



School Annual Education Report (AER) Cover Letter

August 16, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Boyne City High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me at (231) 439-8100 for assistance.

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

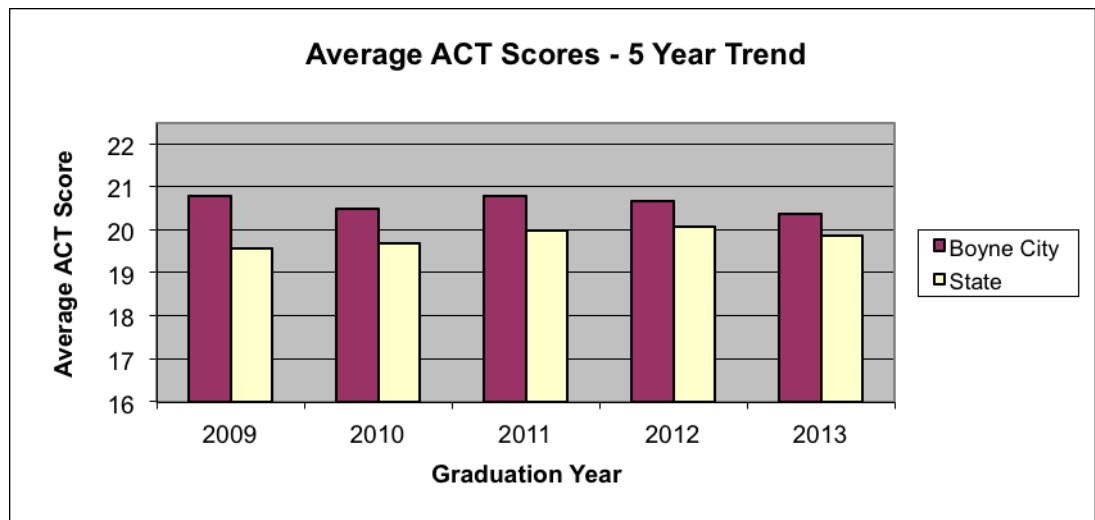
The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels for the 2012-13 school year.

State law requires that we also report additional information.

1. Boyne City Schools assign students to specific schools according to grade level only, inasmuch as there is presently only one elementary school, one middle school, and one high school in our district. Our district operates an Alternative High School, in which students in grades 9-12 can apply to attend. Boyne City Schools welcome students who reside within the Charlevoix-Emmet Intermediate School District (ISD) and live out of the Boyne City School District through open enrollment and are accepted based on available space.
2. The school has maintained school improvement goals in the areas of reading, writing and math. Progress toward the goals is monitored and goals are adjusted yearly.
3. Students that attend Boyne City High School have access to specialized programs that are offered in the Charlevoix-Emmet Intermediate School District. Specialized programs exist in the areas of Special Education, Teen Parenting, Alternative Education, and Career and Technical Education.
4. Boyne City High School follows the Michigan Department of Education curriculum, available for viewing at <http://www.michigan.gov/mde>. District

department teams and teachers coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing, cyclical process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same department teams also meet to assure alignment across (vertical articulation) and within grade levels (horizontal articulation). Vertical articulation addresses the transition between one grade or subject level to the next. The district curriculum is aligned with the Michigan Department of Education Grade Level Content Expectations and Michigan Merit Curriculum.

5. In addition to the Michigan Merit Exam results, Boyne City High School uses the ACT scores to monitor student progress.



6. During the 2012-13 school year 43% of our students were represented by parents during our parent-teacher conferences.
7. Boyne City High School offers a variety of advanced learning opportunities that allow students to earn college credit as part of their high school experience.
 - a. Boyne City High School students are able to earn college credit through dual enrollment and direct credit courses, both on campus and off campus offerings are available.

2009-10	2010-11	2011-12	2012-13
17 students	15 students	29 students	64 students
20% of 12 Graders	19% of 12 th Graders	38% of 12 th Graders	36% of 11 th & 12 th Graders

b. Boyne City High School offers the following college equivalent courses:

2010-11	2011-12	2012-13
College English	College English	College English
	Personal Finance	Personal Finance
	Construction Trades	Construction Trades
	Anatomy & Physiology	Anatomy & Physiology
		Business Management

c. Boyne City High School offers AP Calculus as a class with a BCHS teacher; many other AP Courses are available in an online format.

2008-09	2009-10	2010-11	2011-12	2012-13
14 students	19 students	12 students	13 students	4 students
12% of Class of 2009	22% of Class of 2010	15% of Class of 2011	17% of Class of 2012	4% of Class of 2013
				*no AP Calc class this yr

c. The above options result in Boyne City High School students earning college credit as part of their high school experience.

2009-10	2010-11	2011-12	2012-13
17 students	15 students	21 students	27 students
100% enrolled	100% enrolled	72% enrolled	42% enrolled

We are proud of the success our students are achieving. The success of our students is possible because of the support they receive from their families, the employees of the school district, and individuals and groups in our community. I thank you for being a part of the success of our students and schools.

Sincerely,

Karen Jarema, Principal
Boyne City High School



Annual Education Report Boyer City High School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing 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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No Data to Display

Annual Education Report Boyer City High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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	11th Grade	All Students	2011-12	100	29.1	31.7	37.2	4.7	32.6	38.4	24.4
Mathematics	11th Grade	All Students	2012-13	100	28.6	40.2	44.6	8.4	36.1	31.3	24.1
Mathematics	11th Grade	African American	2011-12	100	6.1	0	0	0	0	0	100
Mathematics	11th Grade	American Indian	2011-12	100	13.8	50	50	0	50	0	50
Mathematics	11th Grade	American Indian	2012-13	100	15.6	0	0	0	0	100	0
Mathematics	11th Grade	Hispanic of Any Race	2012-13	100	15.3	50	50	0	50	0	50
Mathematics	11th Grade	Two or More Races	2011-12	100	25.4	16.7	16.7	0	16.7	16.7	66.7
Mathematics	11th Grade	Two or More Races	2012-13	100	23.4	25	25	25	0	50	25
Mathematics	11th Grade	White	2011-12	100	33.6	33.3	39	5.2	33.8	41.6	19.5
Mathematics	11th Grade	White	2012-13	100	33.3	41.7	46.1	7.9	38.2	30.3	23.7
Mathematics	11th Grade	Female	2011-12	100	26.9	35.6	37.2	4.7	32.6	39.5	23.3
Mathematics	11th Grade	Female	2012-13	100	27	41	42.1	2.6	39.5	36.8	21.1
Mathematics	11th Grade	Male	2011-12	100	31.2	28.6	37.2	4.7	32.6	37.2	25.6
Mathematics	11th Grade	Male	2012-13	100	30.3	39.6	46.7	13.3	33.3	26.7	26.7
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100	13.4	24.1	31.8	2.3	29.5	40.9	27.3
Mathematics	11th Grade	Economically Disadvantaged	2012-13	100	13	30.6	37.5	2.5	35	32.5	30

Annual Education Report Boyer City High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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	11th Grade	Students With Disabilities	2011-12	100	3.9	5.9	7.1	0	7.1	35.7	57.1
Mathematics	11th Grade	Students With Disabilities	2012-13	100	3.7	0	0	0	0	33.3	66.7
Reading	11th Grade	All Students	2011-12	100	55.9	54.5	60.5	10.5	50	27.9	11.6
Reading	11th Grade	All Students	2012-13	100	53.5	53.3	55.4	13.3	42.2	25.3	19.3
Reading	11th Grade	African American	2011-12	100	27.1	0	0	0	0	0	100
Reading	11th Grade	American Indian	2011-12	100	48.7	100	100	0	100	0	0
Reading	11th Grade	American Indian	2012-13	100	47.3	0	0	0	0	100	0
Reading	11th Grade	Hispanic of Any Race	2012-13	100	39.9	50	50	50	0	0	50
Reading	11th Grade	Two or More Races	2011-12	100	55.1	50	50	0	50	33.3	16.7
Reading	11th Grade	Two or More Races	2012-13	100	52.8	50	50	25	25	0	50
Reading	11th Grade	White	2011-12	100	62.4	55.6	61	11.7	49.4	28.6	10.4
Reading	11th Grade	White	2012-13	100	59.1	53.6	56.6	11.8	44.7	26.3	17.1
Reading	11th Grade	Female	2011-12	100	60.4	68.9	72.1	9.3	62.8	23.3	4.7
Reading	11th Grade	Female	2012-13	100	56	64.1	63.2	10.5	52.6	21.1	15.8
Reading	11th Grade	Male	2011-12	100	51.4	42.9	48.8	11.6	37.2	32.6	18.6
Reading	11th Grade	Male	2012-13	100	51	45.3	48.9	15.6	33.3	28.9	22.2

Annual Education Report Boyne City High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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)
Reading	11th Grade	Economically Disadvantaged	2011-12	100	39.9	46.6	54.5	9.1	45.5	29.5	15.9
Reading	11th Grade	Economically Disadvantaged	2012-13	100	37.9	42.9	45	7.5	37.5	30	25
Reading	11th Grade	Students With Disabilities	2011-12	100	19.4	17.6	14.3	0	14.3	42.9	42.9
Reading	11th Grade	Students With Disabilities	2012-13	100	19	21.4	25	0	25	8.3	66.7
Science	11th Grade	All Students	2011-12	100	25.8	18.8	22.1	8.1	14	37.2	40.7
Science	11th Grade	All Students	2012-13	100	25.7	27.2	30.1	13.3	16.9	22.9	47
Science	11th Grade	African American	2011-12	100	4.4	0	0	0	0	0	100
Science	11th Grade	American Indian	2011-12	100	14	0	0	0	0	50	50
Science	11th Grade	American Indian	2012-13	100	17	0	0	0	0	100	0
Science	11th Grade	Hispanic of Any Race	2012-13	100	12.2	50	50	50	0	0	50
Science	11th Grade	Two or More Races	2011-12	100	23.3	16.7	16.7	0	16.7	16.7	66.7
Science	11th Grade	Two or More Races	2012-13	100	21.1	25	25	25	0	0	75
Science	11th Grade	White	2011-12	100	30.4	20	23.4	9.1	14.3	39	37.7
Science	11th Grade	White	2012-13	100	30.4	27.4	30.3	11.8	18.4	23.7	46.1
Science	11th Grade	Female	2011-12	100	22.8	17.8	18.6	9.3	9.3	44.2	37.2

Annual Education Report Boyne City High School

Michigan Merit Examination (MME)

Subject	Grade	Testing 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)
Science	11th Grade	Female	2012-13	100	22.5	28.2	28.9	10.5	18.4	28.9	42.1
Science	11th Grade	Male	2011-12	100	28.7	19.6	25.6	7	18.6	30.2	44.2
Science	11th Grade	Male	2012-13	100	28.9	26.4	31.1	15.6	15.6	17.8	51.1
Science	11th Grade	Economically Disadvantaged	2011-12	100	12	13.8	18.2	4.5	13.6	40.9	40.9
Science	11th Grade	Economically Disadvantaged	2012-13	100	11.5	20.4	25	7.5	17.5	20	55
Science	11th Grade	Students With Disabilities	2011-12	100	5.5	5.9	7.1	0	7.1	14.3	78.6
Science	11th Grade	Students With Disabilities	2012-13	100	5.1	0	0	0	0	0	100



Annual Education Report Boyer City High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
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No Data to Display

Annual Education Report Boyne City High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2011-12	100	68.5	100	100	50	50	0
Mathematics	11th Grade	All Students	2012-13	80	65.8	75	75	25	50	25
Reading	11th Grade	All Students	2011-12	100	91.4	100	100	75	25	0
Reading	11th Grade	All Students	2012-13	80	91.9	100	100	50	50	0
Science	11th Grade	All Students	2011-12	100	61.9	75	75	25	50	25
Science	11th Grade	All Students	2012-13	80	59	25	25	25	0	75
Mathematics	11th Grade	American Indian	2012-13	100	76.9	100	100	100	0	0
Reading	11th Grade	American Indian	2012-13	100	100	100	100	100	0	0
Science	11th Grade	American Indian	2012-13	100	69.2	100	100	100	0	0
Mathematics	11th Grade	White	2011-12	100	74.2	100	100	50	50	0
Mathematics	11th Grade	White	2012-13	75	72	66.7	66.7	0	66.7	33.3
Reading	11th Grade	White	2011-12	100	93.6	100	100	75	25	0
Reading	11th Grade	White	2012-13	75	94.2	100	100	33.3	66.7	0
Science	11th Grade	White	2011-12	100	70.7	75	75	25	50	25
Science	11th Grade	White	2012-13	75	66.5	0	0	0	0	100
Mathematics	11th Grade	Female	2011-12	100	60.2	100	100	50	50	0
Mathematics	11th Grade	Female	2012-13	100	58.9	0	0	0	0	100
Reading	11th Grade	Female	2011-12	100	92.1	100	100	50	50	0
Reading	11th Grade	Female	2012-13	100	93.1	100	100	0	100	0
Science	11th Grade	Female	2011-12	100	57.3	100	100	50	50	0
Science	11th Grade	Female	2012-13	100	55.1	0	0	0	0	100

Annual Education Report Boyne City High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Male	2011-12	100	73.6	100	100	50	50	0
Mathematics	11th Grade	Male	2012-13	75	69.7	100	100	33.3	66.7	0
Reading	11th Grade	Male	2011-12	100	91.1	100	100	100	0	0
Reading	11th Grade	Male	2012-13	75	91.3	100	100	66.7	33.3	0
Science	11th Grade	Male	2011-12	100	64.8	50	50	0	50	50
Science	11th Grade	Male	2012-13	75	61.3	33.3	33.3	33.3	0	66.7
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100	69.1	100	100	0	100	0
Mathematics	11th Grade	Economically Disadvantaged	2012-13	66.7	63.6	100	100	50	50	0
Reading	11th Grade	Economically Disadvantaged	2011-12	100	90.6	100	100	50	50	0
Reading	11th Grade	Economically Disadvantaged	2012-13	66.7	91.2	100	100	100	0	0
Science	11th Grade	Economically Disadvantaged	2011-12	100	60.9	50	50	0	50	50
Science	11th Grade	Economically Disadvantaged	2012-13	66.7	57.2	50	50	50	0	50

Annual Education Report Boyne City High School

MI-Access Supported Independence

Subject	Grade	Testing 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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No Data to Display



Annual Education Report Boyer City High School

MI-Access Participation

Subject	Grade	Testing 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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No Data to Display

Annual Education Report Boyme City High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.4%	70.5%
Bottom 30%	District	Mathematics		15.0%
African American	District	Mathematics	100.0%	50.0%
American Indian	District	Mathematics	100.0%	50.0%
Asian	District	Mathematics	100.0%	50.0%
Hispanic of Any Race	District	Mathematics	100.0%	50.0%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100.0%	0%
Two or More Races	District	Mathematics	100.0%	25.0%
White	District	Mathematics	99.4%	72.2%
Economically Disadvantaged	District	Mathematics	99.4%	60.5%
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	97.9%	39.0%
All Students	School	Mathematics	97.8%	57.9%
Bottom 30%	School	Mathematics		8.7%
American Indian	School	Mathematics	100.0%	0%
Hispanic of Any Race	School	Mathematics	100.0%	100.0%
Two or More Races	School	Mathematics	100.0%	66.7%
White	School	Mathematics	97.5%	58.6%

Annual Education Report Boyme City High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Mathematics	97.7%	48.7%
Students With Disabilities	School	Mathematics	94.1%	15.4%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.4%	86.9%
Bottom 30%	District	Reading		61.5%
African American	District	Reading	100.0%	100.0%
American Indian	District	Reading	100.0%	66.7%
Asian	District	Reading	100.0%	100.0%
Hispanic of Any Race	District	Reading	100.0%	100.0%
Native Hawaiian or Other Pacific Islander	District	Reading	100.0%	100.0%
Two or More Races	District	Reading	100.0%	66.7%
White	District	Reading	99.4%	87.2%
Economically Disadvantaged	District	Reading	99.4%	81.4%
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	97.9%	47.6%
All Students	School	Reading	97.8%	75.0%
Bottom 30%	School	Reading		30.4%
American Indian	School	Reading	100.0%	50.0%
Hispanic of Any Race	School	Reading	100.0%	100.0%

Annual Education Report Boyme City High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Reading	100.0%	33.3%
White	School	Reading	97.5%	77.1%
Economically Disadvantaged	School	Reading	97.7%	70.3%
Students With Disabilities	School	Reading	94.1%	7.7%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	98.8%	47.7%
Bottom 30%	District	Science		1.2%
African American	District	Science	100.0%	0%
American Indian	District	Science	100.0%	25.0%
Asian	District	Science		
Hispanic of Any Race	District	Science	100.0%	25.0%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	100.0%	20.0%
White	District	Science	98.7%	49.1%
Economically Disadvantaged	District	Science	98.8%	37.7%
English Language Learners	District	Science		
Students With Disabilities	District	Science	96.4%	2.3%
All Students	School	Science	97.8%	47.4%
Bottom 30%	School	Science		4.4%

Annual Education Report Boyme City High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Science	100.0%	0%
Hispanic of Any Race	School	Science	100.0%	100.0%
Two or More Races	School	Science	100.0%	33.3%
White	School	Science	97.5%	48.6%
Economically Disadvantaged	School	Science	97.7%	43.2%
Students With Disabilities	School	Science	94.1%	7.7%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	98.2%	72.1%
Bottom 30%	District	Social Studies		13.7%
African American	District	Social Studies	100.0%	100.0%
American Indian	District	Social Studies	100.0%	0%
Asian	District	Social Studies		
Hispanic of Any Race	District	Social Studies	100.0%	50.0%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100.0%	
Two or More Races	District	Social Studies	100.0%	66.7%
White	District	Social Studies	98.1%	72.7%
Economically Disadvantaged	District	Social Studies	97.9%	62.2%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	93.2%	34.4%

Annual Education Report Boyne City High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Social Studies	98.3%	76.4%
Bottom 30%	School	Social Studies		22.7%
African American	School	Social Studies	100.0%	
American Indian	School	Social Studies	100.0%	0%
Hispanic of Any Race	School	Social Studies	100.0%	100.0%
Two or More Races	School	Social Studies	100.0%	66.7%
White	School	Social Studies	98.2%	77.6%
Economically Disadvantaged	School	Social Studies	97.8%	68.6%
Students With Disabilities	School	Social Studies	92.6%	22.2%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	98.6%	68.9%
Bottom 30%	District	Writing		9.6%
African American	District	Writing	100.0%	100.0%
American Indian	District	Writing	100.0%	0%
Asian	District	Writing		
Hispanic of Any Race	District	Writing	100.0%	50.0%
Native Hawaiian or Other Pacific Islander	District	Writing	100.0%	100.0%
Two or More Races	District	Writing	100.0%	57.1%
White	District	Writing	98.5%	70.2%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Writing	98.7%	55.6%
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	95.5%	12.5%
All Students	School	Writing	97.8%	73.7%
Bottom 30%	School	Writing		27.3%
American Indian	School	Writing	100.0%	0%
Hispanic of Any Race	School	Writing	100.0%	100.0%
Two or More Races	School	Writing	100.0%	33.3%
White	School	Writing	97.5%	77.1%
Economically Disadvantaged	School	Writing	97.7%	64.9%
Students With Disabilities	School	Writing	94.1%	7.7%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	79.8%
White	District	79.1%
Economically Disadvantaged	District	68.8%
All Students	School	89.7%
White	School	89.3%
Economically Disadvantaged	School	82.4%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.0%
All Students	District	96.0%
All Students	School	96.0%

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



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Boyer City Public Schools	Boyer City High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	40

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	8	18	0

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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	7.4%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	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) 2011 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
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) 2011 Mathematics Achievement.

Annual Education Report Boyne City High School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

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), 2011 Reading Assessment.

Annual Education Report Boyne City High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	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), 2011 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5