



WASHTENAW
INTERMEDIATE
SCHOOL DISTRICT

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<http://www.wash.k12.mi.us>

August 22, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Washtenaw Intermediate School District (WISD) and its schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact Naomi Norman, Director of Instruction and Assessment for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site: www.wash.k12.mi.us or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data – Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 -8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students.
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students.
- Helps readers understand achievement progress within schools and compare these to district and state achievement.

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates, and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup.
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually.
- The district must attain achievement goals for each subgroup that has at least 30 students in the group.
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools.

Teacher Quality Data

- Identifies teacher qualifications at district and school levels.
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes.

NAEP (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2010-2011, WISD did not make Adequate Yearly Progress (AYP) because two school programs did not make AYP. We are actively working to address the district issues by: (1) making sure the students who are eligible to take the test are present on testing or make-up days, and (2) ensuring that all students are properly coded.

The two schools that did not make AYP are listed below. A letter from the school's principal and a school-specific AER are posted on the district web site to help answer your questions.

School Name	Reason(s) for not making AYP	Key actions underway to address the Issues
High Point	Not all students were present to take the test	We have a plan to ensure that all eligible students are tested.
Local-Based Programs	Students were misclassified	This has been corrected for the Fall 2011 testing cycle.

We appreciate the consistent support of our parents, staff and our community. We look forward to the continuous improvement of our students' achievement.

Sincerely,

Scott A. Menzel
WISD Superintendent

Annual Education Report

...serving special students since 1975

August 2011

Dear Parents & Community Members:

We are pleased to present our **Annual Education Report (AER)** with key information on the 2010-2011 educational progress for Washtenaw Intermediate School District's High Point School. The AER addresses the complex reporting information required by federal and state laws.

Our report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Naomi Norman, Director of Instruction and Assessment for assistance. The AER is available for you to review electronically by visiting the following web site: <http://wash.k12.mi.us/files/AnnualEducationReport.pdf> or you can receive a paper copy from the High Point office.

For 2010-2011, High Point School did not make Adequate Yearly Progress (AYP) in English language arts and mathematics. We did not make AYP because not all students who were eligible, took the test either during the testing or make-up window. We plan to improve our results by ensuring that all eligible students are tested.

State law requires that we also report on the following additional information for the two most recent years:

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

This information is contained in the following narrative.

We appreciate the consistent support of parents, staff and our community. We hope you find our Annual Report helpful. We remind you that this report shows only a glimpse of what we do at High Point School. To get the complete picture, we invite you to come and visit our program!

Sincerely,
Deborah Hester-Washington, Principal

Welcome!

High Point is a public school, operated by the Washtenaw Intermediate School District (WISD) to meet the special needs of students with disabilities, from birth through age 26. Our students are residents in one of Washtenaw County's ten school districts. We are funded with state and county money and federal grants.

High Point serves special students.

High Point offers programming for students with mental and multiple impairments. High Point also offers: Occupational Therapy Services, Physical Therapy Services, Speech/Communication Services, School Psychological Services, School Social Work Services, Adaptive Physical Education, Adaptive Aquatics, staff consultations with medical specialists, services from registered nurses, teachers, and special education consultants for hearing and/or visual impairments.

To be enrolled in a High Point program, a student must be:

1. **a resident of any of WISD's local school districts:** Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Willow Run or Ypsilanti.
2. **referred by a parent, a physician, an agency, or a local school person.** (The referral is channeled through a local school district special education office.)
3. **evaluated by a team of professionals from High Point and the local school district.** Evaluations include a classroom/teacher assessment, a psychological evaluation, and may include an occupational therapy and physical therapy assessment, and a communication (speech and language) assessment. If, after testing, the student is determined to be eligible for a High Point program, **placement is based on ability, social maturity, age and physical development.** Placement is made by the Individualized Education Planning Team (IEPT).

Our improvement comes through working together.

School Improvement Plan

High Point is engaged in school improvement through its School Improvement Planning Process and its accreditation process through AdvancEd. Both are designed to improve outcomes (academic, social, physical, etc.) for all students in the school. Components of the school improvement plan are detailed here.

Mission

The mission of High Point School is to implement, in collaboration with school districts and other agencies, outstanding educational programs and services assuring that all students have the educational opportunities needed to become caring, confident, thinking, knowledgeable, and independent members of the community.

Curriculum

High Point offers student-centered programming that:

- helps students develop greater independence in self-care skills, domestic or household activities, pre-vocational tasks, personal and social integration.
- teaches students functional academics, communication and sensory-motor development.
- helps students develop skills for living and functioning in the community.
- educates parents and the community regarding the needs and abilities of students with disabilities.

Staff Development

High Point staff have several avenues for continued learning, including college and university degree programs, professional conferences, workshops and staff development training offered through WISD.

Building-Level Decisions

High Point staff works with its school improvement team to do building-level decision making.

Input From Stakeholders

High Point receives input from:

- WISD administrators through administrative team meetings.
- teachers and other school employees through regular staff meetings.
- pupils, parents and other residents through the High Point Parent Staff Organization.

High Point also receives input from these groups through the formal school improvement process.

Evaluation Processes

The staff at High Point are always looking for ways to improve the educational programs for students. This is formalized in the Individualized Education Planning Team (IEPT) process as individual student programs are reviewed and evaluated. The overall school program is evaluated through the School Improvement AdvancEd Accreditation process.

Specialized Schools

No High Point students attended a specialized school, outside of High Point. If students require such placement, it is noted in their IEP.

Achievement Data

High Point students take the state alternative MI-ACCESS assessment. Results are shown on pages 3, 4 and 5 of this report. In addition, High Point students are evaluated on a one-to-one basis using their Individualized Education Plan (IEP) as a measurement tool.

Goals are set at the IEPT meetings by parents and staff. Student progress reports are distributed quarterly, measuring the student's achievement based on the specified plan.

Retention/Drop Out Rate

High Point School students do not graduate. They complete their program by reaching the maximum age of 26 or by exiting earlier, depending on their individual needs and abilities. There were no drop-outs from High Point School in 2009-10.

Accreditation

High Point School, as part of Washtenaw Intermediate School District, was accredited through the North Central Association (NCA) of Colleges and Schools and AdvancEd in 2007-08.

High Point School also continues to operate under the countywide special education plan, developed by a committee composed of representatives from the Parent Advisory Committee, special educators, and special education administrators.

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the student's progress on a regular basis.

At High Point, there are many opportunities for this contact, including the Individualized Education Planning Team meetings. During 2009-10, approximately 80% of High Point parents and/or guardians attended IEPTs.

Parents are also encouraged to be part of their child's education through special school programs, special task forces, the school improvement team, and the High Point Parent/Staff Organization.

Core Curriculum

High Point students are assured access to the local core academic curriculum through the intermediate school district's special education plan and the IEPT process. The core academic curriculum is available in each student's home school district, and a student may enroll when recommended by the IEPT.

Also, High Point follows the State's Core Curriculum and the extended Grade Level Content Expectations designed to help students meet expectations for life-long learning.

State and Federal Required School Information

* = no state data < = less than 10

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
3								
All Students	2009-10	<10	69.2%	<10	<10	<10	<10	<10
	2010-11	<10	61.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	63.6%	<10	<10	<10	<10	<10
	2010-11	<10	63.6%	<10	<10	<10	<10	<10
Male	2009-10	<10	71.9%	<10	<10	<10	<10	<10
	2010-11	<10	60.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	64.3%	<10	<10	<10	<10	<10
	2010-11	<10	65.2%	*	*	*	*	*
Hispanic, Native Hawaiian, or Pacific Islander	2009-10	<10	<10	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
White	2009-10	<10	71.9%	<10	<10	<10	<10	<10
	2010-11	<10	59.6%	<10	<10	<10	<10	<10
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
4								
All Students	2009-10	<10	62.4%	<10	<10	<10	<10	<10
	2010-11	<10	63.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.1%	<10	<10	<10	<10	<10
	2010-11	<10	67.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	60.8%	<10	<10	<10	<10	<10
	2010-11	<10	62.3%	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	60.2%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Two or More Races Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	<10	<10	<10	<10	<10	<10
	2010-11	<10	<10	*	*	*	*	*
White	2009-10	<10	63.2%	<10	<10	<10	<10	<10
	2010-11	<10	64.1%	<10	<10	<10	<10	<10
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
5								
All Students	2009-10	<10	62.1%	<10	<10	<10	<10	<10
	2010-11	<10	56.9%	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	<10	55.0%	<10	<10	<10	<10	<10
Male	2009-10	<10	62.3%	<10	<10	<10	<10	<10
	2010-11	<10	57.9%	<10	<10	<10	<10	<10
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	<10	61.2%	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	<10	62.4%	<10	<10	<10	<10	<10
	2010-11	<10	56.0%	<10	<10	<10	<10	<10

* = no state data

< = less than 10

State and Federal Required School Information

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
4								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	77.8%	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	<10	78.1%	<10	<10	<10	<10	<10
White	2009-10	*	*	*	*	*	*	*
	2010-11	<10	77.8%	<10	<10	<10	<10	<10
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
5								
All Students	2009-10	<10	72.4%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Female	2009-10	<10	69.4%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	<10	70.7%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
6								
All Students	2009-10	<10	81.6%	<10	<10	<10	<10	<10
	*	*	*	*	*	*	*	*
Female	2009-10	<10	80.9%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Male	2009-10	<10	82.0%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
White	2009-10	<10	82.0%	<10	<10	<10	<10	<10
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - 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)
7								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	78.7%	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	<10	81.9%	<10	<10	<10	<10	<10
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	<10	79.3%	<10	<10	<10	<10	<10

* = no state data

< = less than 10

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - ELA - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - Mathematics - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - High Point School - Science - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Teacher Quality for High Point School

Professional Qualifications	BA	MA	Ph.D.	Other
	7	6	0	0
Percent of Teachers with Emergency Certification	0%			
Percent of Classes not Taught by Highly-Qualified Teachers	N/A*			

**All Our Teachers Are Certified to Work With Special Education Students*

High Point School is operated by Washtenaw Intermediate School District:
Deborah Hester-Washington, Principal 1735 S. Wagner Rd., P.O. Box 1406
(734) 994-8111, x 1610 Ann Arbor, MI 48106-1406
washington@wash.k12.mi.us **www.wash.k12.mi.us**

Annual Education Report

...in Washtenaw Intermediate School District

August 2011

Dear Parents & Community Members:

We are pleased to present our **Annual Education Report (AER)** with key information on the 2010-2011 educational progress for Washtenaw Intermediate School District's Local-Based Programs. The AER addresses the complex reporting information required by federal and state laws.

Our report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Naomi Norman, Director of Instruction and Assessment for assistance. The AER is available for you to review electronically by visiting the following web site: <http://wash.k12.mi.us/files/AnnualEducationReport.pdf> or you can receive a paper copy from the High Point School office.

For 2010-2011, Local-Based Programs did not make Adequate Yearly Progress (AYP) in English language arts and mathematics. While all students were tested in our Local-Based Programs, due to an incorrect data coding of the school, the program was found to not make AYP. This has been corrected for the Fall 2011 testing cycle.

State law requires that we also report on the following additional information for the two most recent years:

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

This information is contained in the following narrative.

We appreciate the consistent support of parents, staff and our community in this effort. We hope you find our Annual Report helpful. We remind you that this report shows only a glimpse of what we do in Locally Based Programs. To get the complete picture, we invite you to come and visit!

Sincerely,
Deborah Hester-Washington, Principal

Programs serve special students.

Washtenaw Intermediate School District (WISD) provides programs for students with disabilities in Washtenaw County school districts through its Local-Based Programs (LBPs). These satellite classrooms in local school buildings serve students with disabilities from ages 5-20.

Along with LBPs, students are offered additional services related to their individual needs, as determined through the Individualized Education Planning (IEP) process i.e., Occupational Therapy Services, Physical Therapy Services, Speech/Communication Services, School Psychological Services, School Social Work Services, Adaptive Physical Education, Adaptive Aquatics, staff consultations with medical specialists, services from registered nurses, teachers, and special education consultants for hearing and/or visual impairments.

Students enrolled locally.

If a family is interested in locally-based programming, their first contact should be with the local special education director. To be enrolled, a student must be:

1. **a resident of any of WISD's local school districts:** Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Willow Run or Ypsilanti.
2. **referred by a parent, a physician, an agency, or a local school person.** (The referral is channeled through a local school district special education office.)
3. **evaluated by a team of professionals from WISD and the local school district.** Evaluations include a classroom/teacher assessment, a psychological evaluation, and may include an occupational therapy and physical therapy assessment, and a communication (speech and language) assessment.

If, after testing, the student is determined to be eligible, **placement is based on ability, social maturity, age and physical development.** Placement is made by the Individualized Education Planning Team (IEPT).

Our improvement comes through working together.

Local-Based Programs (LBPs) work with High Point School in the areas of: School Improvement, Mission, Curriculum, Staff Development, Input From Stakeholders, Evaluation Processes, Specialized Schools, Achievement Data, Retention/Drop Out Rate, Accreditation, Parent Participation and Core Curriculum.

School Improvement Plan

LBPs and High Point are engaged in school improvement through the School Improvement Planning Process and the accreditation process through AdvancEd. Both are designed to improve outcomes (academic, social, and physical) for all students. Components of the school improvement plan are detailed here.

Mission

The LBP mission is to implement, in collaboration with school districts and other agencies, outstanding educational programs and services assuring that all students have the educational opportunities needed to become caring, confident, thinking, knowledgeable, and independent members of the community.

Curriculum

LBPs together with High Point offer student-centered programming that:

- helps students develop greater independence in self-care skills, domestic or household activities, pre-vocational tasks, personal and social integration.
- teaches students functional academics, communication and sensory-motor development.
- helps students develop skills for living and functioning in the community.
- educates parents and the community about the needs and abilities of students with disabilities.

Staff Development

Staff have several avenues for continued learning, including college and university degree programs,

professional conferences, workshops and staff development training offered through WISD.

Building-Level Decisions

LBP staff follow the guidelines of the building administrator. However, the opportunity to collaborate with WISD, High Point and the school improvement team is expected.

Input From Stakeholders

LBPs receive input from:

- WISD administrators through administrative team meetings.
- teachers and other school employees through regular staff meetings.
- pupils, parents and other residents through the High Point Parent Staff Organization.

They also receive input from these groups through the formal school improvement process.

Evaluation Processes

LBP staff are always looking for ways to improve the educational programs for students. This is formalized in the Individualized Education Planning Team (IEPT) process as individual student programs are reviewed and evaluated. The overall school program is evaluated through the School Improvement AdvancEd Accreditation process.

Specialized Schools

No LBP students attended a specialized school. If students require such placement, it is in their IEP.

Achievement Data

LBP students take the state alternative MI-ACCESS assessment. Results are shown on pages 3, 4 and 5 of this report. In addition, LBP students are evaluated on a one-to-one basis using their Individualized Education Plan (IEP) as a measurement tool.

Goals are set at the IEPT meeting by parents and staff. Student progress reports are distributed quarterly, measuring the student's achievement based on the specified plan.

Retention/Drop Out Rate

Students attending LBPs complete their program by reaching the maximum special education program age of 26 or by exiting earlier, depending on their individual needs and abilities. There were no drop-outs from LBPs in 2010-11.

Accreditation

LBPs and High Point School, as part of WISD, were accredited through the North Central Association (NCA) of Colleges and Schools and AdvancEd in 2007-08.

LBPs also continue to operate under the countywide special education plan, developed by a committee of representatives from the Parent Advisory Committee, special educators, and special education administrators.

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the student's progress.

There are many opportunities for this contact, including the IEPT meetings. During 2010-11, approximately 80% of parents and/or guardians attended IEPTs.

Parents are also encouraged to be involved through special school programs, special task forces, the school improvement team, and the High Point Parent/Staff Organization.

Core Curriculum

LBP students are assured access to the local core academic curriculum through WISD's special education plan and the IEPT process. The core academic curriculum is available in each student's home school district, and a student may enroll when recommended by the IEPT.

Also, LBPs follow the State's Core Curriculum and the extended Grade Level Content Expectations designed to help students meet expectations for life-long learning.

State and Federal Required School Information

* = no state data

< = less than 10

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
3								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	*	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
4								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	*	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
5								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	*	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Hispanic or Latino	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Local-Based Programs are operated by Washtenaw Intermediate School District:
Deborah Hester-Washington, Principal
 (734) 994-8111, x 1610
 washington@wash.k12.mi.us

1735 S. Wagner Rd., P.O. Box 1406
 Ann Arbor, MI 48106-1406
 www.wash.k12.mi.us

* = no state data

< = less than 10

State and Federal Required School Information

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
4								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	*	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
5								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
6								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - 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)
7								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	<10	*	<10	<10	<10	<10	<10
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Black or African American	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

* = no state data

< = less than 10

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - ELA - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - Mathematics - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Mi-Access School-Level Student Assessment Data for Washtenaw ISD - Local-Based Programs - Science - Functional Independence								
Student Group	School Year	% Students Tested	State % Student Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
11								
All Students	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Female	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
Male	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*
White	2009-10	*	*	*	*	*	*	*
	2010-11	*	*	*	*	*	*	*

Teacher Quality for Local-Based Programs

Professional Qualifications	BA	MA	Ph.D.	Other
	2	3	0	0
Percent of Teachers with Emergency Certification	0%			
Percent of Classes not Taught by Highly-Qualified Teachers	N/A*			

*All Our Teachers Are Certified to Work With Special Education Students