

BOARD OF EDUCATION



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EQUAL EDUCATION OPPORTUNITY/ NONDISCRIMINATION POLICY

The Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, marital status, or any other legally protected characteristics in its programs and activities including employment opportunities.



District Annual Report 2007-2008

**Blissfield Community
Schools**
630 South Lane Street
Blissfield, Michigan 49228
Website:
www.blissfieldschools.us



**THE BLISSFIELD
COMMUNICATOR**

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MISSION/PURPOSE

Blissfield Community Schools provides a learning environment that challenges all students to become lifelong learners and productive citizens.

BOARD OF EDUCATION

President	Norris Klump	Trustee	JoDee Friess
Vice President	Larry Bausman	Trustee	Noel Eisenmann
Secretary	Matthew Schroeder	Trustee	Chad Horky
Treasurer	Linda Hamann	Superintendent	Scott Moellenberndt

CENTRAL ADMINISTRATION

Superintendent	Scott Moellenberndt
Chief Financial Officer	Daniel Gamo
Athletic Director	Steve Babbitt
Facilities Director	Tom Kasefang
Food Service Director	Charleen Horky
Technology Director	KC Hufford
Transportation Director	Cris Rupp

SCHOOLS AND ADMINISTRATION

Blissfield Elementary School (grades K-5)	Dee Crane, Principal
Blissfield Middle School (grades 6-8)	Mark Willson, Principal
Blissfield High School (grades 9-12)	Jerry Johnson, Principal, Cris Rupp, Assistant Principal

ACCREDITATION

Education YES! Adequate Yearly Progress

The Blissfield Community School District is evaluated by The Michigan Department of Education and the North Central Association of Schools and Colleges. The Education YES! School Report Card from the state reviews several educational components and collectively averages scores for achievement status, achievement change, as well as each schools self evaluation rating by its indicators of performance. The three Blissfield Community Schools received an A or B letter grade in 2007-08.

Another facet of the accreditation for schools is the determination as to whether or not the schools make Adequate Yearly Progress in reading and mathematics. Blissfield Community Schools derives a great deal of satisfaction from the fact that all schools met AYP in each content area and within all subgroups larger than 30 students.

Blissfield Community Schools combines the North Central Association and School Improvement Process to for progressive district goals. Each of the district's schools is fully accredited by the NCA. Blissfield Community Schools is one of the few districts in southeast Michigan that have a K-12 accreditation status through this organization.

NCA DISTRICT SCHOOL IMPROVEMENT GOALS

All students will be able to interpret information and communicate their understanding through quality written and oral expression.

As students are actively engaged in innovative instruction, their academic achievement will increase.



DISTRICT STRATEGIC PLAN GOALS

STUDENT ACHIEVEMENT

Students will graduate prepared to successfully pursue their life choices.

COMMUNICATION

Blissfield Community Schools will establish and maintain an exemplary internal and external on-going communication system.

FINANCE

Financial strength will be maintained by operating with a balanced budget, giving priority to the most important expenditures as determined by the Board of Education with stakeholder input.

FACILITIES

The district will improve facilities in order to meet the educational needs of our students.

TECHNOLOGY

Blissfield Community Schools will provide students with the technology tools and skills to successfully live, learn, and compete in a multicultural society and a highly technical global community.

BELIEF STATEMENTS

As we strive for excellence at Blissfield Community Schools, the planning and decision making processes will be guided by the following belief statements:

- Education is a partnership of family, school, and the entire community.
- Honesty, respect, and responsibility are essential in life and learning.
- A safe and orderly environment promotes learning.
- Learning is a lifelong process.
- Students need the ability to adapt in the ever-changing world.
- Excellence is a standard not to be compromised.
- Quality instruction is the heart of education.
- All students can learn.

SPECIALIZED PROGRAMS

Adrian College and Siena Heights have partnered with Blissfield Community Schools to provide scholarships and financial aid over the next four years to qualified Blissfield High School graduates.

Students are eligible for **College Courses/Dual Enrollment** if they meet all the conditions as outlined in the student handbook. The school district is required to pay the lesser of: (a) the actual charge for tuition; or (b) the state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the post-secondary institution.

College Visits will be allowed for juniors and seniors. They are allowed up to two days absence each year and the absences will be excused provided that the proper forms and notice be given to the teachers and the office.



The Secondary **Laura Haviland Programs** of the Lenawee Intermediate School District (LISD) provide emotional and behavioral treatment along with individualized academic instruction to students in grades 6 through 12 who: are determined eligible as a student with an emotional impairment according to Michigan Special Education rules; and/or display behaviors that would meet the criteria of a student with severe emotional needs in addition to their disability and have been unsuccessful in school, after reasonable attempts and interventions have been tried over an extended amount of time; or are returning from a psychiatric hospital or other residential program for students with an emotional impairment, and require an intermediate program before returning to a local school.

Lenawee PREP Academy is a program for pregnant and parenting teens, and their children ages 3 weeks to 5 years. Lenawee PREP offers high school completion courses, free and licensed childcare, and parenting support services.



LISD TECH Center has 30 years of preparing students for the workforce.

- Servicing 12 local districts and Lenawee County private schools
- Offer 25 programs under the Michigan Career Pathways
- Jackson Community College credits available in some programs
- Student opportunities to get involved in career areas in the workforce
- Staff members with experience in their respective fields
- Community involvement and support for a changing world

The Maurice Spear Campus (MSC) offers educational programs and services as part of an agreement between the Lenawee Intermediate School District (LISD) and Lenawee County Juvenile Court System. The students who are placed at the Maurice Spear Campus are adjudicated and typically between the ages of 12 to 17 years old. Maurice Spear Campus students participate in the Michigan Merit Curriculum and earn credits towards a high school diploma.

The Porter Center is offered through the Lenawee Intermediate School District. This is a specialized school to educate students with various handicapping conditions. These handicaps include severely mentally impaired, trainable mentally impaired, and autistic impaired.



MME Percent Proficient

	2006-07		2007-08	
	BHS	STATE	BHS	STATE
English/Language Arts	51.0	51.0	58.0	52.0
Mathematics	54.0	46.0	57.0	46.0
Reading	64.0	60.0	69.0	62.0
Science	55.0	56.0	61.0	57.0
Social Studies	88.0	83.0	85.0	80.0
Writing	33.0	40.0	44.0	41.0

RETENTION, GRADUATION, AND DROP OUT RATES

(HIGH SCHOOL)

Graduation Rates

2007-2008 90.0%

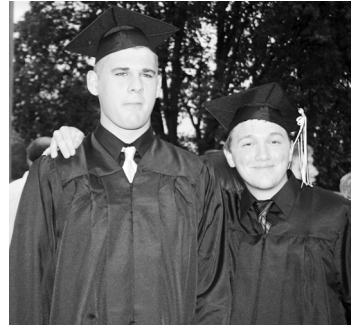
Retention Rates

(Percentage of students continuing in class)

2007-2008 96.5%

Drop Out Rates

2007-2008 0.07%



Enrollment/Passing Rate

Blissfield High School provided students with the opportunity to take college level equivalent courses.

College Equivalent Courses by Grade Level	# of Enrolled Students 2006-07	% of Enrolled Students 2006-07	# of Enrolled Students 2007-08	% of Enrolled Students 2007-08
9th Grade	0	0	0	0
10th Grade	0	0	0	0
11th Grade	0	0	2	2%
12th Grade	14	14%	20	18%

Adequate Yearly Progress (AYP) Data

Achievement Targets in Relation to AYP Targets and Graduation Rate

Student Group (if N ≥ 30)	English Language Arts		Mathematics		Additional Academic Indicators	
	Percent Tested	Percent Proficient & Advanced	Percent Tested	Percent Proficient & Advanced	Graduation Rate	
	Goal 100%	Goal 100%	Goal 100%	Goal 100%	2006-07	
					District	State
All Students	94.5	78.8	95.4	73.0	90.0	75.4
White	96.0	80.9	97.0	75.8	N/A	

SCHOOL DISTRICT PROFILE: POINTS OF INTEREST

- Blissfield Community Schools is a rural community located in southeastern Michigan conveniently situated to many urban areas.
- Although Blissfield is a small, rural village. The school district consists of approximately 104 square miles.
- There are four townships located within the boundaries of Blissfield Community School District; Blissfield, Ogden, Palmyra, and Riga.
- Residents enjoy the benefits of a small community with a wide variety of shopping and business opportunities, as well as social and cultural activities in nearby Adrian and Toledo, Ohio.
- Blissfield is known as a bedroom community as many of our community members return each evening from jobs that take them to bigger cities nearby. Many businesses in Adrian, Tecumseh, Sylvania, and Toledo employ our residents.
- Communiting members enjoy the activities and resources provided by the cities that are in close proximity to us – Ann Arbor, Detroit, Monroe, Toledo, and Ypsilanti, as well as the lake towns in southeast Michigan and northwest Ohio.
- Within the Blissfield community there is a variety of housing ranging from country farmhouses to upscale century old homes. Local realtors often highlight Blissfield Community Schools, promoting the district's excellent educational and athletic reputation.
- The combination of multi-generational families that hold a strong sense of tradition, along with new families, bring ideas that result in a dynamic, enlightening community that continues to promote its schools.
- Blissfield Community Schools is comprised of three schools so that educators can focus on the development needs of each age group (Elementary School - Grades K-5; Middle School – Grades 6-8; High School - Grades 9-12).
- A small industrial park with several businesses are located in Blissfield. Many family farms promote agriculture and our local economy, while many of our residents work in the nearby urban areas. With 150 employees, the school district is the second-largest employer in the community.



A DISTRICT OF CHOICE: POINTS OF PRIDE

- Blissfield Community Schools takes pride in providing a safe and orderly environment in a positive learning center.
- Elementary parents choose from an all-day, every day or half-day kindergarten program.
- Diverse curricular offerings at the secondary level include programs in cooperation with the following institutions: Adrian College, Jackson Community College, Lenawee Tech Center, and Siena Heights University where high school students can earn college credit.
- The district curricula for each grade level and content area is based on the Michigan Curriculum Frameworks Standard Benchmark and Grade Level Content Expectations.
- Structured counseling service programs within the district strive to meet the needs of students and their families.
- Educators at Blissfield Community Schools participate in professional development activities to improve instructional methodology focused upon differentiated instruction. Annually renowned practitioners share research and best practice strategies with our instructional staff.
- The community is very supportive of the district as demonstrated through the continued approval of the millage renewals and passage of sinking fund initiatives.
- Parental participation as volunteers, advisory committee members, PTO, booster members, district school improvement team and AdvancED representatives is welcomed.

ACHIEVEMENTS: POINTS OF PRIDE

STUDENT ACHIEVEMENTS

- 90% High School Graduation Rate
- Band - Division I Rating
- Baseball – Regional Champs
- Elementary Choir – Channel 13
- Football - State Runner-up
- "Good Sports Are Winners"
- Middle School EdYes "A" Letter Grade
- Softball - District Champs
- Solo & Ensemble – Division I
- Standardized Test Results
- Volleyball – District Champs

- Parks & Recreation
- Plays & Musicals
- P.T.O.
- Rotary Club–Service Learning
- Schools Of Choice
- Siena Heights Partnership
- Sinking Fund Initiative
- State Finalist Awards Banquet
- Strategic Planning
- Student Loan Program
- Student-Staff-Community Surveys
- Summer Cool School
- "The Communicator"
- United Way

STAFF ACHIEVEMENTS

- 100% Highly Qualified Staff
- 100% Bus Safety Inspections
- Curriculum Alignment
- NCA Accreditation
- Professional Development
- State Football Coach of Year
- State VFW Teacher of Year

CURRICULUM

- A.A.A. Program
- AP Course Offerings
- Character Development
- Criterion Writing Program
- Differentiated Instruction
- D.R.I.V.E. Program
- Dual Enrollment Opportunities
- F.F.A. – Recycling Program
- Full Day Kindergarten
- Healthy Schools Initiative
- In-School Restriction
- Japanese Exchange Program
- K-12 Curriculum Committees
- Professional Council Review
- Vo-Tech
- Wellness Committee

FACILITIES

IMPROVEMENTS

- District Batting Cage Installation
- Elementary School Roofing
- High School Paint & Lighting
- Middle School Gymnasium

COMMUNITY

COLLABORATIVES

- Athletic Booster Club
- Band Booster Club
- B.F.E.E.
- Chamber of Commerce
- Fall Open Houses
- Invitational Athletic Tournaments
- Love & Logic Courses
- Make-A-Difference Day
- Migrant Program
- Parades
- Parent Advisory Committees
- Parent-Teacher Conferences

TECHNOLOGY

- District Webpage
- eSchool+
- Emergency Notification System
- Food Service Account Access
- Home Access Center
- Instructional Technology Coordinator
- NetTrekker
- SMARTBoards



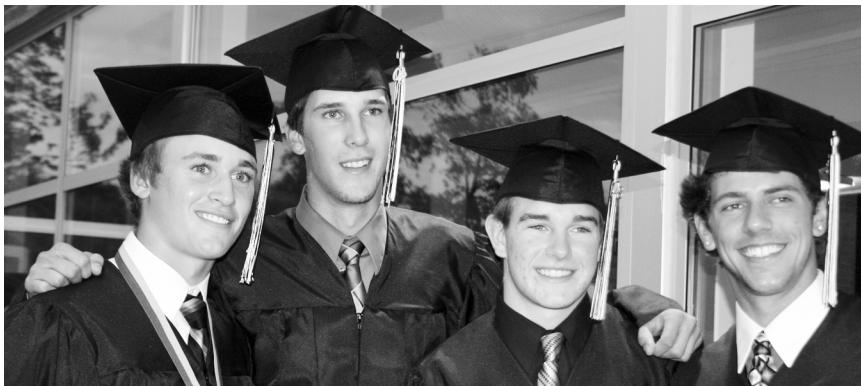
SUBJECT: SOCIAL STUDIES							
Student Group Grade 6	School Year	School Percent of Student Proficient & Advanced	District Percent Of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	63%	63%	27%	37%	29%	8%
	2007-08	71%	71%	43%	28%	14%	15%
White	2006-07	65%	65%	27%	37%	27%	8%
	2007-08	70%	70%	41%	29%	14%	16%
Economically Disadvantaged	2006-07	52%	52%	22%	30%	33%	15%
	2007-08	47%	47%	26%	21%	32%	21%
Male	2006-07	68%	68%	34%	34%	26%	6%
	2007-08	68%	68%	39%	30%	16%	15%
Female	2006-07	58%	58%	19%	40%	31%	10%
	2007-08	74%	74%	48%	26%	12%	14%

SUBJECT: SOCIAL STUDIES							
Student Group Grade 9	School Year	School Percent of Student Proficient & Advanced	District Percent Of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	84%	84%	33%	51%	12%	4%
	2007-08	78%	78%	34%	44%	16%	6%
White	2006-07	84%	84%	33%	51%	12%	4%
	2007-08	78%	78%	35%	43%	16%	6%
Economically Disadvantaged	2006-07	68%	68%	26%	42%	16%	16%
	2007-08	71%	71%	21%	50%	14%	14%
Male	2006-07	82%	82%	36%	46%	13%	5%
	2007-08	76%	76%	35%	41%	11%	13%
Female	2006-07	88%	88%	29%	58%	10%	2%
	2007-08	79%	79%	33%	47%	21%	0%



SUBJECT: SCIENCE							
Student Group Grade 5	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	92%	92%	48%	44%	8%	0%
	2007-08	97%	97%	64%	33%	2%	1%
White	2006-07	92%	92%	46%	45%	8%	0%
	2007-08	98%	98%	63%	34%	2%	0%
Economically Disadvantaged	2006-07	88%	88%	19%	69%	13%	0%
	2007-08	88%	88%	42%	46%	8%	4%
Male	2006-07	91%	91%	51%	40%	9%	0%
	2007-08	93%	93%	62%	31%	5%	2%
Female	2006-07	93%	93%	51%	40%	9%	0%
	2007-08	100%	100%	65%	35%	0%	0%

SUBJECT: SCIENCE							
Student Group Grade 8	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	84%	84%	41%	43%	14%	2%
	2007-08	87%	87%	29%	58%	10%	3%
White	2006-07	85%	85%	42%	44%	14%	1%
	2007-08	87%	87%	28%	59%	11%	2%
Economically Disadvantaged	2006-07	76%	76%	38%	38%	19%	5%
	2007-08	68%	68%	21%	47%	21%	11%
Male	2006-07	88%	88%	46%	42%	10%	2%
	2007-08	92%	92%	27%	65%	6%	2%
Female	2006-07	81%	81%	37%	44%	18%	2%
	2007-08	80%	80%	30%	50%	15%	4%



STAKEHOLDERS IN DECISION MAKING

- Parent Advisories at each building are made up of parents representing various programs, grade levels and interests. Each group meets quarterly with the building administrator to discuss educational topics and areas of concern. Their input helps guide the decision making processes.
- The Superintendent's Advisory provides students an avenue to meet with the superintendent and talk about school issues and topics of their choice.
- School Improvement Teams are active in each building, as well as at the district level and provide input regarding Professional Development training for teachers.
- During K-12 Curriculum Committee meetings, all teachers provide input regarding educational decisions in the subject areas they teach.
- Curriculum Committees review curriculum and propose programs and instructional materials.
- District Wide Professional Council is an integral part of the curriculum review process and ultimately must approve a curriculum/program adoption.
- The Building Council is a forum for teachers to communicate openly at the building level and provides the first steps in initiating curricular changes.
- The District Strategic Planning Committee involves teachers, parents, community members, students, and administrators to determine the direction of the district for the next five years.
- Grade level teams also provide input and direction for instruction.
- Weekly administrative meetings provide an avenue for discussion and sharing building and district level initiatives.



PARENT/COMMUNITY INVOLVEMENT

- Career Exploration Days bring many community members into the school to talk to students about their professions.
- The Parent Teacher Organization makes contributions to school funding, special programs, and school events.
- Athletic and Band Boosters support students and educators with funding and voluntary participation.
- Many parents, grandparents, siblings, and friends volunteer to help in the classroom or to serve on committees to benefit the children throughout the district.
- Blissfield High School students serve as reading partners, mentors, and classroom helpers at the elementary level.
- The Open Houses are a community event. Parent attendance at the elementary and middle school exceeds 90%.
- The district hosts several students from Adrian College and Siena Heights University who are preparing to be teachers.
- Parent-Teacher conferences are well attended as indicated by the chart below.

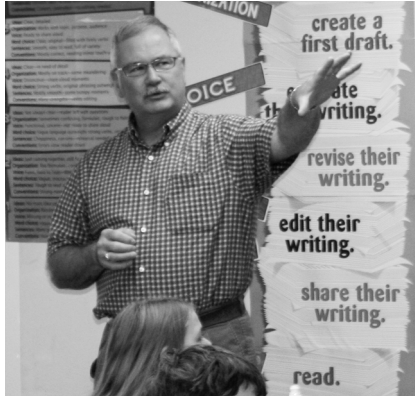
PARENT TEACHER CONFERENCES

Each fall, daytime and evening hours are scheduled for conferences between students, teachers, and parents. The percentage of parental participation per building is provided below.

<i>Fall Conferences</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Elementary (K-5)	96%	96%	97%
Middle School (6-8)	63%	62%	67%
High School (9-12)	47%	53%	51%

HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS

To ensure quality instruction using the district and state curriculum, the federal government through the No Child Left Behind Act has defined new guidelines for highly qualified which means that all classes are taught by highly qualified teachers. Forty-three percent of the professional staff have a Master's Degree. Parents may request information regarding the status of a teacher's qualifications by contacting the Superintendent's Office.



CURRICULUM AND INSTRUCTION

The State of Michigan recommends a curriculum that is based on the state's core curriculum called the Michigan Curriculum Frameworks Standard Benchmark and Grade Level Content Expectations. This core curriculum provides objectives for content areas by levels (elementary, middle and high school). From this, teams of K-12 teachers and administrators develop a more specific and detailed district curriculum by each grade level and content area. A major goal in the development of Blissfield's core curriculum is to ensure that each curriculum area includes, as a minimum, the benchmarks specified in the state's core curriculum. An important part of the core curriculum development in Blissfield is reviewing the research about necessary student learning outcomes and the most effective practices in a discipline. The outcomes judged most necessary and in line with the most appropriate practices are incorporated into our core curriculum and provide the basis on which we select new books and materials for students.

A district-wide curriculum committee is formed in each content area scheduled for review. This committee is populated by teachers from each building and members of the administrative team. Educators involved in the review process conduct research of best practice, attend conferences, visit model districts, and discuss curriculum with content area consultants.

Curriculum is planned and reviewed initially through the Building Councils and ultimately through the Professional Council. This planning and review process is organized around specific content areas on a rotational cycle.

The Michigan Education Assessment Program (MEAP) and the Michigan Merit Exam (MME) provide feedback to monitor our curriculum and instruction.

The tests are based on the Michigan Curriculum Frameworks Standard Benchmark and Grade Level Content Expectations. Conducting a gap analysis between student performance and our curriculum helps us to fine-tune and modify our curriculum and related instruction.

K-12 Curriculum Review Schedule		
School Year	Curriculum	Review Cycle
2007-08	Mathematics (Elem)	Evaluate
	Social Studies	Evaluate
	Mathematics(Sec)	Propose
2008-09	Foreign Language	Evaluate
	Mathematics (Elem)	Propose
	Social Studies Mathematics (Sec)	Propose Implement
2009-10	Science	Evaluate
	Foreign Language	Propose
	Mathematics (Elem)	Implement
	Social Studies Mathematics (Sec)	Implement Monitor



SUBJECT: MATHEMATICS							
Student Group Grade 6	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	72%	72%	21%	51%	26%	2%
	2007-08	80%	80%	41%	40%	16%	4%
White	2006-07	72%	72%	21%	51%	26%	2%
	2007-08	79%	79%	42%	37%	17%	4%
Economically Disadvantaged	2006-07	74%	74%	18%	56%	22%	4%
	2007-08	65%	65%	24%	41%	29%	6%
Male	2006-07	74%	74%	28%	46%	24%	2%
	2007-08	81%	81%	40%	40%	14%	5%
Female	2006-07	69%	69%	13%	56%	29%	2%
	2007-08	79%	79%	41%	38%	18%	3%

SUBJECT: MATHEMATICS							
Student Group Grade 7	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	66%	66%	31%	36%	31%	3%
	2007-08	81%	81%	38%	43%	17%	2%
White	2006-07	68%	68%	32%	37%	28%	3%
	2007-08	80%	80%	38%	42%	18%	2%
Economically Disadvantaged	2006-07	64%	64%	14%	50%	29%	7%
	2007-08	78%	78%	37%	41%	22%	0%
Male	2006-07	69%	69%	27%	41%	31%	0%
	2007-08	84%	84%	42%	42%	16%	0%
Female	2006-07	64%	64%	34%	30%	30%	7%
	2007-08	77%	77%	33%	44%	19%	4%

SUBJECT: MATHEMATICS							
Student Group Grade 8	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	79%	79%	34%	46%	17%	4%
	2007-08	77%	77%	40%	38%	17%	6%
White	2006-07	81%	81%	34%	47%	16%	4%
	2007-08	77%	77%	39%	39%	16%	6%
Economically Disadvantaged	2006-07	62%	62%	10%	52%	24%	14%
	2007-08	56%	56%	33%	22%	39%	6%
Male	2006-07	86%	86%	32%	54%	14%	0%
	2007-08	82%	82%	37%	45%	14%	4%
Female	2006-07	74%	74%	35%	39%	19%	7%
	2007-08	71%	71%	42%	29%	20%	9%

SUBJECT: MATHEMATICS							
Student Group Grade 3	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	93%	93%	57%	37%	7%	0%
	2007-08	98%	98%	63%	35%	2%	0%
White	2006-07	96%	96%	57%	39%	4%	0%
	2007-08	98%	98%	64%	34%	2%	0%
Economically Disadvantaged	2006-07	90%	90%	42%	48%	10%	0%
	2007-08	94%	94%	56%	38%	6%	0%
Male	2006-07	97%	97%	69%	28%	3%	0%
	2007-08	100%	100%	71%	29%	0%	0%
Female	2006-07	90%	90%	45%	45%	10%	0%
	2007-08	96%	96%	57%	39%	4%	0%

SUBJECT: MATHEMATICS							
Student Group Grade 4	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	92%	92%	49%	43%	7%	1%
	2007-08	96%	96%	60%	36%	4%	0%
White	2006-07	92%	92%	50%	42%	7%	1%
	2007-08	97%	97%	62%	35%	3%	0%
Economically Disadvantaged	2006-07	83%	83%	39%	43%	13%	4%
	2007-08	96%	96%	48%	48%	4%	0%
Male	2006-07	90%	90%	49%	41%	8%	1%
	2007-08	91%	91%	66%	26%	9%	0%
Female	2006-07	94%	94%	49%	45%	6%	0%
	2007-08	100%	100%	55%	45%	0%	0%

SUBJECT: MATHEMATICS							
Student Group Grade 5	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	84%	84%	28%	56%	15%	1%
	2007-08	91%	91%	55%	37%	9%	0%
White	2006-07	83%	83%	27%	56%	15%	1%
	2007-08	92%	92%	56%	36%	8%	0%
Economically Disadvantaged	2006-07	81%	81%	6%	75%	13%	6%
	2007-08	83%	83%	33%	50%	17%	0%
Male	2006-07	87%	87%	28%	60%	13%	1%
	2007-08	88%	88%	49%	39%	12%	0%
Female	2006-07	80%	80%	28%	53%	18%	3%
	2007-08	94%	94%	60%	35%	6%	0%

STAFF DEVELOPMENT

Upon reviewing district data and determining the needs of the staff, the district provided a variety of opportunities for professional development. Michael Angelo Caruso, was our keynote speaker to kick off the school year. His presentation focused on communication. Educators from Lenawee Intermediate School District presented a workshop on Differentiated Instruction. In addition, each professional staff member within the Blissfield Community Schools attended two days of Professional Development of their choosing during the 2007-08 school year designed to further enhance their classroom instruction.



TITLE 1 / SECTION 31A PROGRAMMING

Children in grades K-5 who need additional support to master grade level concepts and make consistent progress received instructional support from staff funded by Title 1 and Section 31A funding. Students are identified based on patterns of performance, testing data, and classroom teacher referrals. Students may qualify for assistance in any of the four core content areas - English Language Arts, Mathematics, Science, and Social Studies. Lessons are coordinated with the child's classroom teacher to ensure consistency for the student. This funding makes it possible for us to meet the needs of students, including those who need review or additional instruction and practice.



BLISSFIELD COMMUNITY SCHOOLS

Accreditation Status

Blissfield Community Schools District Building	Education Yes Letter Grade		Adequate Yearly Progress		North Central Association	
	06-07	07-08	06-07	07-08	06-07	07-08
Blissfield Elementary School	B	A	Met	Met	Accredited	Accredited
Blissfield Middle School	A	B	Met	Met	Accredited	Accredited
Blissfield High School	B	B	Met	Met	Accredited	Accredited



Student Assessment Data

Blissfield Community Schools administers state assessments in the content area and grades as identified in the charts that follow.

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 3	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	92%	92%	35%	57%	7%	1%
	2007-08	83%	83%	27%	56%	17%	0%
White	2006-07	93%	93%	35%	58%	6%	1%
	2007-08	81%	81%	27%	54%	19%	0%
Economically Disadvantaged	2006-07	86%	86%	28%	59%	10%	3%
	2007-08	77%	77%	6%	71%	23%	0%
Male	2006-07	94%	94%	29%	65%	3%	3%
	2007-08	83%	83%	23%	60%	18%	0%
Female	2006-07	89%	89%	39%	50%	11%	0%
	2007-08	83%	83%	30%	54%	17%	0%

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 6	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	73%	73%	6%	67%	23%	4%
	2007-08	72%	72%	5%	67%	25%	4%
White	2006-07	74%	74%	6%	68%	22%	4%
	2007-08	71%	71%	5%	65%	26%	4%
Economically Disadvantaged	2006-07	63%	63%	0%	63%	26%	11%
	2007-08	65%	65%	6%	59%	35%	0%
Male	2006-07	70%	70%	8%	62%	25%	6%
	2007-08	69%	69%	0%	69%	26%	5%
Female	2006-07	77%	77%	4%	62%	25%	6%
	2007-08	74%	74%	10%	64%	23%	3%

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 4	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	85%	85%	30%	55%	15%	1%
	2007-08	90%	90%	15%	75%	10%	0%
White	2006-07	86%	86%	31%	55%	14%	0%
	2007-08	91%	91%	16%	75%	9%	0%
Economically Disadvantaged	2006-07	75%	75%	5%	70%	25%	0%
	2007-08	85%	85%	4%	81%	15%	0%
Male	2006-07	72%	72%	22%	50%	28%	0%
	2007-08	88%	88%	9%	79%	12%	0%
Female	2006-07	94%	94%	36%	58%	6%	0%
	2007-08	93%	93%	20%	73%	8%	0%

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 7	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	79%	79%	7%	73%	16%	4%
	2007-08	76%	76%	9%	67%	23%	1%
White	2006-07	82%	82%	7%	75%	15%	3%
	2007-08	76%	76%	10%	65%	23%	1%
Economically Disadvantaged	2006-07	79%	79%	0%	79%	21%	0%
	2007-08	73%	73%	12%	62%	27%	0%
Male	2006-07	77%	77%	6%	71%	17%	6%
	2007-08	72%	72%	8%	64%	26%	2%
Female	2006-07	82%	82%	7%	75%	16%	2%
	2007-08	81%	81%	11%	70%	19%	0%

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 5	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	76%	76%	14%	62%	22%	1%
	2007-08	89%	89%	42%	47%	11%	0%
White	2006-07	76%	76%	13%	62%	23%	1%
	2007-08	89%	89%	45%	45%	11%	0%
Economically Disadvantaged	2006-07	44%	44%	0%	44%	50%	6%
	2007-08	86%	86%	18%	68%	14%	0%
Male	2006-07	70%	70%	11%	60%	28%	2%
	2007-08	82%	82%	34%	47%	18%	0%
Female	2006-07	84%	84%	18%	66%	16%	0%
	2007-08	94%	94%	48%	46%	6%	0%

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDING READING AND WRITING)							
Student Group Grade 8	School Year	School Percent of Student Proficient & Advanced	District Percent of Student Proficient & Advanced	Percent of Students in School at Each Achievement Level			
				Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	2006-07	72%	72%	15%	57%	21%	7%
	2007-08	79%	79%	14%	66%	16%	5%
White	2006-07	73%	73%	16%	57%	20%	7%
	2007-08	80%	80%	12%	68%	15%	5%
Economically Disadvantaged	2006-07	52%	52%	5%	48%	29%	19%
	2007-08	72%	72%	6%	67%	22%	6%
Male	2006-07	68%	68%	10%	58%	24%	8%
	2007-08	78%	78%	10%	68%	14%	8%
Female	2006-07	75%	75%	18%	56%	18%	7%
	2007-08	80%	80%	18%	62%	18%	2%