.1	
Math	21.7	21.9	21.8	21.6	
Reading	22.1	22.3	22.3	22.0	
Science	21.9	22.0	22.0	21.9	
Composite Score	21.9	22.0	22.0	21.8	

Local Scores



State Scores





23 - Adequate Yearly Progress

District Level Summary

	2006-07		2007-08		2008-09		2009-10		2010-11	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK

Building Level Summary (Alcester-Hudson Elementary)

	2006-07		2007-08		2008-09		2009-10		2010-11	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK

Building Level Summary (Alcester-Hudson Junior High)

	2006-07		2007-08		2008-09		2009-10		2010-11	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK

Building Level Summary (Alcester-Hudson High School)

	2006-07		2007-08		2008-09		2009-10		2010-11	
	AYP	Status	AYP	Status	AYP	Status	AYP	Status	AYP	Status
Test Participation	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Grad Rate	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Attendance	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Reading	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK
Math	Y	OK	Y	OK	Y	OK	Y	OK	Y	OK