



Dear Parents and Community Members:

I am pleased to present you with our Annual Education Report (AER). The information that follows is an indication of some of our successes and some of our areas for growth. The information that is listed below is tied to our 2013-2014 school data. We have used this data to strengthen our curriculum for the 2014-2015 school year. If you have questions or would like to discuss any aspect of our AER, please call or visit with Patty Danielson in our front office.

Among the points of data you will find our student assessment data, accountability data as well as teacher quality information. Should you be interested, you could also access this data by typing in:

[https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard.aspx?Common\\_Locations=1-S,11887,1636,108&Common\\_LocationIncludeComparison=False](https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard.aspx?Common_Locations=1-S,11887,1636,108&Common_LocationIncludeComparison=False)

The state of Michigan has identified some schools with a status notification of either “reward school”, “focus school” or “priority school”. 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 significant 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.

Walden Green Montessori has not been given any of the above status labels.

We have utilized our students’ data to create some key initiatives to accelerate our students’ academic success. You will find these initiatives below:

- Increase our professional development practices by bring in outside talent and maximizing our own internal talent.
- Building on-going meeting times into our schedule for active academic dialogue K-8.
- Purchasing of CMP3 math curriculum at the Middle school level to complement our Montessori practices.
- Purchasing of Fountas & Pinnell reading libraries to meet each students at their academic level.
- Purchasing a school wide reading library to support and pique our student’s interest level.

- Adding 45 iPad's so that our middle school students have a one to one ratio of technology.
- Restructuring of our grade cycles so there is a two-year multi-age grouping vs. a three-year grouping.
- Adding STAR testing as an assessment tool for both mathematics and reading.

On-going review of school data (MEAP, Ed Performance, F&P, STAR and informal assessments) help guide our curriculum adaptations and our structural changes. The school director and the director of curriculum meet weekly to analyze areas of strength and areas of weaknesses. These findings are then shared with the larger faculty either as a whole or as a smaller team and when necessary, are also shared with our governing board. Our board has been remarkably supportive of the changes that are and have been employed.

Walden Green Montessori has a deep held belief in community. We are a community of learners who rely heavily on a strong home-school connection. To that end, we create many opportunities for our families to play a larger role in our community. Parents are frequently seen tutoring and assisting our students in the hallways or on recess. Parents are extremely active on either the Parent Involvement Committee (PIC) or on The Foundation. Our school is better for this partnership and this strong level of support.

We are very excited about the changes that have recently taken place at Walden Green Montessori and can feel the energy and enthusiasm within our families. We welcome you to come and visit us so you can experience it first hands.

Sincerely,

Mark Neidlinger  
Director



**WALDEN GREEN MONTESSORI  
A MICHIGAN PUBLIC SCHOOL ACADEMY  
ENROLLMENT GUIDELINES  
2014-2015**

**Phase I**

Announcement of Application and Enrollment process for the academic year .

At a public meeting, the Walden Green’s Board of Directors announces the enrollment process for the academic year. The announcement should include the following information:

1. The process and dates for re-enrolling pupils who are already in attendance at Walden Green (Phase II);
2. The process and dates for enrolling re-enrolled pupils’ siblings at Walden Green (Phase III);
3. The process and date for holding a random selection drawing for enrolling re-enrolled pupils’ siblings if there are more applicants than spaces available per grade level requested (Phase III);
4. The dates and times for the application process for new students (Phase IV);
5. Dates and process for enrolling new students at Walden Green (Phase V);
6. The names of persons responsible for administering Walden Green’s application and enrollment process;
7. The grade levels offered by Walden Green; and
8. The total number of spaces available for each grade level.

**Phase II**

Re-enrolling pupils who are already in attendance at Walden Green.

- **Between March 3-March 12, 2014:** Walden Green sends a notice home with all enrolled students requesting that the parent or guardian of the enrolled student notify Walden Green **by March 12, 2014—4:00 PM** on whether the parent or guardian will re-enroll the student for the **2014-2015** academic year.

- The notice sent to the parent or guardian also requests information on whether the parent or guardian of the student plans to enroll a sibling of the student, who is not currently enrolled, for the **2014-2015** school year.
- Any enrolled student who does not re-enroll by **March 12, 2014**, can only enroll in Walden Green after **March 13, 2014** by submitting a new application. This student can only enroll, however, if there are spaces available for the grade requested for all new applicants. If there are more applicants than spaces available for the grades requested, the student can only enroll if they are selected for enrollment using a random selection drawing.
- On or after **March 13, 2014**, Walden Green determines the following: (i) the number of student who have re-enrolled per grade and (ii) the number of spaces available per grade for incoming students; and (iii) the number of student siblings requesting admission for the upcoming academic year.

### **Phase III**

Enrolling siblings of re-enrolled students for the upcoming academic year.

- If enough spaces are available for the upcoming academic year in the grade level requested, Walden Green enrolls all siblings of re-enrolled students whose parent or guardian have returned a notice to Walden Green by **March 13, 2014**, requesting that a student's sibling be enrolled for the **2014-2015** academic year.
- If there are more sibling applicants than spaces available for any particular grade level, Walden Green shall hold a random selection drawing for the spaces available. Any sibling not admitted by the random selection drawing shall be added to a waiting list for enrollment should any spaces in the particular grade level requested become available prior to the opening of the **2014-2015** academic year.

### **Phase IV**

Application period for enrolling new students for the upcoming academic year.

- Between **March 13, 2014-March 27, 2014** (the "application period"), Walden Green would provide and accept applications from parents and guardians wishing to enroll their child for the **2014-2015** academic year. **Deadline for this period is March 27, 2014 at 4:00 P.M.**

During the application period, Walden Green would provide a public notice, posted at the school building and in a newspaper of general circulation, which provided the following information:

1. Dates, times and place for obtaining and submitting applications;
2. The name and number of Walden Green's contact person for obtaining an application;
3. The application notice would not be included in the personal or classified sections of the newspaper of general circulation; and
4. An application notice will be posted during the entire application period.

- During the application period, Walden Green would provide a contact person at the Walden Green who would be responsible for providing and accepting applications.
- During the application period, Walden Green's designated person would accept and provide applications at the school building during regular business hours (i.e. 9:00 a.m. to 4:00 p.m.)
- During the application period, Walden Green's designated person would be responsible for mailing applications to any person requesting an application and answering any telephone inquiries regarding the application process.
- During the application period, Walden Green's designated person would also accept and provide application at the school building on at least one evening date (i.e. 4:30 p.m. to 6:30 p.m.).
- During the application period, Walden Green's designated person would be available on at least one weekend date for providing and accepting application (i.e. Saturday morning 11:00 a.m. to noon).
- Applications are available 24 hours a day through the website: [www.waldengreen.org](http://www.waldengreen.org)

## **Phase V**

Enrolling new students for the academic year.

- On or after **April 2, 2014**, Walden Green shall enroll new students wishing to attend the school for the **2014-2015** academic year.
- The applications shall be separated by grades.
- If there are enough spaces available for all applicants at a particular grade level, Walden Green shall enroll all such applicants. This process shall be completed for each grade level offered by Walden Green.
- If there is not enough spaces available for all applications at a particular grade level, Walden Green shall hold a random selection drawing to select students for the spaces available at that particular grade level.
- If a particular student is not selected for enrollment through the random selection drawing, the student's name shall be added to a waiting list for openings that may occur before and during the **2014-2015** academic year.
- Any applicant not accepted by the random selection drawing shall be notified by Walden Green that they were not selected and that their name has been added to a waiting list for subsequent openings that may occur before and during the **2014-2015** academic year.

## Phase VI

The Walden Green Board of Directors Open Enrollment Report.

- At a public meeting on or after **April 2, 2014**, Walden Green's designated person shall submit an open enrollment report to the Walden Green's board of directors. This report, either oral or in writing, shall provide the following information.
  1. The number of students who re-enrolled in Walden Green during Phase II;
  2. The number of enrolled students' siblings who were enrolled during Phase III;
  3. The number of new student applications for each grade level received in Walden Green during the application period set forth in Phase IV;
  4. The number of new students enrolled for each grade level offered by Walden Green during Phase V;
  5. The number of new students per grades on waiting lists, including any sibling waiting lists established under Phase III.

**Lottery Process for Walden Green Montessori**  
17339 Roosevelt Road  
Spring Lake, MI 49456  
**2014-2015**

The following process will be utilized in the conducting of the lottery.

- Step 1** Make a list of all applications that were received by the end of the open enrollment period from the applications. Deadline for open enrollment for 2014-2015 school year is March 27, 2014 @ 4:00 P.M. Lottery date: April 2, 2014 @ 11 A.M.
- Step 2** If there are any applications in which there is a sibling already enrolled in Walden Green, and there are openings available, that child's application doesn't need to go through the lottery process and they are granted entry. If there are more sibling applications than spots available for a classroom then a lottery will take place between the siblings.
- Step 3** Place all names into a drawing container which can not be seen through.
- Step 4** The lottery process begins. Spots are filled and the process continues with each grade. A waiting list is made if necessary for each grade.
- Step 5** If there is an application for a sibling of a new entrant then the sibling of that new entrant moves into an available opening or to the top of their grade's waiting list.
- Step 6** All applications received after the lottery for the current year will be added to the appropriate grade waiting list in the order in which they are received. The waiting list is only kept for the current school year.

# **LAST YEAR'S SCHOOL IMPROVEMENT ACTION STEPS:**

- BETTER ALIGNMENT OF K-8 CURRICULUM TO COMMON CORE STATE STANDARDS IN ALL SUBJECTS
- MORE INSTRUCTION ON MAKING CONNECTION BETWEEN CONCRETE MONTESSORI MATERIALS AND THE ABSTRACTION NEEDED FOR TESTING
- MORE EXPOSURE AND REPETITIVE PRACTICE WITH C.C.S.S. RIGOR, STYLE, AND FORMAT
- IMPLEMENTATION OF PROFESSIONAL LEARNING COMMUNITIES TO IDENTIFY, DETERMINE, MONITOR, AND ASSESS ESSENTIAL LEARNING (NOTE: NEED FOR EFFECTIVE SPECIALS SCHEDULE)
  - COMMON, INTERIM ASSESSMENTS IN MATH AND READING
  - TEACHER ACCOUNTABILITY MEETINGS WITH DIRECTOR
- COMPLETE IMPLEMENTATION OF STUDENT PORTFOLIOS (NOTE: OFFSET LOWER TEST SCORES)
  - THOROUGH MENTORING PROGRAM FOR NEW TEACHERS
- UTILIZE THE "IRIS" DATA SYSTEM TO PINPOINT WEAKNESSES IN CONTENT INSTRUCTION
  - SUMMER MATH CLUB



# **THIS YEAR'S SCHOOL IMPROVEMENT ACTION STEPS:**

- MORE ALIGNMENT OF K-8 CURRICULUM TO COMMON CORE STATE STANDARDS IN ALL SUBJECTS
- MORE INSTRUCTION ON MAKING CONNECTION BETWEEN CONCRETE MONTESSORI MATERIALS AND THE ABSTRACTION NEEDED FOR TESTING
- REFORMING CHILD STUDY PROCESS AND SPECIAL EDUCATION PROGRAM (SCHOOL WIDE)
  - COMMON, INTERIM ASSESSMENTS IN MATH AND READING (SCHOOL WIDE)
  - FOUNTAS & PINNELL (GUIDED READING PROGRAM)
  - "WALKING MATH" (DIFFERENTIATED MATH GROUPS IN UPPER ELEMENTARY)
    - WEEKLY CYCLE/GRADE LEVEL MEETINGS
- UTILIZE THE "IRIS" DATA SYSTEM TO PINPOINT WEAKNESSES IN CONTENT INSTRUCTION
  - WEEKLY AFTER SCHOOL MATH TUTORING
  - IXL ONLINE MATH PROGRAM (SCHOOL WIDE)
  - ANCILLARY CLASSES (ART, P.E., MUSIC, TECHNOLOGY)
- NEW STAFF, NEW ADMIN, NEW BOARD MEMBERS

## **A brief description of our specialized school**

### *The following seven principles are what make Walden Green Montessori a unique community of learning*

#### **Child-Centered Learning**

The focus of activity at Walden Green is on children learning, not teachers teaching.

#### **Hands-On Learning**

Direct contact with real objects of study bring learning concepts to life and allow children to understand them more deeply.

#### **Intrinsic Motivation**

Each child's own internal motivation is fostered through freedom of choice and independent activities.

#### **Focus on Individual Development**

Children progress at a personal pace and receive individual attention from teachers as they move through each area of learning.

#### **Cooperation and Collaboration**

Children are encouraged to work in partnership with others and treat each other with respect and kindness.

#### **Child as Spiritual Being**

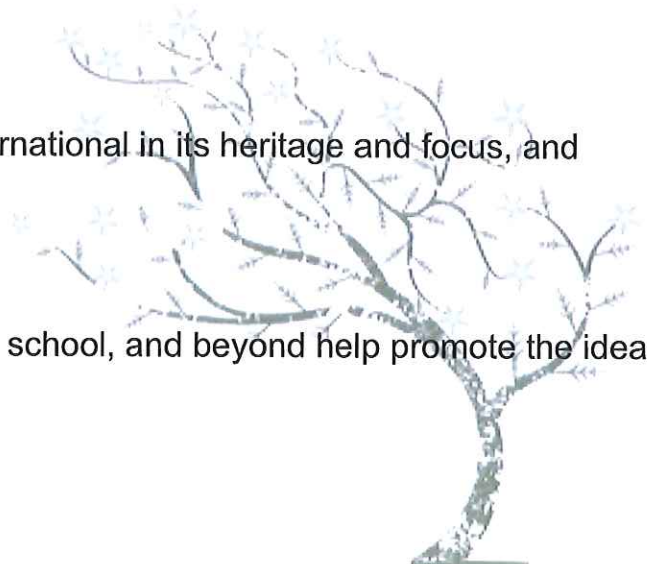
Walden Green Montessori recognizes each child as a full and complete and human being and celebrates the spirit within each child.

#### **Global Understanding**

The curriculum at Walden Green Montessori is international in its heritage and focus, and consciously seeks to promote a global perspective.

#### **Service to Others**

Community service initiatives within the classroom, school, and beyond help promote the ideas of stewardship and compassion.

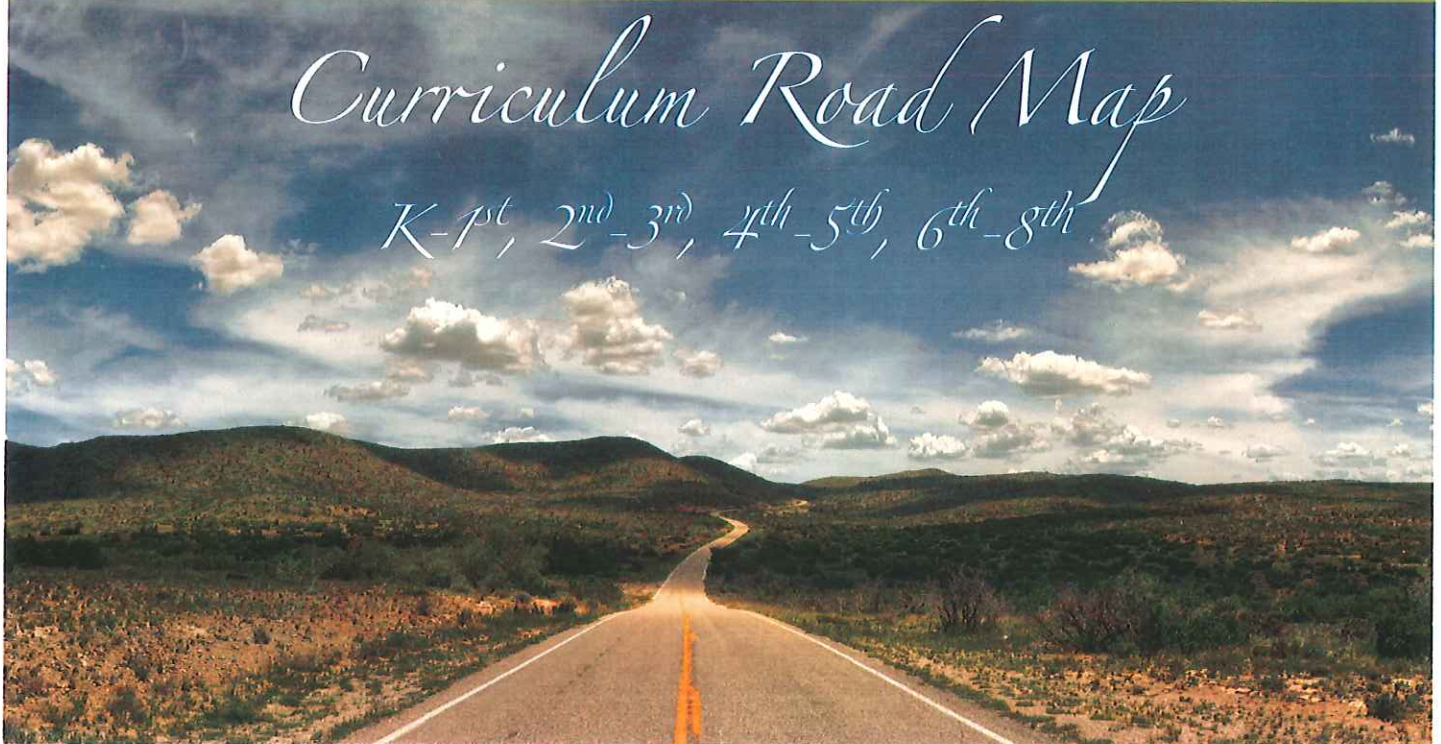




# WALDEN GREEN MONTESSORI

## *Curriculum Road Map*

*K-1<sup>st</sup>, 2<sup>nd</sup>-3<sup>rd</sup>, 4<sup>th</sup>-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup>*



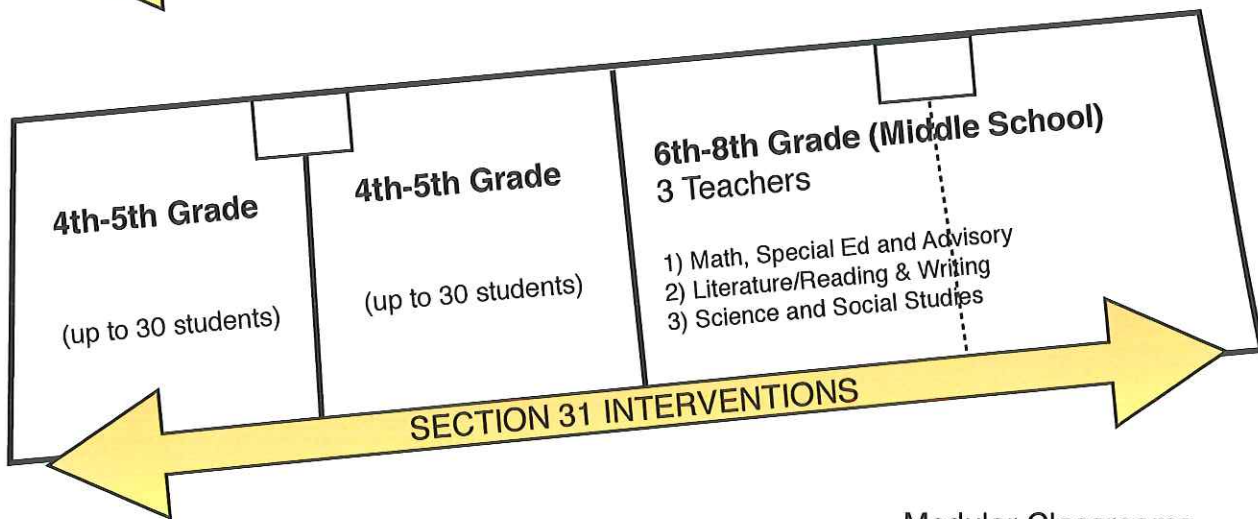
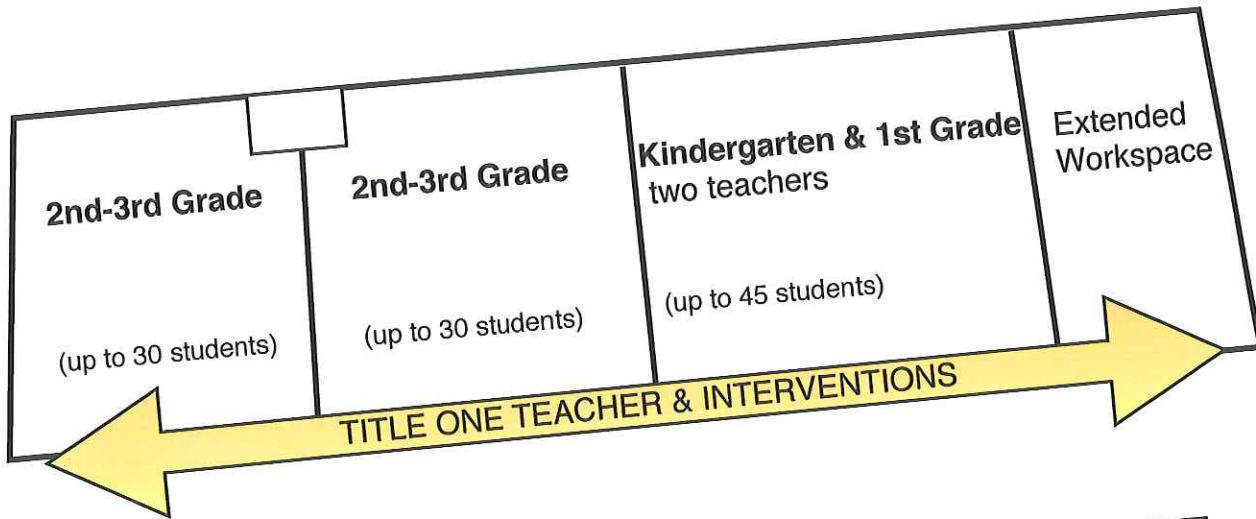
**Children at Walden Green Montessori will receive a holistic education that challenges them to reach towards their fullest human potential. Each student will partake in the process of becoming:**

- responsible and accountable for his/her actions
- a confident, competent, and reflective learner
- academically prepared
- autonomous/independent
- a critical and creative thinker
- a respectful problem solver
- compassionate and considerate
- a peacemaker and justice-oriented
- able to handle external authority
- a protector of the environment and its resources
- receptive towards all people
- a productive, caring community citizen

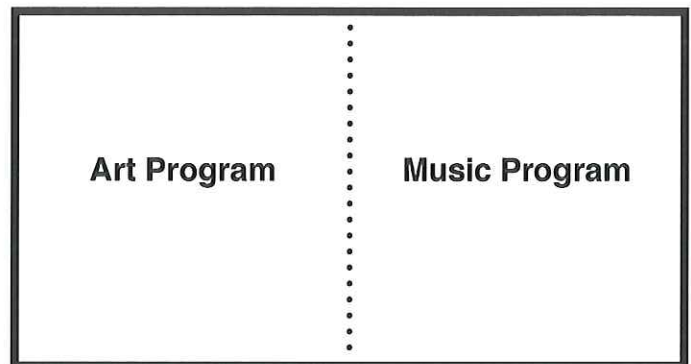
*prepared by Mark Roessing*

# Walden Green Montessori

## *classroom structure & location*



### Modular Classrooms





WEEK OF	CYCLE OVERVIEW	WEEK OF	CYCLE OVERVIEW
9/1	orientation to the environment	1/26	Cycle 3, Week 4
9/8	orientation to the environment	2/2	Cycle 3, Week 5 ( <i>assessments</i> )
9/15	Cycle 1, Week 1	2/9	Cycle 3, Week 6 ( <i>presentations</i> )
9/22	Cycle 1, Week 2	2/16	<b>Mid-Year Progress Monitoring</b> (EdPerformance, Benchmark Assessments)
9/29	Cycle 1, Week 3	2/23	Cycle 4, Week 1
10/6	Cycle 1, Week 4	3/2	Cycle 4, Week 2
10/13	Cycle 1, Week 5 ( <i>assessments</i> )	3/9	Cycle 4, Week 3
10/27	Cycle 1, Week 6 ( <i>presentations</i> )	3/16	Cycle 4, Week 5 ( <i>assessments</i> )
11/3	Cycle 2, Week 1	3/23	Cycle 4, Week 6 ( <i>presentations</i> )
11/10	Cycle 2, Week 2	3/30	<b>Celebration of the Arts</b>
11/17	Cycle 2, Week 3	4/6	<b>Spring Break</b>
11/24	<b>Thanksgiving Break</b> (W, TH, F)	4/13	<b>State Assessment</b> , Project Term 1
12/1	Cycle 2, Week 4	4/20	<b>State Assessment</b> , Project Term 2
12/8	Cycle 2, Week 5 ( <i>assessments</i> )	4/27	<b>State Assessment</b> , Project Term 3
12/15	Cycle 2, Week 6 ( <i>presentations</i> )	5/4	<b>State Assessment</b> , Project Term 4
12/22 & 12/29	<b>Holiday Break</b>	5/11	<b>State Assessment</b> , Project Term 5
1/5	Cycle 3, Week 1	5/18	<b>State Assessment</b> , Project Term 6
1/12	Cycle 3, Week 2	5/25	<b>State Assessment</b> , Yearly Reviews
1/19	Cycle 3, Week 3	6/1	<b>Community Week</b>



**ASSESSMENT CALENDAR**

<b>ASSESSMENT</b>	<b>WHO?</b>	<b>WHEN?</b>
EDPERFORMANCE MATH	2ND-8TH	FALL, SPRING
EDPERFORMANCE READING	2ND-8TH	FALL, SPRING
STAR MATH (RENAISSANCE LEARNING)	K-8TH	FALL, WINTER, SPRING
STAR READING (RENAISSANCE LEARNING)	K-8TH	FALL, WINTER, SPRING
FOUNTAS & PINNELL (READING)	K-8TH	FALL, WINTER, SPRING
COMMON CORE/MEAP STATE TEST	3RD-8TH	SPRING
INTERIM MATH INVENTORIES	2ND-8TH	EVERY 4-6 WEEKS
INTERIM WRITING INVENTORIES	2ND-8TH	EVERY 4-6 WEEKS
INTERIM SCIENCE INVENTORIES	4TH-8TH	EVERY 4-6 WEEKS

At Walden Green Montessori, we use multiple forms of **assessment** to determine social, personal, and academic progress for the individual child. The methods we use largely include observation and individual assessment of the child's performance. To assess children individually, we make note of rate of completion and accuracy, ability to stay organized and on task, and willingness and ability to work within the community. Assigned work is assessed using multiple methods: individual review and revision, whole group lesson participation, and small group lesson demonstration of knowledge. **Teacher Observation** lends the opportunity to assess preference, strength, and avoidance academically, personally, and socially. These things are all critical to understanding your child.

Since traditional achievement tests tend to reveal only whether the child can recognize, recall or "plug in" what was learned out of context, they are only one portion of a complete assessment package. They do not (and cannot) evaluate the **whole child**. Montessori education is a holistic approach to education and the integration of **student portfolios** is another highly effective authentic assessment tool at Walden Green.

Portfolios are actual samples of students' work taken over time and evaluated by the teacher and student against a 'rubric' or set concrete assessment criteria according to age appropriate benchmarks. Based upon research, the portfolio is very **beneficial** for the Montessori child. In addition to being a versatile evaluation method, portfolios are a very practical approach for assembling and interpreting student work and for assessing student performance in relation to instructional objectives. As an assessment tool, they can be utilized to encourage student creativity, self-reflection, and higher-level thinking. Portfolios are a method of evaluation well suited to Montessori classrooms because they emphasize the process of **discovery**, not just the product.

## CHILDREN'S HOUSE (KINDERGARTEN)

### CYCLE 1

**Math (1):** Montessori Works & Materials

**Math (2):** Bridge Math, Math 4 Today

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 1 (Descriptive Writing)

**Language:** Sandpaper Letters, Moveable Alphabet, Blue/Pink Boxes

**Spelling:** Words Their Way (individualized)

**Cultural:** World Map

**Handwriting:** Daily Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 2

**Math (1):** Montessori Works & Materials

**Math (2):** Bridge Math, Math 4 Today

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 1 (Informative Writing)

**Language:** Sandpaper Letters, Moveable Alphabet, Blue/Pink Boxes

**Spelling:** Words Their Way (individualized)

**Cultural:** North America Map or South America Map

**Handwriting:** Daily Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 3

**Math (1):** Montessori Works & Materials

**Math (2):** Bridge Math, Math 4 Today

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 1 (Opinion Writing)

**Language:** Sandpaper Letters, Moveable Alphabet, Blue/Pink Boxes

**Spelling:** Words Their Way (individualized)

**Cultural:** Europe Map or Africa Map

**Handwriting:** Daily Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 4

**Math (1):** Montessori Works & Materials

**Math (2):** Bridge Math, Math 4 Today

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** Narrative Writing

**Language:** Sandpaper Letters, Moveable Alphabet, Blue/Pink Boxes

**Spelling:** Words Their Way (individualized)

**Cultural:** Asia Map or Australia Map

**Handwriting:** Daily Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### PROJECT TERM:

Spring Assessments, Service Project, Spring Concert, Grand Rapids Museum Field Trip, Poetry Writing, Academic Work Cycles

## 1ST YEAR

### CYCLE 1

**Math (1):** Montessori Works & Materials

**Math (2):** Weekly Math Station, Math 4 Today, IXL Math, Extra Math

**Geometry:** Basic Concepts (point, line, plane, solid), Study of Lines

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 1 & 2 (Descriptive Writing), Journaling

**Science:** Solar System & Matter

**Language:** Weekly Review, Nouns, Articles, Subject/Predicate

**Spelling:** Words Their Way (individualized)

**Cultural:** Montessori Great Lessons, Concept of Time/Clocks

**Handwriting:** Weekly Cursive Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 2

**Math (1):** Montessori Works & Materials

**Math (2):** Weekly Math Station, Math 4 Today, IXL Math, Extra Math

**Geometry:** Study of Angles, Study of Polygons

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 2 (Informative Writing), Journaling

**Science:** Zoology (Animals)

**Language:** Weekly Review, Nouns, Articles, Adjectives, Sentence Analysis

**Spelling:** Words Their Way (individualized)

**Cultural:** Fundamental Needs of Humans, Land & Water Forms

**Handwriting:** Weekly Cursive Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 3

**Math (1):** Montessori Works & Materials

**Math (2):** Weekly Math Station, Math 4 Today, IXL Math, Extra Math

**Geometry:** Study of Triangles, Study of Quadrilaterals, Study of the Circle

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** 4 Square Method Step 2 (Opinion Writing), Journaling

**Science:** Planet Earth & Weather

**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study

**Spelling:** Words Their Way (individualized)

**Cultural:** Biome Maps

**Handwriting:** Weekly Cursive Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 4

**Math (1):** Montessori Works & Materials

**Math (2):** Weekly Math Station, Math 4 Today, IXL Math, Extra Math

**Geometry:** 3D Solids introduction, Perimeter and Area Introduction

**Reading:** Montessori Reading Boxes, Reading A to Z, Guided Reading, Read Works Curriculum

**Writing:** Narrative Writing, Journaling

**Science:** Botany (Plants)

**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study

**Spelling:** Words Their Way (individualized)

**Cultural:** Study of USA Region (The Midwest)

**Handwriting:** Weekly Cursive Practice

**Other:** Practical Life & Sensorial Choices, 45 minute Recess

**Home Activities:**

- Weekly Math Review, Spelling Words, Reading, Practical Life



## 2ND YEAR

### CYCLE 1

**Math (1):** Number Sense, Addition, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Basic Concepts, Study of the Line, Study of Angles  
**Writing:** Narrative Writing, Journaling  
**Reading:** Guided Reading, Montessori Reading Boxes, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Montessori Great Lessons, Matter  
**Social Studies:** Study of Asia  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 2

**Math (1):** Subtraction, Using Addition & Subtraction, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Study of Polygons, Study of Triangles  
**Writing:** 4 Square Method Step 2 (Explanatory Writing), Journaling  
**Reading:** Guided Reading, Montessori Reading Boxes, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Rocks & Soil  
**Social Studies:** Study of USA Regions (The Southwest and Northwest)  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 3

**Math (1):** Measurement, Data, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Study of Quadrilaterals, Study of Circle  
**Writing:** 4 Square Method Step 2 (Informative Writing), Journaling  
**Reading:** Guided Reading, Montessori Reading Boxes, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Insects  
**Social Studies:** My Local Community Capstone Project  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 4

**Math (1):** Common Core Geometry, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** 3D Solids, Area, Perimeter  
**Writing:** 4 Square Method Step 2 (Opinion Writing), Journaling  
**Reading:** Guided Reading, Montessori Reading Boxes, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Animals (Zoology)  
**Social Studies:** My Local Community Capstone Project  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### PROJECT TERM:

State Assessments, Service Project, Spring Concert, The Lansing Field Trip, Poetry Writing, Botany, Academic Work Cycles

## 3RD YEAR

### CYCLE 1

**Math (1):** Multiplication, Division, Using Arithmetic, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Basic Concepts, Study of the Line, Study of Angles  
**Writing:** Narrative Writing, Journaling  
**Reading:** Guided Reading, Weekly Book Clubs, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Montessori Great Lessons, Solar System  
**Social Studies:** Study of South America & Rain Forests  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 2

**Math (1):** Solving Problems, Fractions, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Study of Polygons, Study of Triangles  
**Writing:** 4 Square Method Step 3 (Explanatory Writing), Journaling  
**Reading:** Guided Reading, Weekly Book Clubs, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Weather  
**Social Studies:** Study of USA Regions (The Northeast and Southeast)  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 3

**Math (1):** Measurement, Tables & Graphs, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** Study of Quadrilaterals, Study of Circle  
**Writing:** 4 Square Method Step 3 (Informative Writing), Journaling  
**Reading:** Guided Reading, Weekly Book Clubs, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Force & Motion  
**Social Studies:** State of Michigan Capstone Project  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life

### CYCLE 4

**Math (1):** Area & Perimeter, Geometric Shapes, IXL Math  
**Math (2):** Individual Levels, Weekly Math Station, Math 4 Today, Extra Math  
**Geometry:** 3D Solids, Area, Perimeter, Volume  
**Writing:** 4 Square Method Step 3 (Opinion Writing), Journaling  
**Reading:** Guided Reading, Weekly Book Clubs, Read Aloud  
**Language:** Weekly Review, Parts of Speech, Sentence Analysis, Word Study  
**Spelling:** Words Their Way (individualized)  
**Science:** Animals (Zoology)  
**Social Studies:** State of Michigan Capstone Project  
**Handwriting:** Weekly Cursive Practice  
**Other:** Practical Life & Sensorial Choices  
**Home Activities:**  
 - Weekly Math Review, Spelling Words, Reading, Practical Life



## 4TH YEAR

### CYCLE 1

**Math (1):** Number Sense, Operations  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #1, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Parts of Speech  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Informative Writing, Short Stories, Weekly Journaling  
**Science:** Solar System (year A), Matter (year B)  
**Social Studies:** Biomes of the World Project  
**History:** Ancient Times through Fall of Rome (2000 BC-500 AD)  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (biography), Weekly Math Reviews, Vocabulary, Virtues

### CYCLE 2

**Math (1):** Solving Problems, Fractions  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #1, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Parts of Speech (continued)  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Argumentative Writing, Short Stories, Weekly Journaling  
**Science:** Properties of Earth (year A), Electricity (year B)  
**Social Studies:** Sea to Shining Sea Project (US Geography)  
**History:** The Middle Ages & The Renaissance (500-1600 AD)  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (fiction), Weekly Math Reviews, Vocabulary, Virtues

### CYCLE 3

**Math (1):** Decimals, Patterns  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #2, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Word Study  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Explanatory Writing, Short Stories, Weekly Journaling  
**Science:** Force & Motion (year A), Simple Machines (year B)  
**Social Studies:** Market Day Project (Economics)  
**History:** Early America & US Government  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Market Day Project, Weekly Math Reviews, Vocabulary, Virtues

### CYCLE 4

**Math (1):** Measurement, Perimeter & Area  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #2, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Word Study (continued)  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Argumentative Writing, Short Stories, Weekly Journaling  
**Science:** Cells & Organisms (year A), Human Body (year B)  
**Social Studies:** Botany & Zoology Research/Classification  
**History:** 1800's-1900s, Michigan History  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (poetry), Weekly Math Reviews, Vocabulary, Virtues

### PROJECT TERM:

**Year A:** State Assessments, Service Project, Spring Concert, Camp Pandalouan Trip, Real-Life Budgeting Project, Academic Work Cycles  
**Year B:** State Assessments, Service Project, Spring Concert, The Chicago Field Trip, Guns/Germs/Steel Project, Academic Work Cycles

## 5TH YEAR

### CYCLE 1

**Math (1):** Number Sense, Operations  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #1, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, 4th Grade Review  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Informative Writing, Short Stories, Weekly Journaling  
**Science:** Solar System (year A), Matter (year B)  
**Social Studies:** If the World Were a Village Project (global awareness)  
**History:** Ancient Times through Fall of Rome (2000 BC-500 AD)  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (biography), Weekly Math Reviews, Vocabulary, Virtues

### CYCLE 2

**Math (1):** Add & Subtract Decimals, Multiply & Divide Fractions  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #1, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Study of Tense & Study of Verb  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Argumentative Writing, Short Stories, Weekly Journaling  
**Science:** Properties of Earth (year A), Electricity (year B)  
**Social Studies:** Native Americans, Colonies, and Expansionism (US History)  
**History:** The Middle Ages & The Renaissance (500-1600 AD)  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (fiction), Weekly Math Reviews, Vocabulary, DRA Story

### CYCLE 3

**Math (1):** Algebraic Thinking, Measurement  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #2, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Point of View, Study of Verbals  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Explanatory Writing, Short Stories, Weekly Journaling  
**Science:** Force & Motion (year A), Simple Machines (year B)  
**Social Studies:** Imaginary Island Capstone Project  
**History:** Early America & US Government  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (social studies), Weekly Math Reviews, Vocabulary, Virtues

### CYCLE 4

**Math (1):** Volume, Common Core Geometry  
**Math (2):** Weekly Individual Levels/Assessment, Math Groups, IXL Math  
**Geometry:** Weekly Presentation (with Montessori materials and slideshow)  
**Reading:** Chapter Book #2, Weekly Literature Circle Discussions, Novel Guide  
**Language:** Weekly Grammar/Sentence Analysis, Study of Mood, Study of Voice  
**Vocabulary/Spelling:** Weekly Word List/Assessment  
**Writing:** Argumentative Writing, Short Stories, Weekly Journaling  
**Science:** Cells & Organisms, Human Body  
**Social Studies:** Imaginary Island Capstone Project  
**History:** 1800's-1900s, Michigan History  
**Other:** Technology, Diagnostic Reading Assessments, Independent Study  
**Home Activities:**  
 - Genre Project (poetry), Weekly Math Reviews, Vocabulary, Virtues



Walden Green Montessori School

## "GIFTS" OF OUR MIDDLE SCHOOL PROGRAM

*If Montessori is an effective and positive approach for young children, as has been well documented for over 100 years, then why, at the crucial juncture of adolescence, would it suddenly become less effective? If independence, curiosity, values of self-direction, inquisitiveness and responsibility are important for a five year old, **are they any less so for a thirteen year old?***

- ☀ The Walden Green Middle School is a community of young people and adults based on kindness, trust, and mutual respect. It supports young adults learning the skills of living in the adult world within a safe environment.
- ☀ The curriculum is developmentally based and appropriate to meet the growing intellectual, social, emotional, and physical needs of adolescents. It is also fully aligned to State and National Standards.
- ☀ Ample opportunities for self-expression as the students construct personal meaning about their studies and themselves.
- ☀ Solve meaningful problems and develop logical reasoning, research skills, and higher-order "formal" thinking skills rather than only memorize predigested concepts, theories, and information presented in lectures and textbooks.
- ☀ The faculty serves as mentors and facilitate the process as their students learn how to observe, listen, read critically, gather information, and learn from hands-on experience.
- ☀ Many opportunities for student participation in the planning and operation of the life of the school community. Students serve on various "leadership committees" throughout the year.
- ☀ The faculty consciously strives to help their students develop self-esteem, independence, responsibility, compassion, openness to new experiences and learning, patience and self-discipline, acceptance of others, and effective and satisfying social relationships.
- ☀ The curriculum offers a broad view of the world, emphasizing ecological interdependency, the historical development and interconnectedness of ideas and events, and an international/multicultural perspective.
- ☀ Students are introduced to social issues of the community in which they live, both through the curriculum and through field experiences, volunteer efforts, and internship projects. The program consciously promotes students' ethical development and encourages service to the community.
- ☀ The curriculum is organized as an "integrated thematic approach" connecting separate disciplines of the curriculum into studies of the physical universe, the world of nature, and the human experience.
- ☀ Does not emphasize academic competition among students. The program evaluates students on a logical, objective basis. Students are evaluated individually against clearly stated academic objectives through a wide variety of authentic assessment techniques, including portfolios, long-term projects, and self-evaluation.
- ☀ A formal grading system is implemented in Middle School to assist with the transition to high school. Furthermore, all 8th graders receive a comprehensive high school orientation.
- ☀ The faculty uses a variety of teaching styles. They modify assignments and assessment strategies to meet individual student's learning styles and special interests.

## 6TH YEAR ~ CYCLE 1

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Informative Essay Writing  
**Literature:** Novel Study/Book #1

**Science:** Physical Science: ENERGY and CHANGES IN MATTER

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 6TH YEAR ~ CYCLE 2

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Argumentative Essay Writing  
**Literature:** Novel Study/Book #2

**Science:** Life Science: ORGANIZATION OF LIVING THINGS

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 6TH YEAR ~ CYCLE 3

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Explanatory Essay Writing  
**Literature:** Novel Study/Book #3

**Science:** Life Science: ECOSYSTEMS

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 6TH YEAR ~ CYCLE 4

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Narrative Essay Writing  
**Literature:** Novel Study/Book #4

**Science:** Earth Science: SOLID EARTH

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 6TH YEAR ~ CYCLE 5

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Autobiographical Essay Writing  
**Literature:** Novel Study/Book #5

**Science:** Earth Science: EARTH IN SPACE AND TIME

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## SOCIAL STUDIES

### **Year A: Western Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginnings of Human Society and Early Civilizations and Traditions/Religions/Major Empires

Cycle 2: (Geography) The World in Spatial Terms- Geographical Habits of the Mind, Places and Regions, Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, and Global Issues Past and Present

Cycle 4: Civics and Government

Cycle 5: Economics

### **Year B: Eastern Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginning of Human Society, Early Civilization/Cultures, and Classical Traditions/World Religions/Major Empires

Cycle 2: (Geography) Places and Regions and Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, Global Issues

Cycle 4: (Civics and Government) Purposes of Government, Structure and Functions of Government, and Relationship of U.S. to other Nations and World Affairs

Cycle 5: (Economics) The Market Economy, The National Economy, and the International Economy

### **Year C: Integrated United States History**

Cycle 1: USH Era 1 and 2- Beginnings to 1620, and Colonization and Settlement (1585-1763)

Cycle 2: USH Era 3- Revolution and The New Nation

Cycle 3: USH Era 4- Expansion and Reform

Cycle 4: USH Era 4: Expansion and Reform

Cycle 5: USH Era 5/6 Civil War and Reconstruction/ The Development of an Industrial, Urban, and Global United States

### **EXPO RESEARCH PROJECTS (Years A & B)**

### **HERIOC JOURNEY: Montessori Adolescent Curriculum (Year C)**

## 7TH YEAR ~ CYCLE 1

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Folktale and Short Story  
**Literature:** Novel Study/Book #1

**Science:** Physical Science: ENERGY

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 7TH YEAR ~ CYCLE 2

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Language:** Daily Oral Language, Vocabulary  
**Writing:** Speech, Concrete Poems/Riddles  
**Literature:** Novel Study/Book #2

**Science:** Physical Science: PROPERTIES OF MATTER and CHANGES IN MATTER

**Homework:**  
- **Math:**  
- **Reading:** Novel/Book, Reading Log

## 7TH YEAR ~ CYCLE 3

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Bio-Poem and Photo Poem  
**Literature:** Novel Study/Book #3

**Science:** Life Science: ORGANIZATION OF LIVING THINGS

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 7TH YEAR ~ CYCLE 4

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Creative Writing  
**Literature:** Novel Study/Book #4

**Science:** Life Science: HEREDITY

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## 7TH YEAR ~ CYCLE 5

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books  
**Writing:** Persuasive and PSA  
**Literature:** Novel Study/Book #5

**Science:** Earth Science: EARTH SYSTEMS

**Homework:**  
- **Math:** Nightly Lesson Practice  
- **Reading:** Weekly Novel/Book, Reading Log

## SOCIAL STUDIES

### **Year A: Western Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginnings of Human Society and Early Civilizations and Traditions/Religions/Major Empires

Cycle 2: (Geography) The World in Spatial Terms- Geographical Habits of the Mind, Places and Regions, Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, and Global Issues Past and Present

Cycle 4: Civics and Government

Cycle 5: Economics

### **Year B: Eastern Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginning of Human Society, Early Civilization/Cultures, and Classical Traditions/World Religions/Major Empires

Cycle 2: (Geography) Places and Regions and Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, Global Issues

Cycle 4: (Civics and Government) Purposes of Government, Structure and Functions of Government, and Relationship of U.S. to other Nations and World Affairs

Cycle 5: (Economics) The Market Economy, The National Economy, and the International Economy

### **Year C: Integrated United States History**

Cycle 1: USH Era 1 and 2- Beginnings to 1620, and Colonization and Settlement (1585-1763)

Cycle 2: USH Era 3- Revolution and The New Nation

Cycle 3: USH Era 4- Expansion and Reform

Cycle 4: USH Era 4: Expansion and Reform

Cycle 5: USH Era 5/6 Civil War and Reconstruction/ The Development of an Industrial, Urban, and Global United States

### **EXPO RESEARCH PROJECTS (Years A & B)**

**HERIOC JOURNEY: Montessori Adolescent Curriculum (Year C)**



# Curriculum Overview: Middle School (year 3)

## 8TH YEAR ~ CYCLE 1

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)  
**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books

**Writing:** Character Sketch and News Article

**Literature:** Novel Study/Book #1

**Science:** Earth Science (Biochemical Cycles, Resources and Human Impact on Earth Systems)

**Homework:**

- **Math:** Nightly Lesson Practice

- **Reading:** Weekly Novel/Book, Reading Log

## 8TH YEAR ~ CYCLE 2

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)

**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books

**Writing:** Editorials

**Literature:** Novel Study/Book #2

**Science:** Earth Science (Landforms and Soils, Basic Plate Tectonics, Plate Tectonics Theory)

**Homework:**

- **Math:** Nightly Lesson Practice

- **Reading:** Weekly Novel/Book, Reading Log

## 8TH YEAR ~ CYCLE 3

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)

**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books

**Writing:** Biographical Sketch, Poem

**Literature:** Novel Study/Book #3

**Science:** Earth Science (Rocks and Minerals, Advanced Rock Cycle, Interior of the Earth)

**Homework:**

- **Math:** Nightly Lesson Practice

- **Reading:** Weekly Novel/Book, Reading Log

## 8TH YEAR ~ CYCLE 4

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)

**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Reading:** Great Books

**Writing:** Persuasive Letter

**Literature:** Novel Study/Book #4

**Science:** Earth Science (Water Cycle, Weather and Atmosphere, Glaciers, Hydrogeology, Oceans and Climate, Severe Weather)

**Homework:**

- **Math:** Nightly Lesson Practice

- **Reading:** Weekly Novel/Book, Reading Log

## 8TH YEAR ~ CYCLE 5

### HIGHLIGHTS:

**Math (1):** Connect Math Units (see attachment)

**Math (2):** VersaTiles, IXL Math, Kahn Academy

**Language:** Daily Oral Language, Vocabulary

**Writing:** Monologue and Short Story

**Literature:** Novel Study/Book #5

**Science:** Earth Science (Sky Observations, Earth History and Geological Time, Geological Dating, Climate Change)

**Homework:**

- **Math:** Nightly Lesson Practice

- **Reading:** Weekly Novel/Book, Reading Log

## SOCIAL STUDIES

### **Year A: Western Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginnings of Human Society and Early Civilizations and Traditions/Religions/Major Empires

Cycle 2: (Geography) The World in Spatial Terms- Geographical Habits of the Mind, Places and Regions, Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, and Global Issues Past and Present

Cycle 4: Civics and Government

Cycle 5: Economics

### **Year B: Eastern Hemisphere Studies**

Cycle 1: (History) WHG Era 1,2, and 3- The Beginning of Human Society, Early Civilization/Cultures, and Classical Traditions/World Religions/Major Empires

Cycle 2: (Geography) Places and Regions and Physical Systems

Cycle 3: (Geography) Human Systems, Environment and Society, Global Issues

Cycle 4: (Civics and Government) Purposes of Government, Structure and Functions of Government, and Relationship of U.S. to other Nations and World Affairs

Cycle 5: (Economics) The Market Economy, The National Economy, and the International Economy

### **Year C: Integrated United States History**

Cycle 1: USH Era 1 and 2- Beginnings to 1620, and Colonization and Settlement (1585-1763)

Cycle 2: USH Era 3- Revolution and The New Nation

Cycle 3: USH Era 4- Expansion and Reform

Cycle 4: USH Era 4: Expansion and Reform

Cycle 5: USH Era 5/6 Civil War and Reconstruction/ The Development of an Industrial, Urban, and Global United States

### **EXPO RESEARCH PROJECTS (Years A & B)**

### **HERIOC JOURNEY: Montessori Adolescent Curriculum (Year C)**

## 6TH GRADE MATH UNIT CONTENTS

(FROM THE CONNECTED MATH CURRICULUM)

### **PRIME TIME (FACTORS AND MULTIPLES):**

1. BUILDING ON FACTORS AND MULTIPLES
2. COMMON MULTIPLES AND COMMON FACTORS
3. FACTORIZATIONS: SEARCHING FOR FACTOR STRINGS
4. LINKING MULTIPLICATION AND ADDITION: THE DISTRIBUTIVE PROPERTY

### **COMPARING BITS AND PIECES (RATIOS, RATIONAL NUMBERS, AND EQUIVALENCE):**

1. MAKING COMPARISONS
2. CONNECTING RATIOS AND RATES
3. EXTENDING THE NUMBER LINE
4. WORKING WITH PERCENTS

### **LET'S BE RATIONAL (UNDERSTANDING FRACTION OPERATIONS):**

1. EXTENDING ADDITION AND SUBTRACTION OF FRACTIONS
2. BUILDING ON MULTIPLYING WITH FRACTIONS
3. DIVIDING WITH FRACTIONS
4. WRAPPING UP THE OPERATIONS

### **COVERING AND SURROUNDING (TWO-DIMENSIONAL MEASUREMENT):**

1. DESIGNING BUMPER CARS (AREA & PERIMETER)
2. MEASURING TRIANGLES
3. MEASURING PARALLELOGRAMS
4. MEASURING SURFACE AREA AND VOLUME

### **DECIMAL OPERATIONS (COMPUTING WITH DECIMALS AND PERCENTS):**

1. DECIMAL OPERATIONS AND ESTIMATION
2. ADDING AND SUBTRACTING DECIMALS
3. MULTIPLYING AND DIVIDING DECIMALS
4. USING PERCENTS

### **VARIABLES AND PATTERNS:**

1. VARIABLES, TABLES, AND GRAPHS
2. ANALYZING RELATIONSHIPS AMONG VARIABLES
3. RELATING VARIABLES WITH EQUATIONS
4. EXPRESSIONS, EQUATIONS, AND INEQUALITIES

### **DATA ABOUT US (STATISTICS AND DATA ANALYSIS):**

1. WHAT'S IN A NAME? (ORGANIZING, REPRESENTING, AND DESCRIBING DATA)
2. WHO'S IN YOUR HOUSEHOLD? (USING THE MEAN)
3. WHAT IS YOUR FAVORITE CEREAL? (MEASURING VARIABILITY)
4. WHAT NUMBERS DESCRIBE US? (USING GRAPHS TO GROUP DATA)

## 7TH GRADE MATH UNIT CONTENTS

(FROM THE CONNECTED MATH CURRICULUM)

### **SHAPES AND DESIGNS (TWO-DIMENSIONAL GEOMETRY):**

1. THE FAMILY OF POLYGONS
2. DESIGNING POLYGONS (THE ANGLE CONNECTION)
3. DESIGNING TRIANGLES AND QUADRILATERALS (THE SIDE CONNECTION)

### **ACCENTUATE THE NEGATIVE (INTEGERS AND RATIONAL NUMBERS):**

1. EXTENDING THE NUMBER SYSTEM
2. ADDING AND SUBTRACTING RATIONAL NUMBERS
3. MULTIPLYING AND DIVIDING RATIONAL NUMBERS
4. PROPERTIES OF OPERATIONS

### **STRETCHING AND SHRINKING (UNDERSTANDING SIMILARITY):**

1. ENLARGING AND REDUCING SHAPES
2. SIMILAR FIGURES
3. SCALING PERIMETER AND AREA
4. SIMILARITY AND RATIOS

### **COMPARING AND SCALING (RATIOS, RATES, PERCENTS, AND PROPORTIONS):**

1. WAYS OF COMPARING (RATIOS AND PROPORTIONS)
2. COMPARING AND SCALING RATES
3. MARKUPS, MARKDOWNS, AND MEASURES (USING RATIOS, PERCENTS, AND PROPORTIONS)

### **MOVING STRAIGHT AHEAD (LINEAR RELATIONSHIPS):**

1. WALKING RATES (EXPLORING LINEAR RELATIONSHIPS)
2. LINEAR RELATIONSHIPS (USING GRAPHS, TABLES, AND EQUATIONS)
3. SOLVING EQUATIONS
4. EXPLORING SLOPE

### **WHAT DO YOU EXPECT? (PROBABILITY AND EXPECTED VALUE):**

1. A FIRST LOOK AT CHANCE
2. EXPERIMENTAL AND THEORETICAL PROBABILITY
3. MAKING DECISIONS WITH PROBABILITY
4. ANALYZING COMPOUND EVENTS USING AN AREA MODEL
5. BINOMIAL OUTCOMES

### **FILLING AND WRAPPING (THREE-DIMENSIONAL MEASUREMENT):**

1. BUILDING SMART BOXES (RECTANGULAR PRISMS)
2. POLYGONAL PRISMS
3. AREA AND CIRCUMFERENCE OF CIRCLES
4. VOLUME AND SURFACE AREA OF CYLINDERS, CONES, AND SPHERES

### **SAMPLES AND POPULATIONS (DATA):**

1. MAKING SENSE OF VARIABILITY (WORKING WITH SAMPLES)
2. CHOOSING SAMPLES FROM POPULATIONS
3. SOLVING REAL-WORLD PROBLEMS



## 8TH GRADE MATH UNIT CONTENTS

(FROM THE CONNECTED MATH CURRICULUM)

### **THINKING WITH MATHEMATICAL MODELS (LINEAR AND INVERSE VARIATION):**

1. EXPLORING DATA PATTERNS
2. LINEAR MODELS OF EQUATIONS
3. INVERSE VARIATION
4. VARIABILITY AND ASSOCIATIONS IN NUMERICAL DATA
5. VARIABILITY AND ASSOCIATIONS IN CATEGORICAL DATA

### **LOOKING FOR PYTHAGORAS (THE PYTHAGOREAN THEOREM):**

1. COORDINATE GRIDS
2. SQUARING OFF
3. THE PYTHAGOREAN THEOREM
4. USING THE PYTHAGOREAN THEOREM (UNDERSTANDING REAL NUMBERS)
5. USING THE PYTHAGOREAN THEOREM (ANALYZING TRIANGLES AND CIRCLES)

### **GROWING, GROWING, GROWING (EXPONENTIAL FUNCTIONS):**

1. EXPONENTIAL GROWTH
2. EXAMINING GROWTH PATTERNS (EXPONENTIAL FUNCTIONS)
3. GROWTH FACTORS AND GROWTH RATES\*
4. EXPONENTIAL DECAY FUNCTIONS\*
5. PATTERNS WITH EXPONENTS

### **BUTTERFLIES, PINWHEELS, AND WALLPAPER (SYMMETRY AND TRANSFORMATIONS):**

1. SYMMETRY AND TRANSFORMATIONS
2. TRANSFORMATIONS AND CONGRUENCE
3. TRANSFORMING COORDINATES
4. DILATIONS AND SIMILAR FIGURES

### **SAY IT WITH SYMBOLS (MAKING SENSE OF SYMBOLS):**

1. EQUIVALENT EXPRESSIONS
2. GENERATING EXPRESSIONS
3. SOLVING EXPRESSIONS
4. LOOKING BACK AT FUNCTIONS
5. REASONING WITH SYMBOLS

### **IT'S IN THE SYSTEMS (SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES):**

1. LINEAR EQUATIONS WITH TWO VARIABLES
2. SOLVING LINEAR SYSTEMS ALGEBRAICALLY
3. SYSTEMS OF FUNCTIONS AND INEQUALITIES\*
4. SYSTEMS OF LINEAR INEQUALITIES\*

\* FOR USE WITH ALGEBRA 1 ONLY



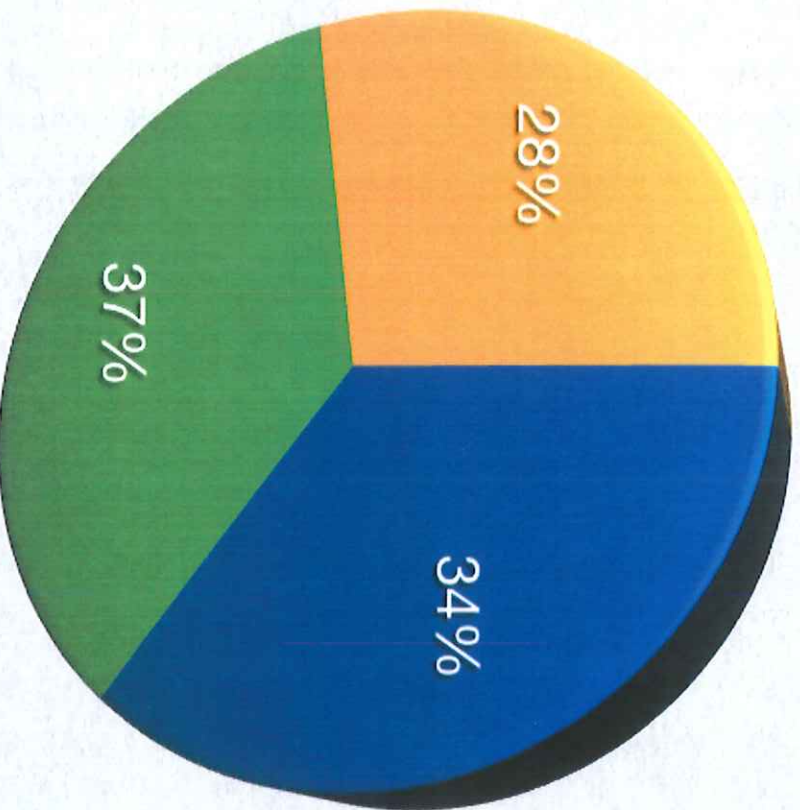
Walden Green Montessori  
Ed Performance Data  
Fall & Spring  
2013-2014

# WALDEN GREEN EDPERFORMANCE MATH DATA

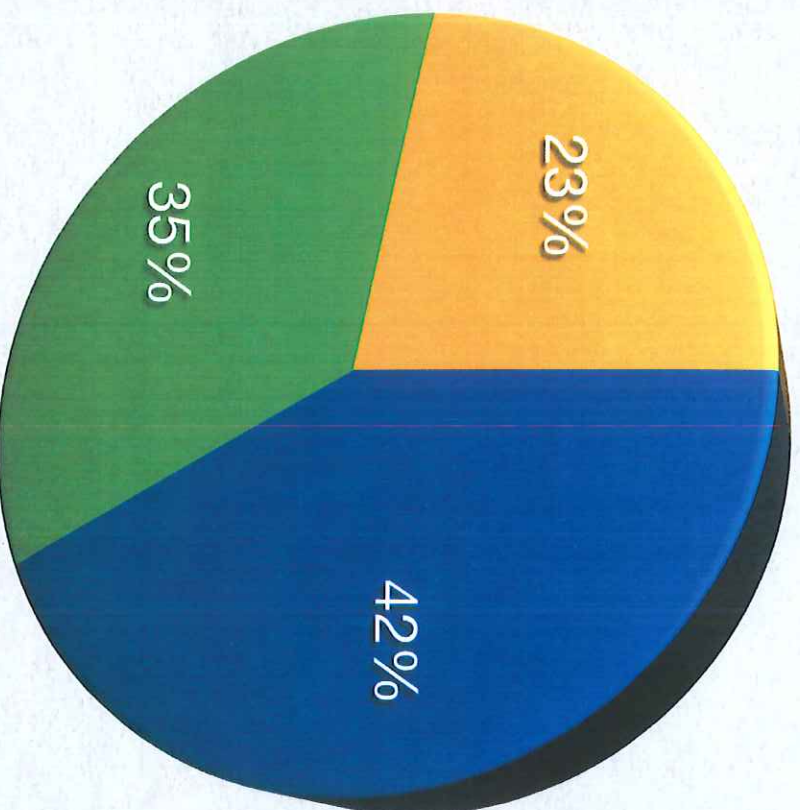
2013-2014

- Above/High Average
- Low Average
- Below Average

## FALL



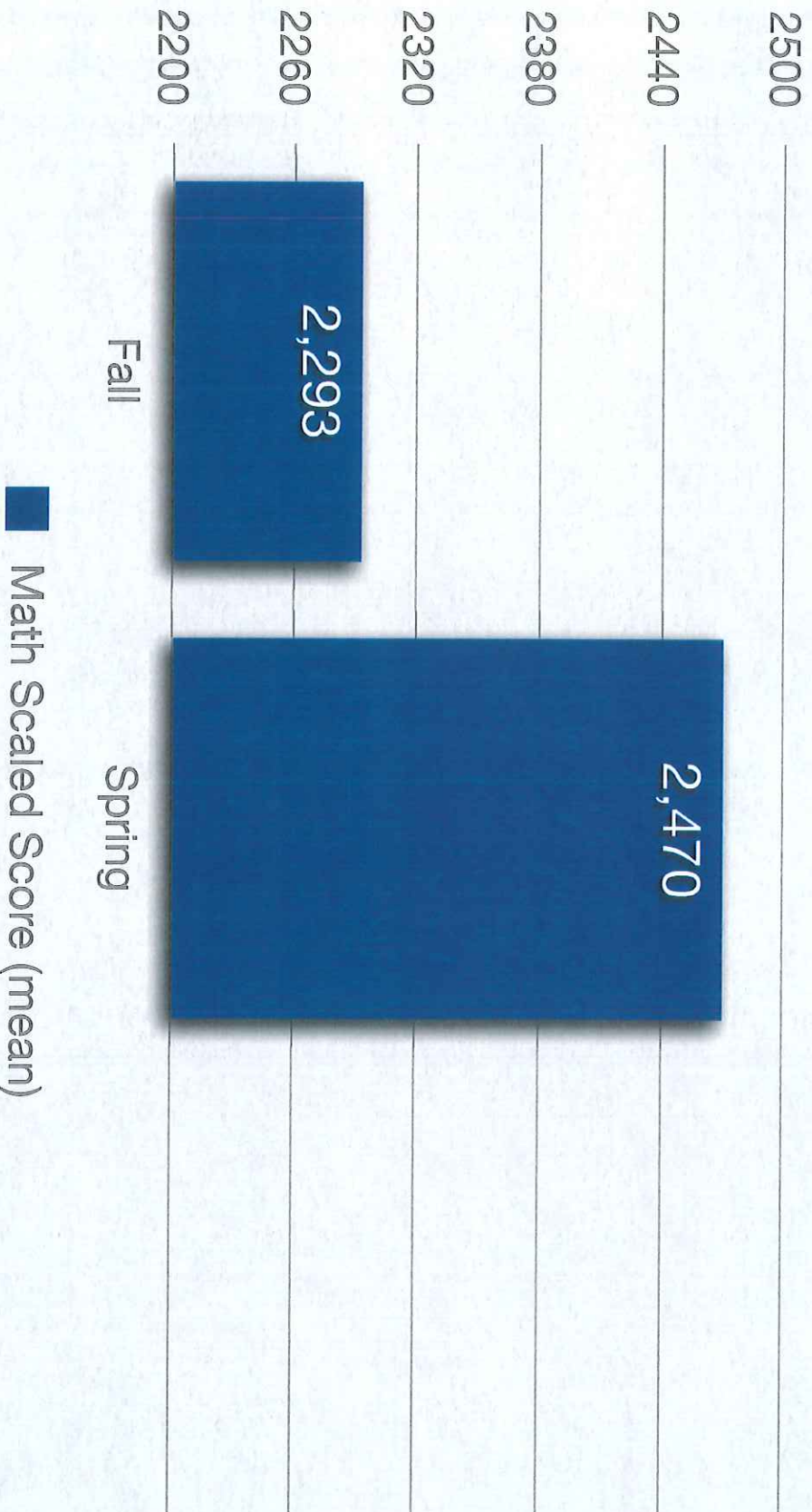
## SPRING



NOTE: THIS DATA INCLUDES SPECIAL EDUCATION STUDENTS (AROUND 20% OF WALDEN GREEN'S POPULATION)

# WALDEN GREEN EDPERFORMANCE MATH DATA

2013-2014



ACCORDING TO EDPERFORMANCE, THE TYPICAL STUDENT SHOULD GAIN BETWEEN 100 TO 150 POINTS PER YEAR.

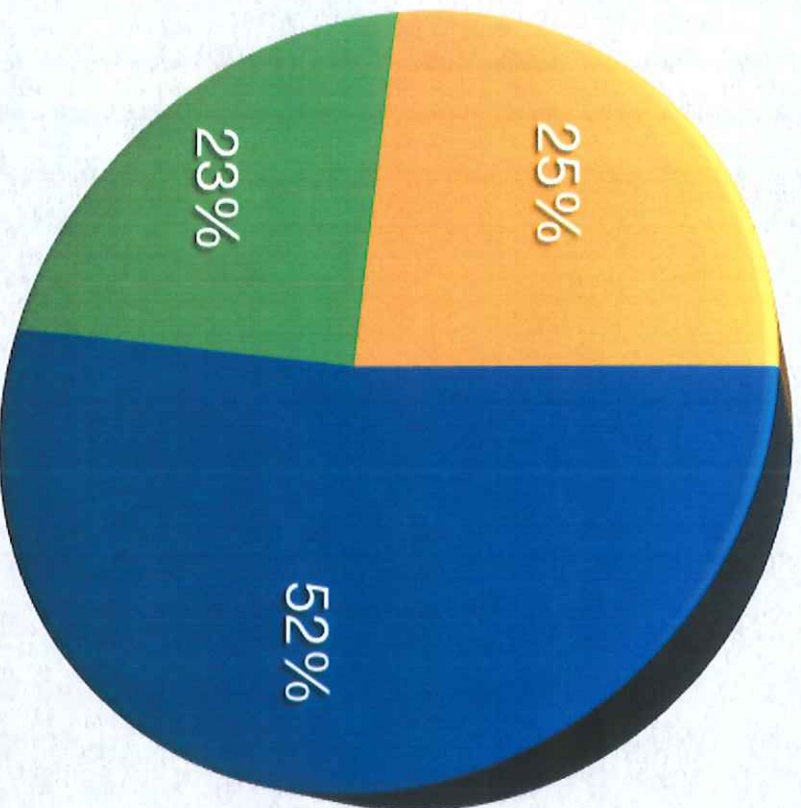
**WALDEN GREEN STUDENTS THIS YEAR GAINED AN AVERAGE OF 177 POINTS IN MATH!**

# WALDEN GREEN EDPERFORMANCE READING DATA

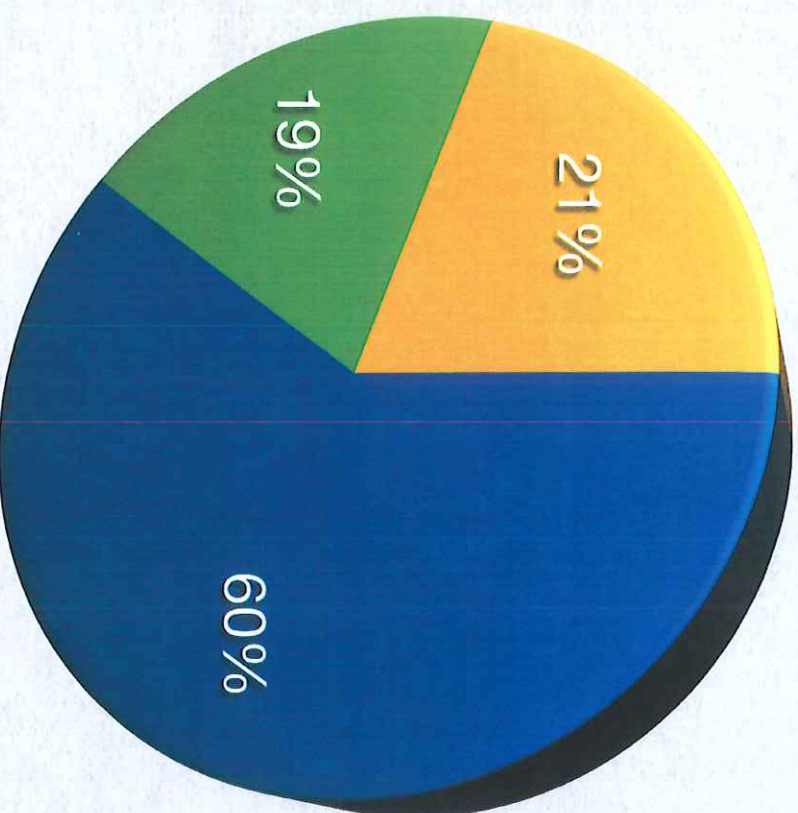
2013-2014

- Above/High Average
- Low Average
- Below Average

## FALL



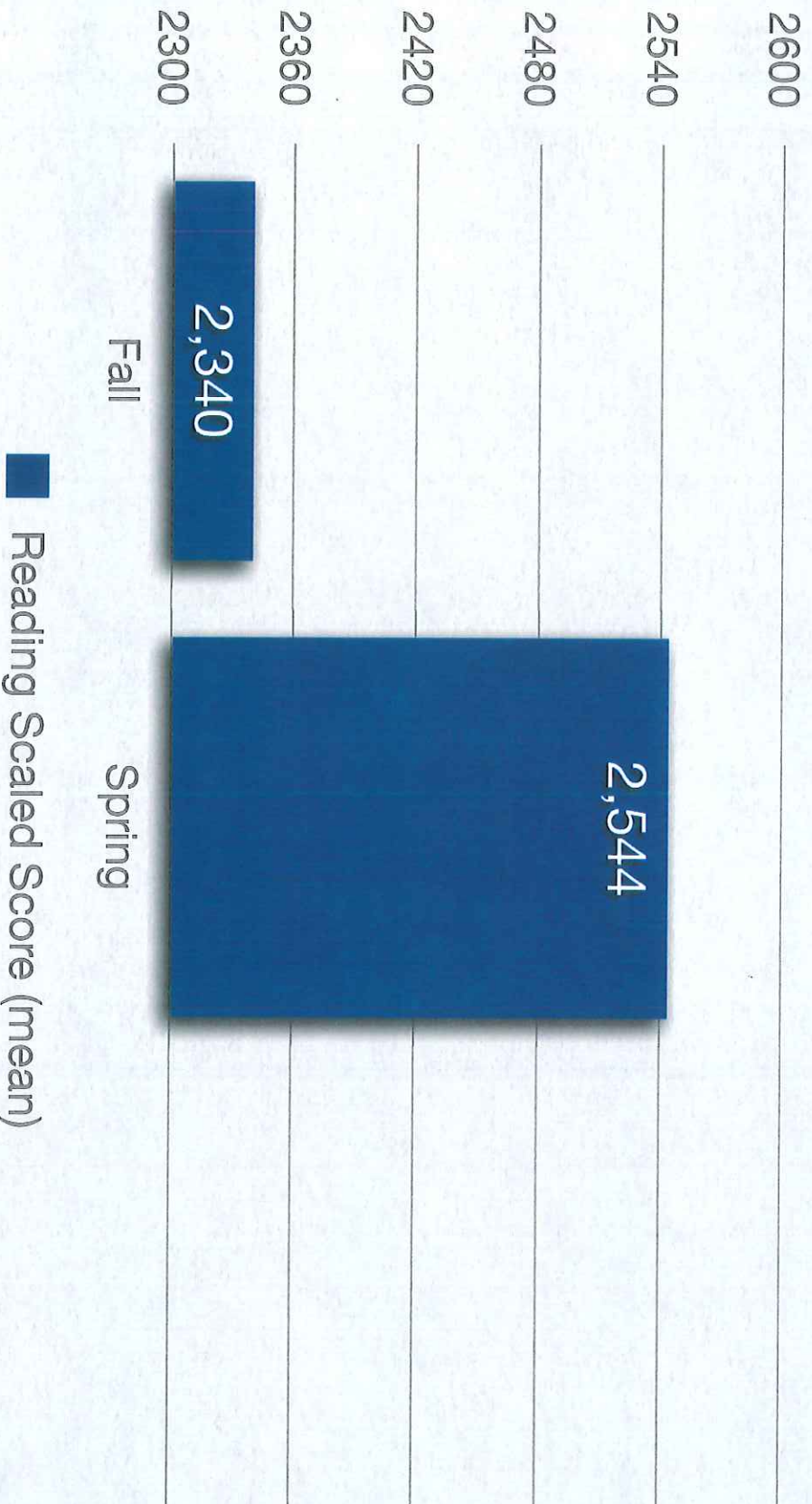
## SPRING



NOTE: THIS DATA INCLUDES SPECIAL EDUCATION STUDENTS (AROUND 20% OF WALDEN GREEN'S POPULATION)

# WALDEN GREEN EDPERFORMANCE READING DATA

2013-2014



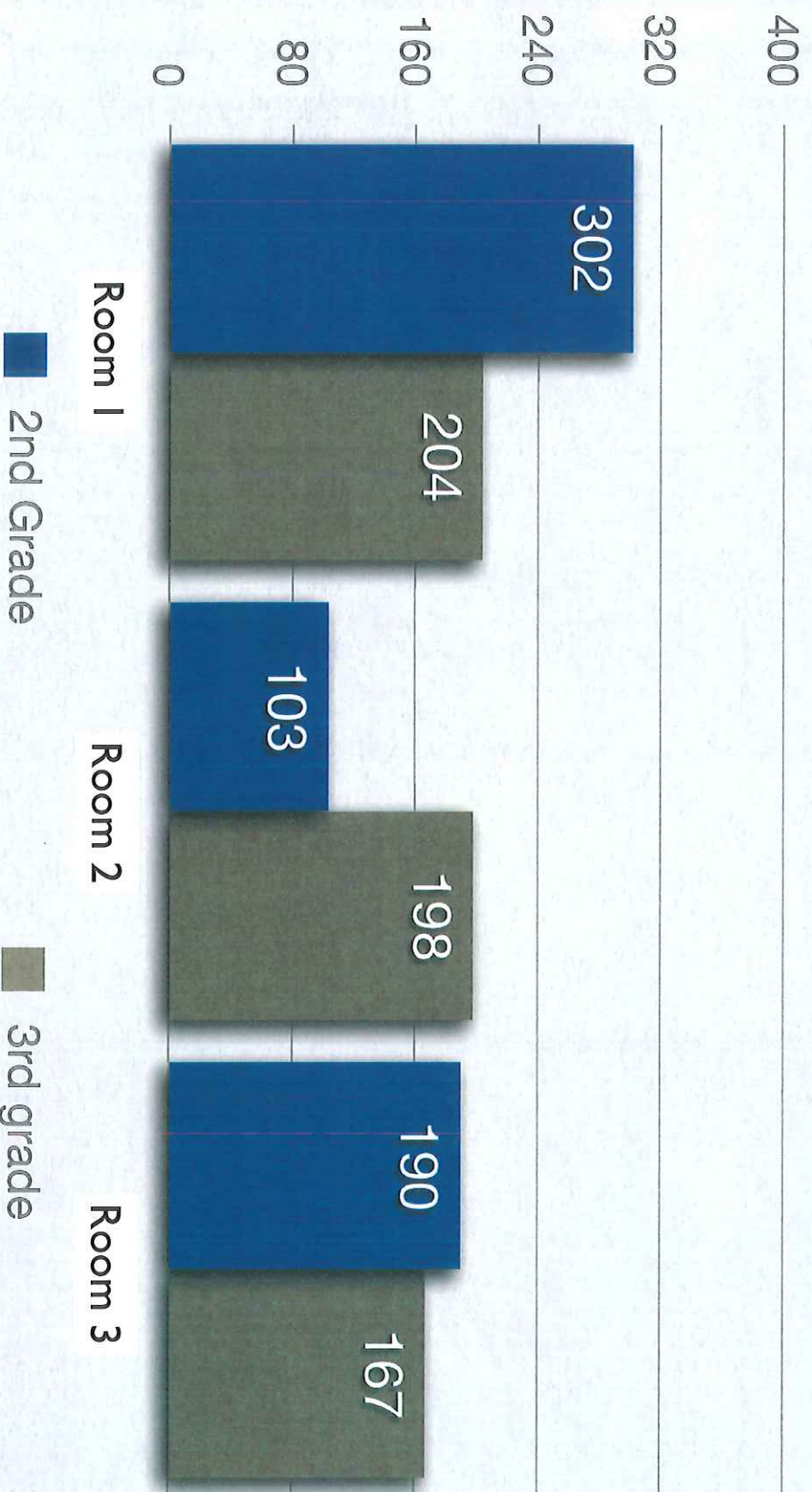
ACCORDING TO EDPERFORMANCE, THE TYPICAL STUDENT SHOULD GAIN BETWEEN 100 TO 150 POINTS PER YEAR.

**WALDEN GREEN STUDENTS THIS YEAR GAINED AN AVERAGE OF 204 POINTS IN READING!**

# WALDEN GREEN EDPERFORMANCE MATH DATA

2013-2014

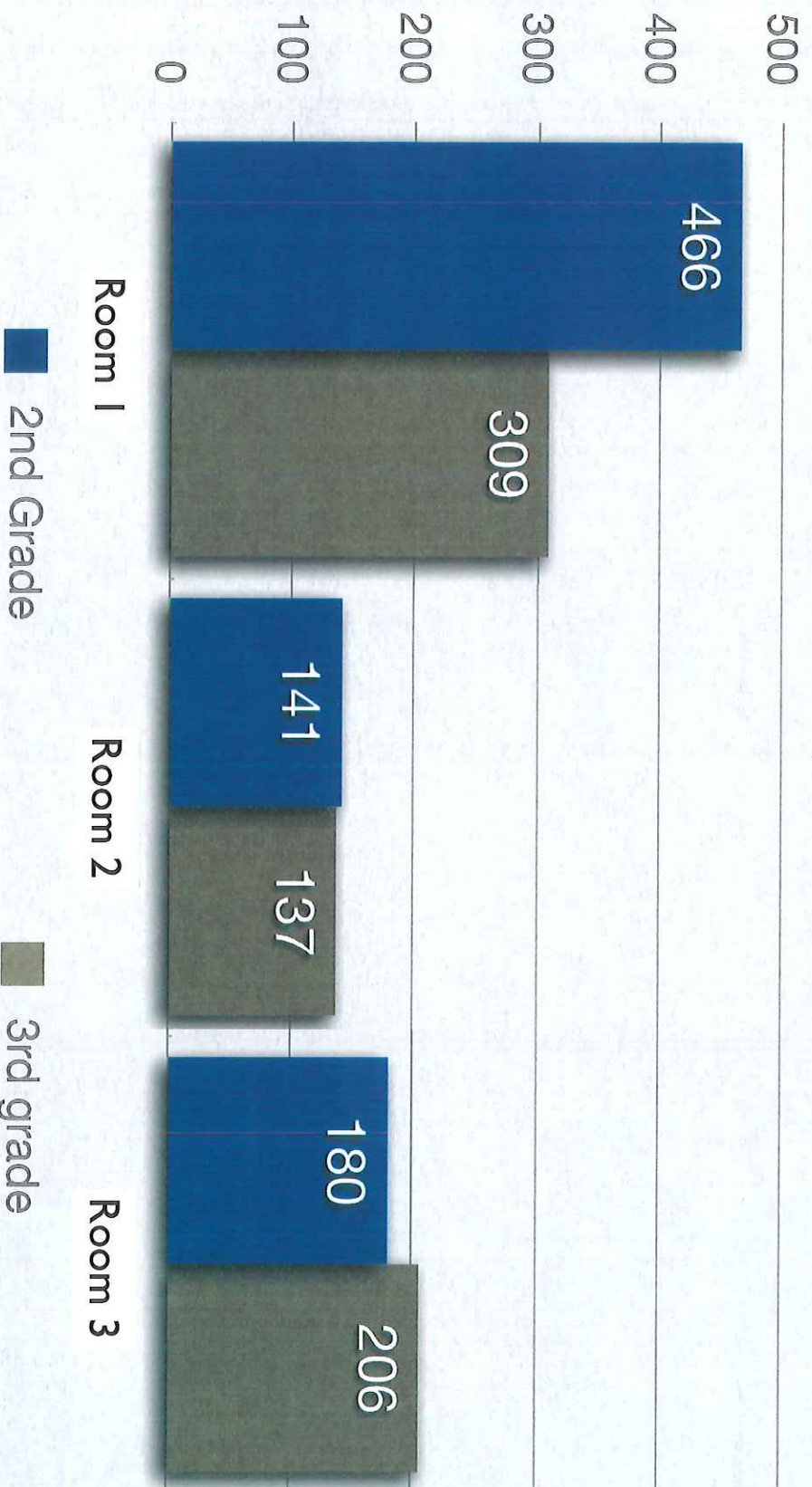
GROWTH IN "SCALED SCORE" (AVERAGE POINTS)



# WALDEN GREEN EDPERFORMANCE READING DATA

2013-2014

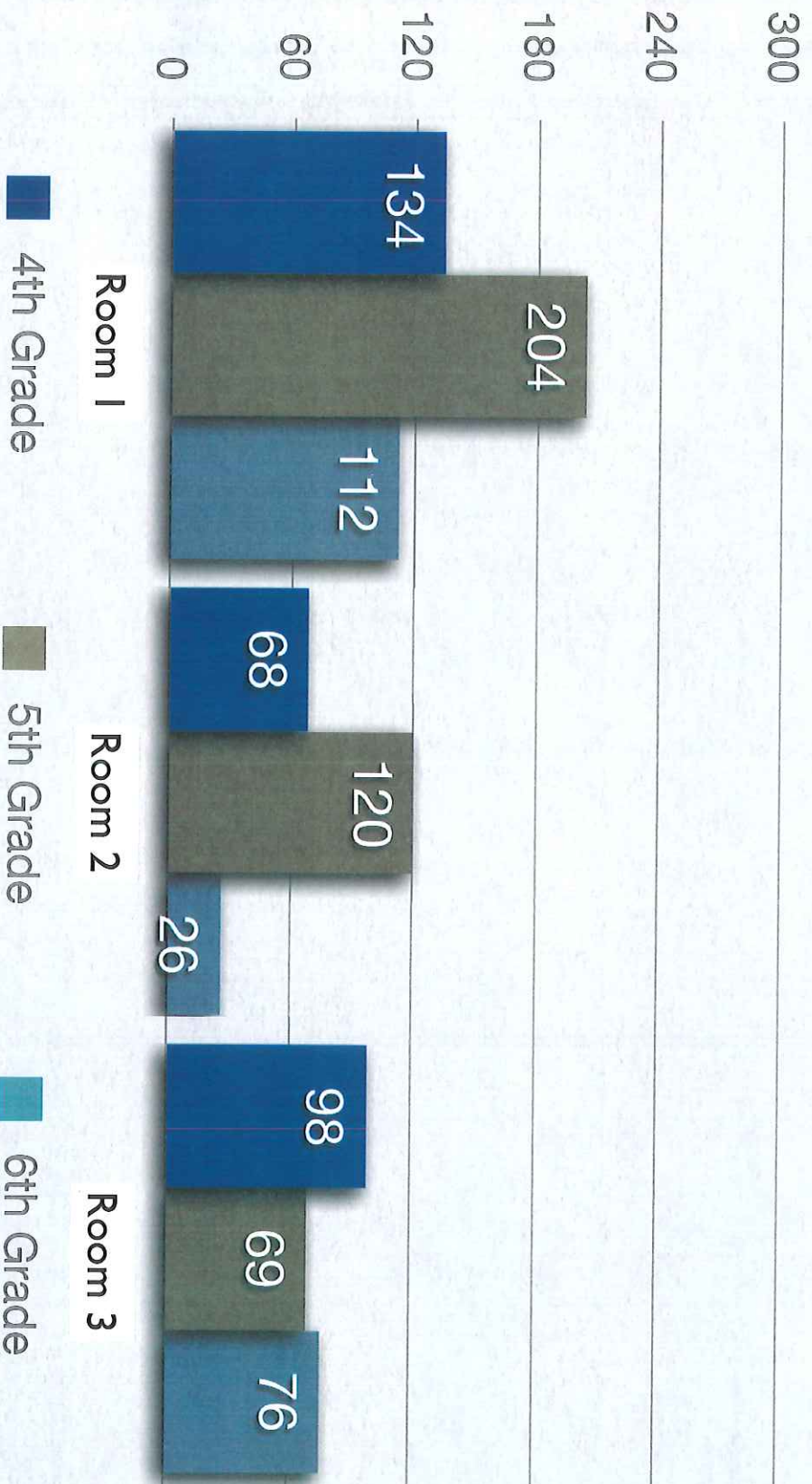
GROWTH IN "SCALED SCORE" (AVERAGE POINTS)



# WALDEN GREEN EDPERFORMANCE MATH DATA

2013-2014

GROWTH IN "SCALED SCORE" (AVERAGE POINTS)

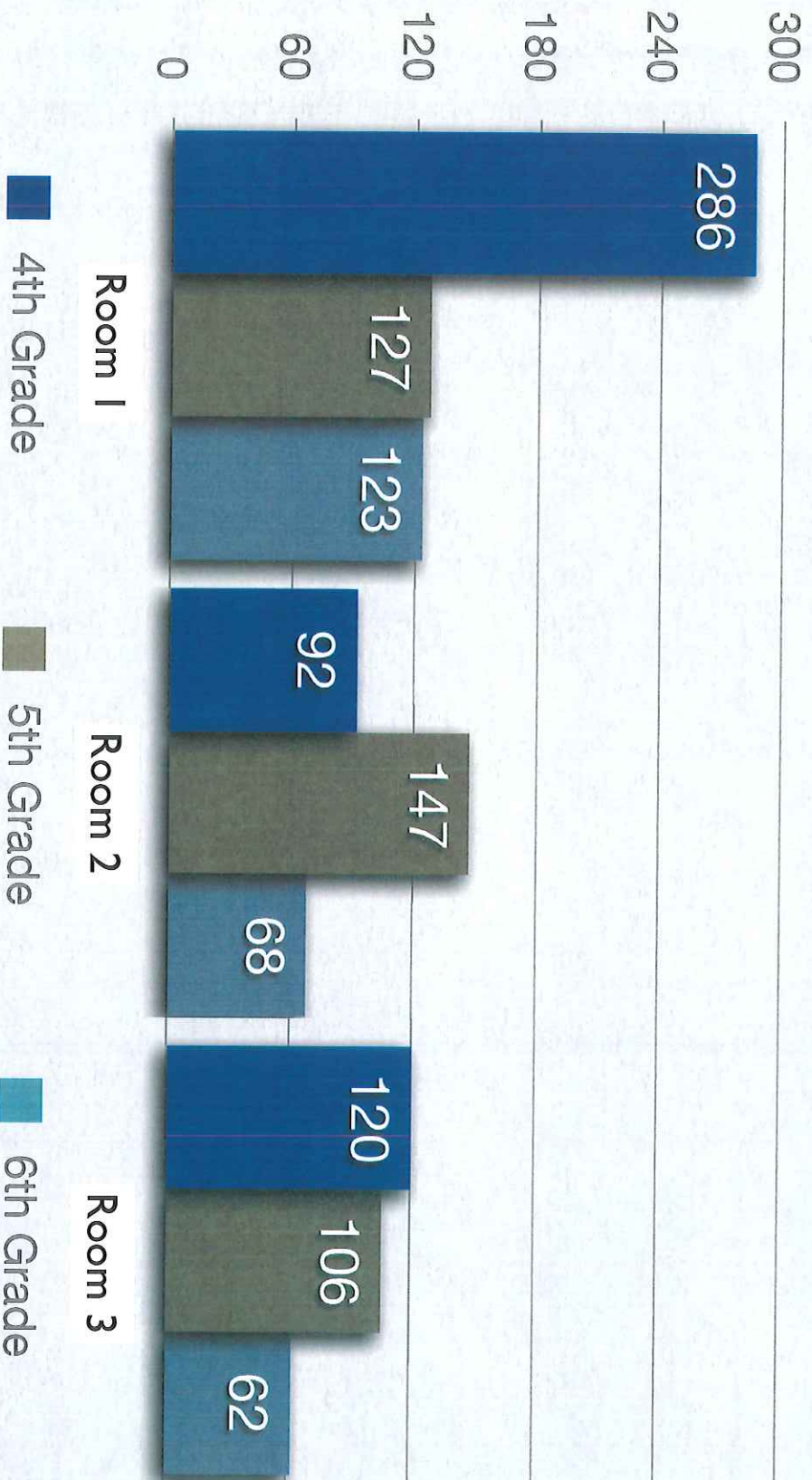




# WALDEN GREEN EDPERFORMANCE READING DATA

2013-2014

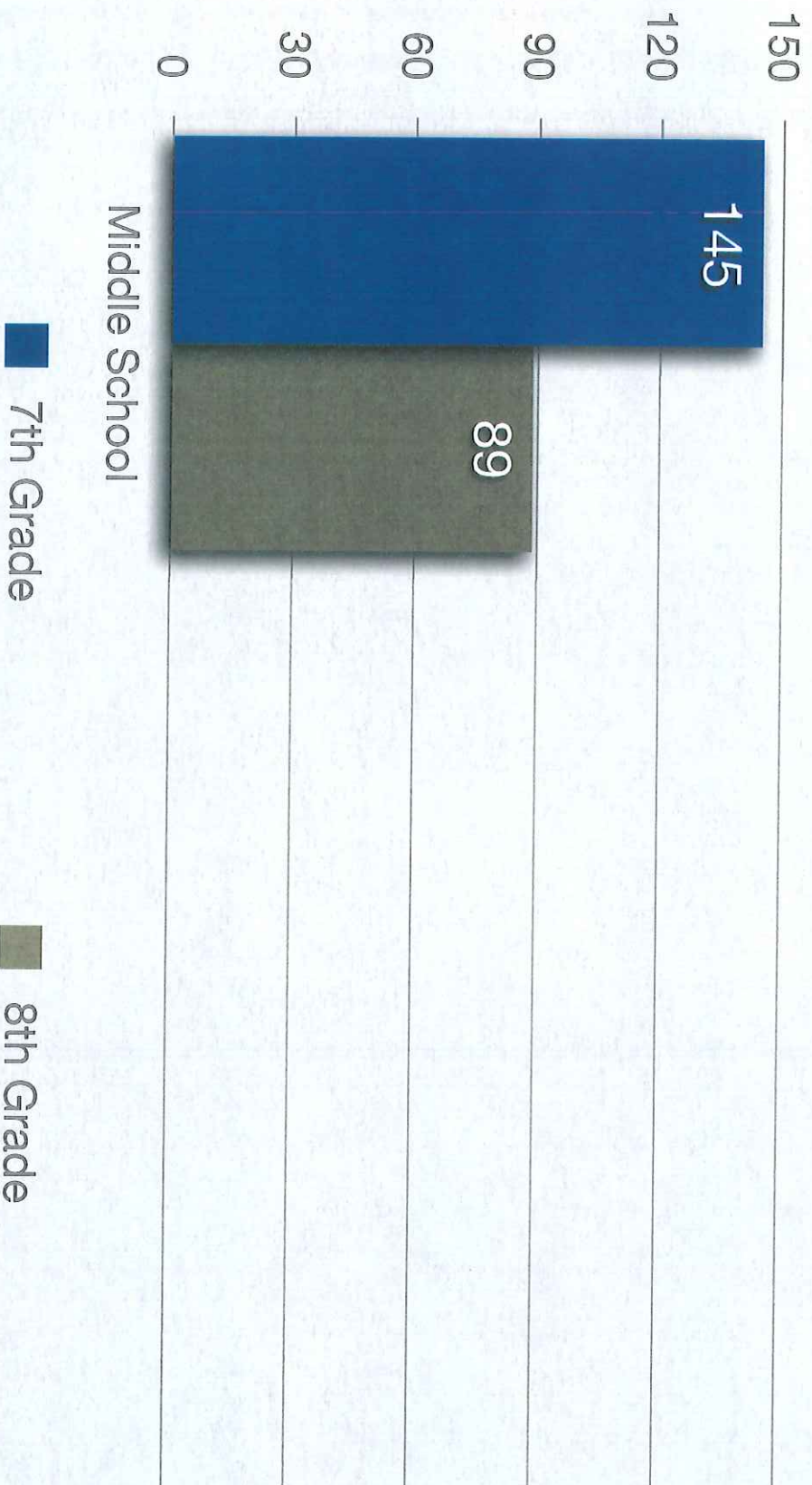
GROWTH IN "SCALED SCORE" (AVERAGE POINTS)



# WALDEN GREEN EDPERFORMANCE MATH DATA

2013-2014

GROWTH IN "SCALED SCORE" (AVERAGE POINTS)



**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	14.3%	14.3%	0%	14.3%	38.1%	47.6%
Mathematics	3rd Grade	All Students	2013-14	40.1%	37%	37%	0%	37%	22.2%	40.7%
Mathematics	3rd Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	15.8%	15.8%	0%	15.8%	31.6%	52.6%
Mathematics	3rd Grade	White	2013-14	46.6%	35%	35%	0%	35%	30%	35%
Mathematics	3rd Grade	Female	2012-13	39.8%	0%	0%	0%	0%	54.5%	45.5%
Mathematics	3rd Grade	Female	2013-14	39.7%	40%	40%	0%	40%	13.3%	46.7%
Mathematics	3rd Grade	Male	2012-13	42%	30%	30%	0%	30%	20%	50%
Mathematics	3rd Grade	Male	2013-14	40.6%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	13.8%	13.8%	0%	13.8%	13.8%	72.4%

Annual Education Report  
Walden Green Montessori

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	All Students	2013-14	45.3%	27.8%	27.8%	11.1%	16.7%	22.2%	50%
Mathematics	4th Grade	African American	2012-13	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	16.7%	16.7%	0%	16.7%	16.7%	66.7%
Mathematics	4th Grade	White	2013-14	52.9%	25%	25%	12.5%	12.5%	25%	50%
Mathematics	4th Grade	Female	2012-13	45.7%	15.4%	15.4%	0%	15.4%	0%	84.6%
Mathematics	4th Grade	Female	2013-14	43.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	46.4%	12.5%	12.5%	0%	12.5%	25%	62.5%
Mathematics	4th Grade	Male	2013-14	47.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	All Students	2012-13	45.7%	40.7%	40.7%	3.7%	37%	7.4%	51.9%
Mathematics	5th Grade	All Students	2013-14	45.2%	28%	28%	8%	20%	16%	56%
Mathematics	5th Grade	African American	2012-13	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2012-13	74.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2012-13	42.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	45%	45%	5%	40%	10%	45%
Mathematics	5th Grade	White	2013-14	51.7%	33.3%	33.3%	9.5%	23.8%	9.5%	57.1%
Mathematics	5th Grade	Female	2012-13	43.9%	33.3%	33.3%	0%	33.3%	8.3%	58.3%
Mathematics	5th Grade	Female	2013-14	44.7%	30%	30%	20%	10%	20%	50%
Mathematics	5th Grade	Male	2012-13	47.5%	46.7%	46.7%	6.7%	40%	6.7%	46.7%
Mathematics	5th Grade	Male	2013-14	45.7%	26.7%	26.7%	0%	26.7%	13.3%	60%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	23.1%	23.1%	0%	23.1%	7.7%	69.2%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10

Annual Education Report  
Walden Green Montessori

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	40.2%	35%	35%	0%	35%	15%	50%
Mathematics	6th Grade	All Students	2013-14	41.5%	47.6%	47.6%	19%	28.6%	28.6%	23.8%
Mathematics	6th Grade	African American	2013-14	17.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Asian	2012-13	70.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Asian	2013-14	73.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2013-14	27.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Two or More Races	2013-14	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2012-13	46.6%	35.3%	35.3%	0%	35.3%	17.6%	47.1%
Mathematics	6th Grade	White	2013-14	47.6%	56.3%	56.3%	25%	31.3%	25%	18.8%
Mathematics	6th Grade	Female	2012-13	38.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2013-14	40.9%	54.5%	54.5%	18.2%	36.4%	18.2%	27.3%
Mathematics	6th Grade	Male	2012-13	41.4%	27.3%	27.3%	0%	27.3%	18.2%	54.5%
Mathematics	6th Grade	Male	2013-14	42%	40%	40%	20%	20%	40%	20%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	25.9%	<10	<10	<10	<10	<10	<10

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	Students With Disabilities	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2012-13	38.1%	6.3%	6.3%	0%	6.3%	18.8%	75%
Mathematics	7th Grade	All Students	2013-14	39.2%	7.1%	7.1%	0%	7.1%	35.7%	57.1%
Mathematics	7th Grade	Hispanic of Any Race	2012-13	23.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Hispanic of Any Race	2013-14	25.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2012-13	44.2%	6.7%	6.7%	0%	6.7%	20%	73.3%
Mathematics	7th Grade	White	2013-14	45.4%	7.7%	7.7%	0%	7.7%	38.5%	53.8%
Mathematics	7th Grade	Female	2012-13	38.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	39.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2012-13	37.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2013-14	38.5%	9.1%	9.1%	0%	9.1%	36.4%	54.5%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	8th Grade	All Students	2012-13	34.5%	26.7%	26.7%	0%	26.7%	40%	33.3%
Mathematics	8th Grade	All Students	2013-14	34.5%	7.1%	7.1%	0%	7.1%	42.9%	50%
Mathematics	8th Grade	Hispanic of Any Race	2013-14	20.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	40.4%	26.7%	26.7%	0%	26.7%	40%	33.3%
Mathematics	8th Grade	White	2013-14	40.5%	7.7%	7.7%	0%	7.7%	46.2%	46.2%
Mathematics	8th Grade	Female	2012-13	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2013-14	33.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Male	2012-13	34.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Male	2013-14	35.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	70%	70%	15%	55%	20%	10%
Reading	3rd Grade	All Students	2013-14	61.3%	44.4%	44.4%	7.4%	37%	33.3%	22.2%
Reading	3rd Grade	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10



**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	66.7%	66.7%	16.7%	50%	22.2%	11.1%
Reading	3rd Grade	White	2013-14	68.8%	45%	45%	5%	40%	30%	25%
Reading	3rd Grade	Female	2012-13	70.2%	72.7%	72.7%	18.2%	54.5%	18.2%	9.1%
Reading	3rd Grade	Female	2013-14	64.1%	46.7%	46.7%	6.7%	40%	33.3%	20%
Reading	3rd Grade	Male	2012-13	63%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	58.6%	41.7%	41.7%	8.3%	33.3%	33.3%	25%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	77.8%	77.8%	0%	77.8%	18.5%	3.7%
Reading	4th Grade	All Students	2013-14	70%	50%	50%	0%	50%	33.3%	16.7%
Reading	4th Grade	African American	2012-13	43%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	<10	<10	<10	<10	<10	<10



09/17/2014

**MI School Data****Annual Education Report  
Walden Green Montessori****Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	White	2012-13	75.1%	81.8%	81.8%	0%	81.8%	13.6%	4.5%
Reading	4th Grade	White	2013-14	76.5%	43.8%	43.8%	0%	43.8%	37.5%	18.8%
Reading	4th Grade	Female	2012-13	71.1%	84.6%	84.6%	0%	84.6%	7.7%	7.7%
Reading	4th Grade	Female	2013-14	73%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	65.1%	71.4%	71.4%	0%	71.4%	28.6%	0%
Reading	4th Grade	Male	2013-14	67%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	77.8%	77.8%	29.6%	48.1%	11.1%	11.1%
Reading	5th Grade	All Students	2013-14	71.7%	75%	75%	20.8%	54.2%	20.8%	4.2%
Reading	5th Grade	African American	2012-13	47.8%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.7%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2012-13	81.5%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	<10	<10	<10	<10	<10	<10

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Two or More Races	2012-13	70.4%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	80%	80%	35%	45%	5%	15%
Reading	5th Grade	White	2013-14	78.2%	75%	75%	20%	55%	20%	5%
Reading	5th Grade	Female	2012-13	74.1%	83.3%	83.3%	33.3%	50%	8.3%	8.3%
Reading	5th Grade	Female	2013-14	74.2%	80%	80%	40%	40%	10%	10%
Reading	5th Grade	Male	2012-13	66.8%	73.3%	73.3%	26.7%	46.7%	13.3%	13.3%
Reading	5th Grade	Male	2013-14	69.2%	71.4%	71.4%	7.1%	64.3%	28.6%	0%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	75%	75%	8.3%	66.7%	8.3%	16.7%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	85%	85%	20%	65%	15%	0%
Reading	6th Grade	All Students	2013-14	71.5%	90%	90%	45%	45%	0%	10%
Reading	6th Grade	African American	2013-14	50%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Asian	2012-13	82.3%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Asian	2013-14	82.4%	<10	<10	<10	<10	<10	<10



09/17/2014

# MI School Data

## Annual Education Report

Walden Green Montessori

### Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	6th Grade	Hispanic of Any Race	2012-13	57.6%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2013-14	60.1%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Two or More Races	2013-14	70.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	White	2012-13	74.3%	82.4%	82.4%	23.5%	58.8%	17.6%	0%
Reading	6th Grade	White	2013-14	77.7%	93.3%	93.3%	53.3%	40%	0%	6.7%
Reading	6th Grade	Female	2012-13	71.2%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2013-14	74.7%	90.9%	90.9%	36.4%	54.5%	0%	9.1%
Reading	6th Grade	Male	2012-13	65.4%	90.9%	90.9%	18.2%	72.7%	9.1%	0%
Reading	6th Grade	Male	2013-14	68.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2012-13	32.8%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	62%	88.9%	88.9%	16.7%	72.2%	11.1%	0%
Reading	7th Grade	All Students	2013-14	60.4%	46.7%	46.7%	6.7%	40%	40%	13.3%
Reading	7th Grade	Hispanic of Any Race	2012-13	47%	<10	<10	<10	<10	<10	<10

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Hispanic of Any Race	2013-14	46.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	White	2012-13	69.5%	88.2%	88.2%	17.6%	70.6%	11.8%	0%
Reading	7th Grade	White	2013-14	67.8%	42.9%	42.9%	7.1%	35.7%	42.9%	14.3%
Reading	7th Grade	Female	2012-13	65.3%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2013-14	62.5%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2012-13	58.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2013-14	58.4%	63.6%	63.6%	9.1%	54.5%	36.4%	0%
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	65.7%	80%	80%	20%	60%	13.3%	6.7%
Reading	8th Grade	All Students	2013-14	72.7%	92.9%	92.9%	42.9%	50%	0%	7.1%
Reading	8th Grade	Hispanic of Any Race	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	71.2%	80%	80%	20%	60%	13.3%	6.7%
Reading	8th Grade	White	2013-14	79.2%	92.3%	92.3%	46.2%	46.2%	0%	7.7%
Reading	8th Grade	Female	2012-13	70.1%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2013-14	74.6%	<10	<10	<10	<10	<10	<10



09/17/2014

# MI School Data

Annual Education Report  
Walden Green Montessori

## Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	8th Grade	Male	2012-13	61.5%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Male	2013-14	70.9%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	13.3%	13.3%	10%	3.3%	50%	36.7%
Science	5th Grade	All Students	2013-14	16.8%	12%	12%	8%	4%	48%	40%
Science	5th Grade	African American	2012-13	2.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2012-13	26.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	13%	13%	8.7%	4.3%	52.2%	34.8%
Science	5th Grade	White	2013-14	20.7%	14.3%	14.3%	9.5%	4.8%	52.4%	33.3%
Science	5th Grade	Female	2012-13	11.6%	8.3%	8.3%	8.3%	0%	58.3%	33.3%
Science	5th Grade	Female	2013-14	15.9%	20%	20%	20%	0%	50%	30%
Science	5th Grade	Male	2012-13	14.5%	16.7%	16.7%	11.1%	5.6%	44.4%	38.9%

A service of the Center for Educational Performance and Information

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Male	2013-14	17.7%	6.7%	6.7%	0%	6.7%	46.7%	46.7%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	0%	0%	0%	0%	57.1%	42.9%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2012-13	15.9%	18.8%	18.8%	0%	18.8%	25%	56.3%
Science	8th Grade	All Students	2013-14	19.8%	28.6%	28.6%	7.1%	21.4%	28.6%	42.9%
Science	8th Grade	Hispanic of Any Race	2013-14	9.7%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2012-13	19.3%	18.8%	18.8%	0%	18.8%	25%	56.3%
Science	8th Grade	White	2013-14	24.2%	30.8%	30.8%	7.7%	23.1%	30.8%	38.5%
Science	8th Grade	Female	2012-13	13.7%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Female	2013-14	17.5%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Male	2012-13	18%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Male	2013-14	22%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	<10	<10	<10	<10	<10	<10



09/17/2014

Annual Education Report  
Walden Green Montessori

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Students With Disabilities	2012-13	3.5%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10	<10





09/17/2014

# MI School Data

Annual Education Report  
Walden Green Montessori

## Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------------	---------------------------	--	----------------------------------

No Data to Display

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	33.3%	33.3%	33.3%	0%	66.7%
Mathematics	4th Grade	White	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	33.3%	33.3%	33.3%	0%	66.7%
Mathematics	4th Grade	Female	2013-14	53.7%	33.3%	33.3%	33.3%	0%	66.7%
Mathematics	4th Grade	Male	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	58.5%	100%	100%	33.3%	66.7%	0%
Mathematics	5th Grade	White	2012-13	64%	100%	100%	33.3%	66.7%	0%
Mathematics	5th Grade	Male	2012-13	60.4%	100%	100%	33.3%	66.7%	0%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2013-14	65.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2012-13	62.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2013-14	70.4%	<10	<10	<10	<10	<10

**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	6th Grade	Female	2012-13	57.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2012-13	58.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2013-14	64.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	55.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	62.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2012-13	45%	100%	100%	100%	0%	0%
Mathematics	7th Grade	All Students	2013-14	47.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2012-13	49.4%	100%	100%	100%	0%	0%
Mathematics	7th Grade	White	2013-14	52.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2012-13	45.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	49%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2012-13	45%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2013-14	46.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2012-13	42.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	33.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	38.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Male	2012-13	34.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	66.7%	66.7%	66.7%	0%	33.3%
Reading	3rd Grade	White	2012-13	42.8%	66.7%	66.7%	66.7%	0%	33.3%

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	Female	2012-13	41.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	All Students	2013-14	45.6%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	White	2012-13	51.4%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	White	2013-14	50.1%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	Female	2013-14	46.2%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	Male	2012-13	44%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	All Students	2013-14	59.8%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	63.4%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	White	2013-14	65%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	57.4%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	<10	<10	<10	<10	<10



09/17/2014

Annual Education Report  
Walden Green Montessori

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	58.7%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	58.1%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	6th Grade	White	2012-13	62.3%	<10	<10	<10	<10	<10
Reading	6th Grade	White	2013-14	62.2%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	6th Grade	Female	2012-13	62.7%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2012-13	56.5%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2013-14	55.3%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	6th Grade	Economically Disadvantaged	2012-13	55.6%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	55.2%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	61.4%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2013-14	61.7%	<10	<10	<10	<10	<10
Reading	7th Grade	White	2012-13	67.7%	<10	<10	<10	<10	<10
Reading	7th Grade	White	2013-14	66.7%	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2012-13	65.5%	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2013-14	59.3%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2012-13	58.7%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	68.2%	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	73.8%	<10	<10	<10	<10	<10



09/17/2014

# MI School Data

Annual Education Report  
Walden Green Montessori

## Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	8th Grade	Male	2012-13	67%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	--------------------------	-------------------------	-------------------------

No Data to Display



09/17/2014

# MI School Data

## Annual Education Report

### Walden Green Montessori

#### MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	--------------------------	-------------------------	-------------------------

No Data to Display





09/17/2014

# MI School Data

## Annual Education Report Walden Green Montessori

### MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No Data to Display									

**Annual Education Report  
Walden Green Montessori**

**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.2%	59.2%
Bottom 30%	District	Mathematics	N/A	10.5%
African American	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	100%	61.8%
Economically Disadvantaged	District	Mathematics	100%	51.3%
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	<30	<30
All Students	School	Mathematics	99.2%	59.2%
Bottom 30%	School	Mathematics	N/A	10.5%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	100%	61.8%
Economically Disadvantaged	School	Mathematics	100%	51.3%
English Language Learners	School	Mathematics	<30	<30

**Annual Education Report  
Walden Green Montessori**

**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.2%	84%
Bottom 30%	District	Reading	N/A	60.5%
African American	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	100%	82.4%
Economically Disadvantaged	District	Reading	100%	76.9%
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading	<30	<30
All Students	School	Reading	99.2%	84%
Bottom 30%	School	Reading	N/A	60.5%
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	82.4%
Economically Disadvantaged	School	Reading	100%	76.9%

**Annual Education Report  
Walden Green Montessori**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	100%	58.5%
Bottom 30%	District	Science	N/A	<30
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	100%	61.8%
Economically Disadvantaged	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	100%	58.5%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	100%	61.8%
Economically Disadvantaged	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%

**Annual Education Report  
Walden Green Montessori**

**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	<30	<30
Bottom 30%	District	Social Studies	N/A	<30
African American	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	<30	<30
Bottom 30%	School	Social Studies	N/A	<30
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%

**Annual Education Report  
Walden Green Montessori**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	60%
Bottom 30%	District	Writing	N/A	<30
African American	District	Writing		
Hispanic of Any Race	District	Writing	<30	<30
White	District	Writing	100%	56.3%
Economically Disadvantaged	District	Writing	<30	<30
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100%	60%
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing		
Hispanic of Any Race	School	Writing	<30	<30
White	School	Writing	100%	56.3%
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report  
Walden Green Montessori**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%

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

**Annual Education Report  
Walden Green Montessori**

**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	94%
All Students	School	94%

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





# MI School Data

09/17/2014

## Annual Education Report Walden Green Montessori

### 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
---------------	----------------	---------------	----------------	---------------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display



09/17/2014

Annual Education Report  
Walden Green Montessori

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
Walden Green Montessori	Walden Green Montessori		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	26

**Annual Education Report  
Walden Green Montessori**

**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	2	1

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

**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	0%

**Annual Education Report  
Walden Green Montessori**

**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
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) 2013 Mathematics Achievement.

**Annual Education Report  
Walden Green Montessori**

**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility					
Eligible	46	46	38	14	2
Not Eligible	54	16	42	32	10
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability					
SD	12	50	34	14	2
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	3	74	24	2	0
Not ELL	97	28	41	24	7

‡ 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) 2013 Mathematics Achievement.

**Annual Education Report  
Walden Green Montessori**

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
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) 2013 Mathematics Achievement.

**Annual Education Report  
Walden Green Montessori**

**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report  
Walden Green Montessori**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.



**Annual Education Report  
Walden Green Montessori**
**NAEP Grade 12 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner					
ELL	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.



Annual Education Report  
Walden Green Montessori

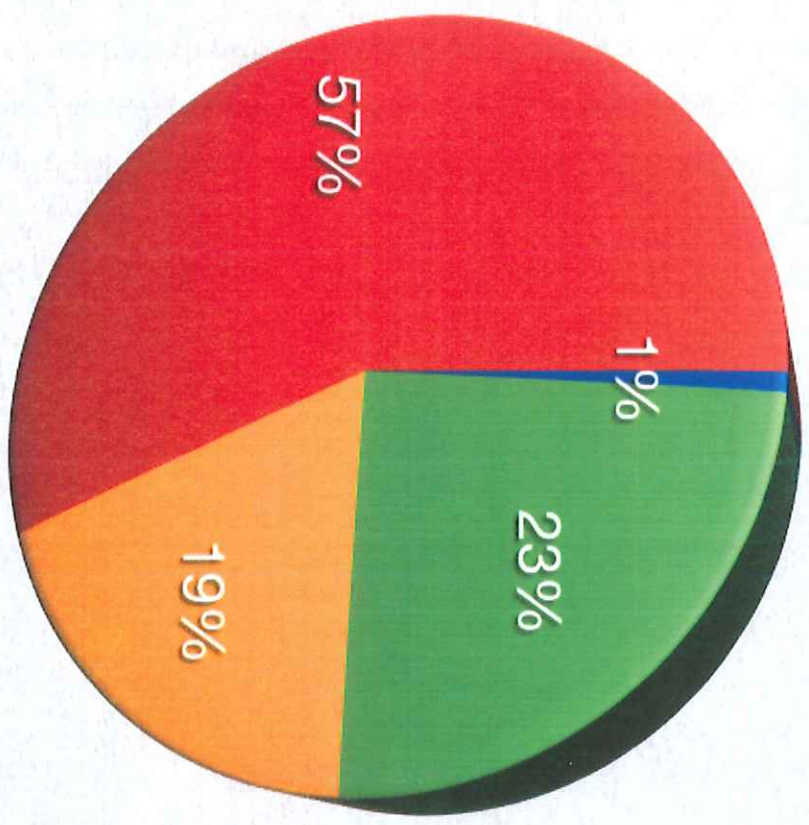
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0

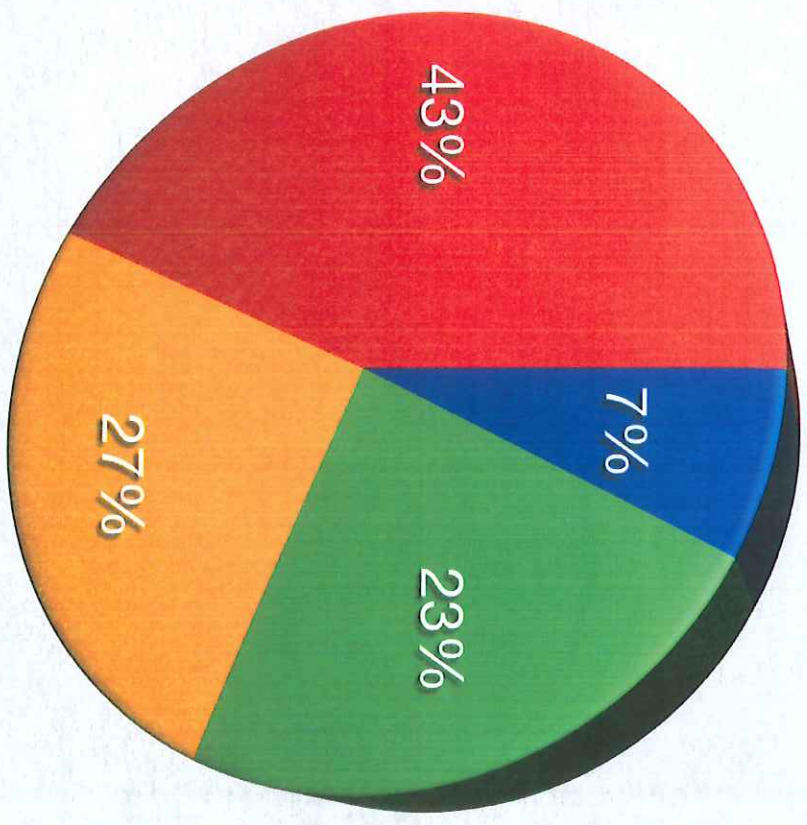
# WALDEN GREEN MEAP MATH DATA: 3RD-8TH GRADE OVERVIEW

- Advanced
- Proficient
- Partially Proficient
- Not Proficient

**2012**

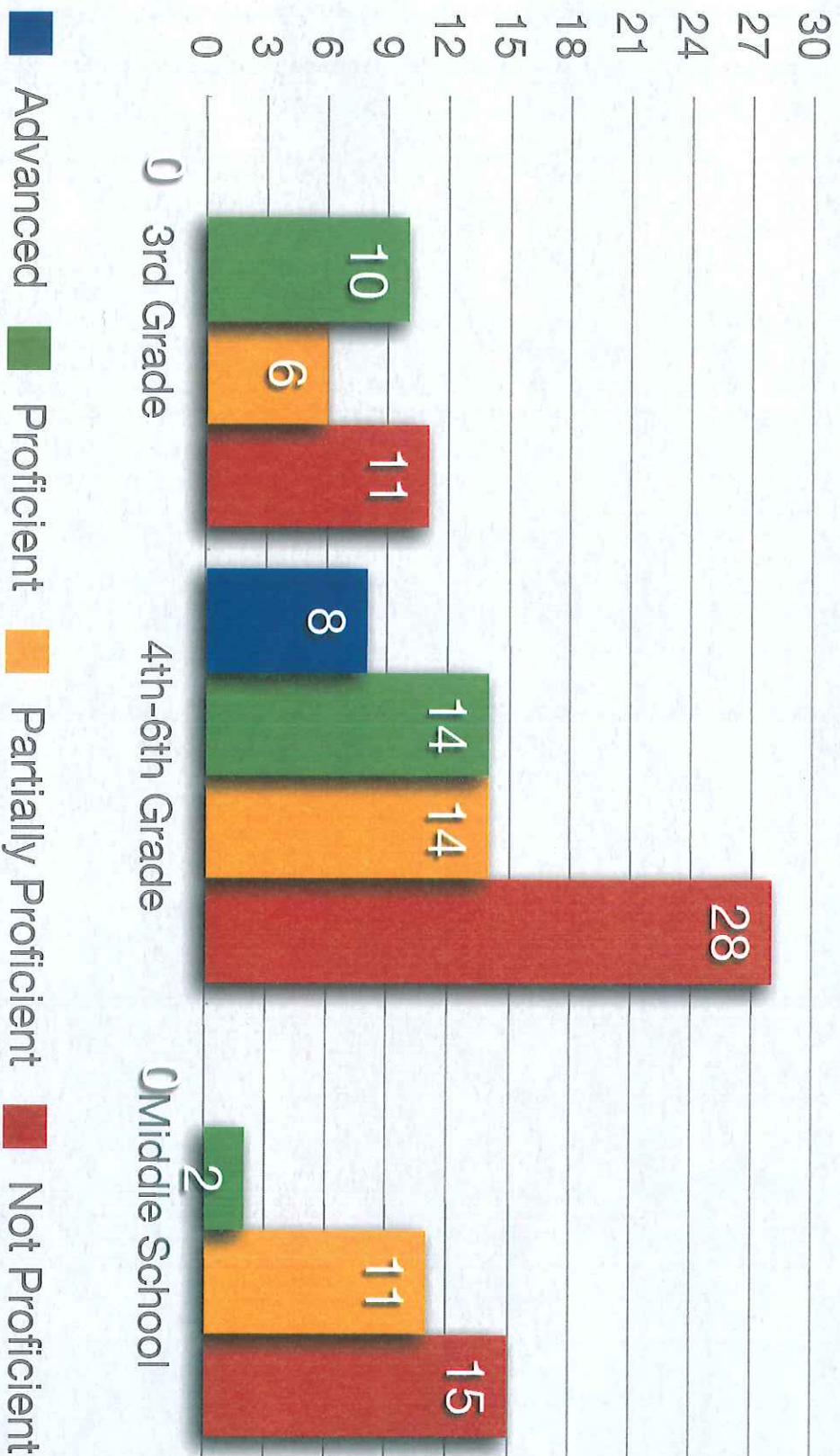


**2013**



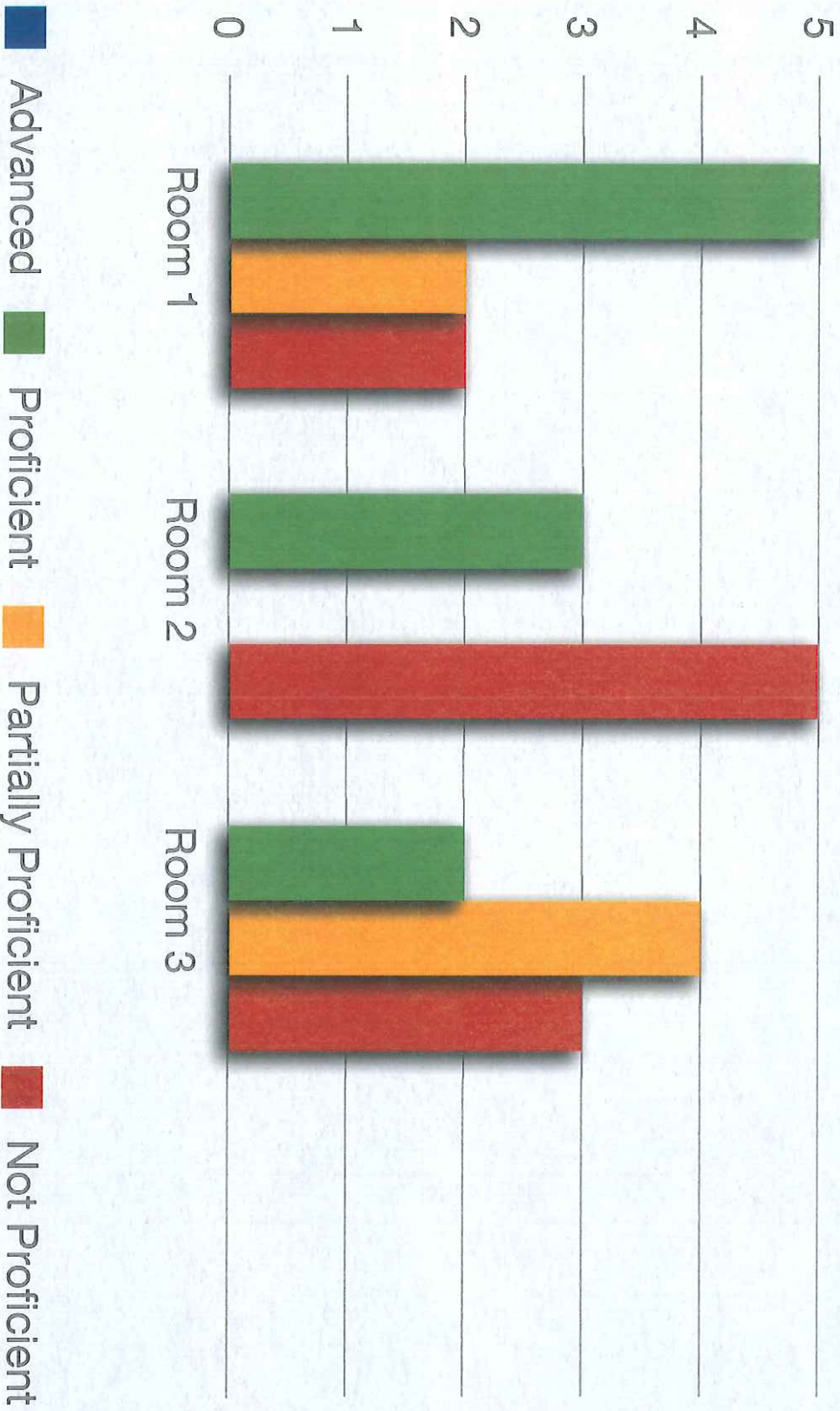
NOTE: THIS DOES NOT INCLUDE STUDENTS WITH AN I.E.P. WHO TOOK THE MEAP-ACCESS ASSESSMENT

# 2013 WALDEN GREEN MEAP MATH DATA: 3RD-8TH GRADE OVERVIEW

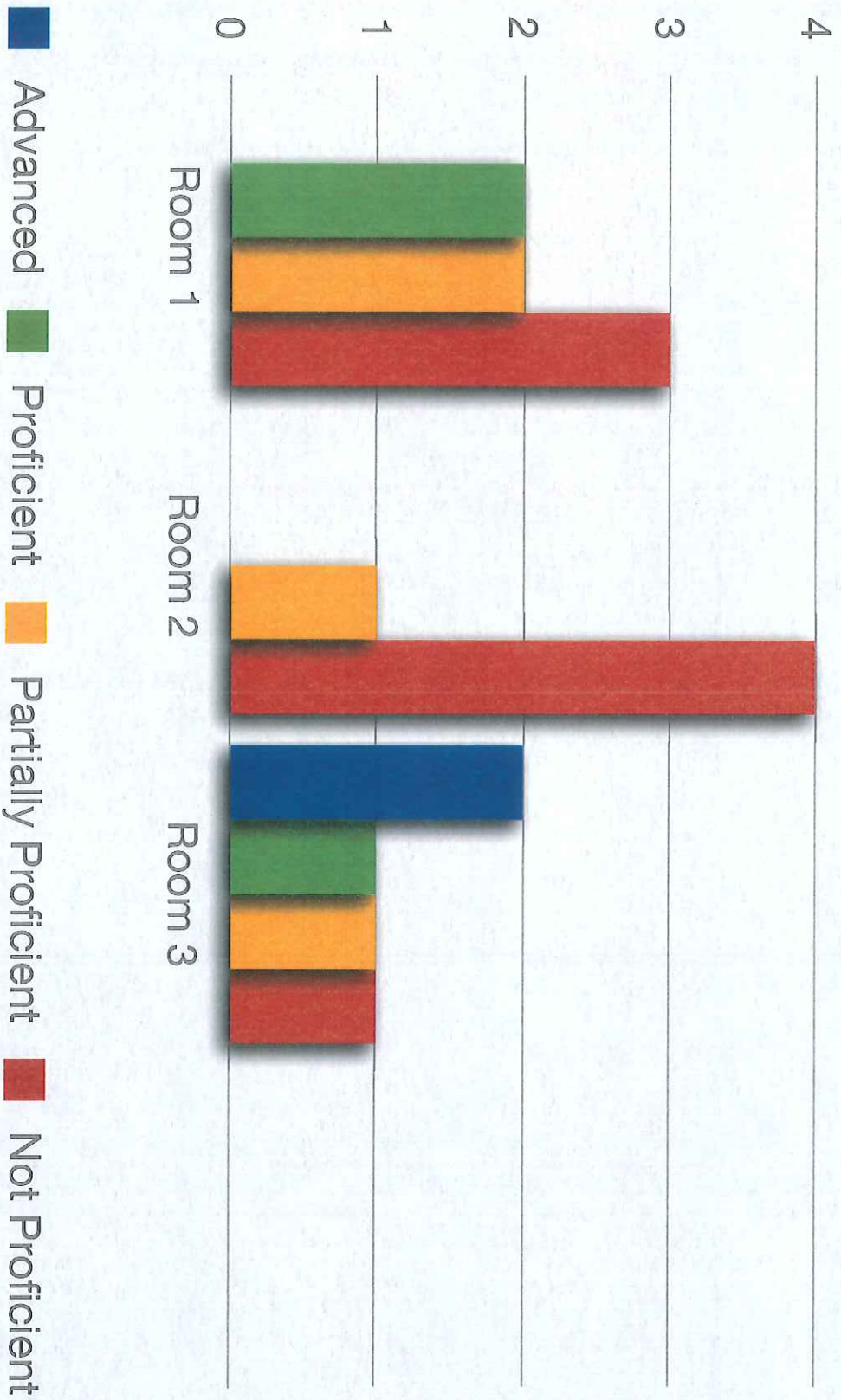


NOTE: THIS DOES NOT INCLUDE STUDENTS WITH AN I.E.P. WHO TOOK THE MEAP-ACCESS ASSESSMENT

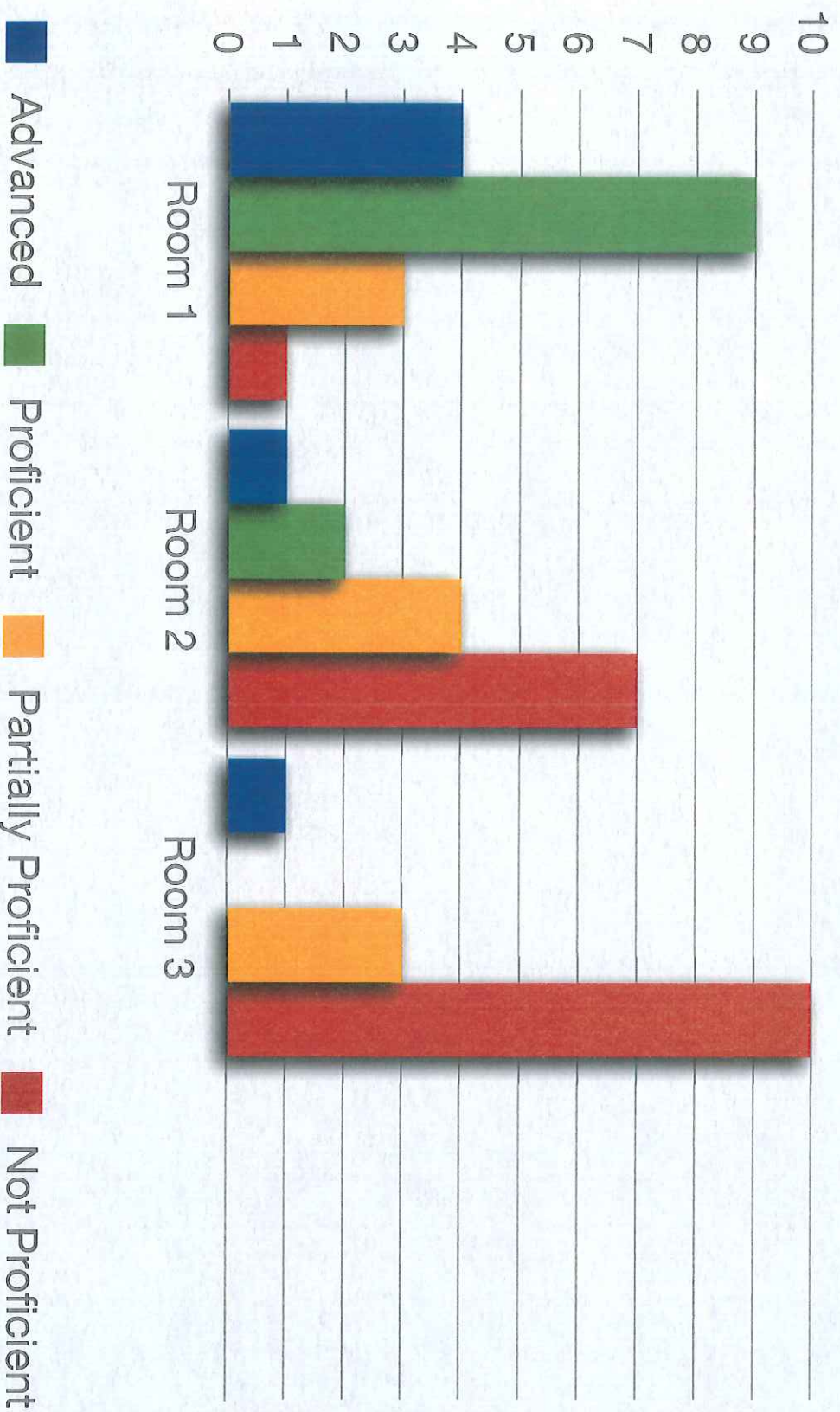
# 2013 MEAP MATH DATA: CURRENT 3RD GRADE



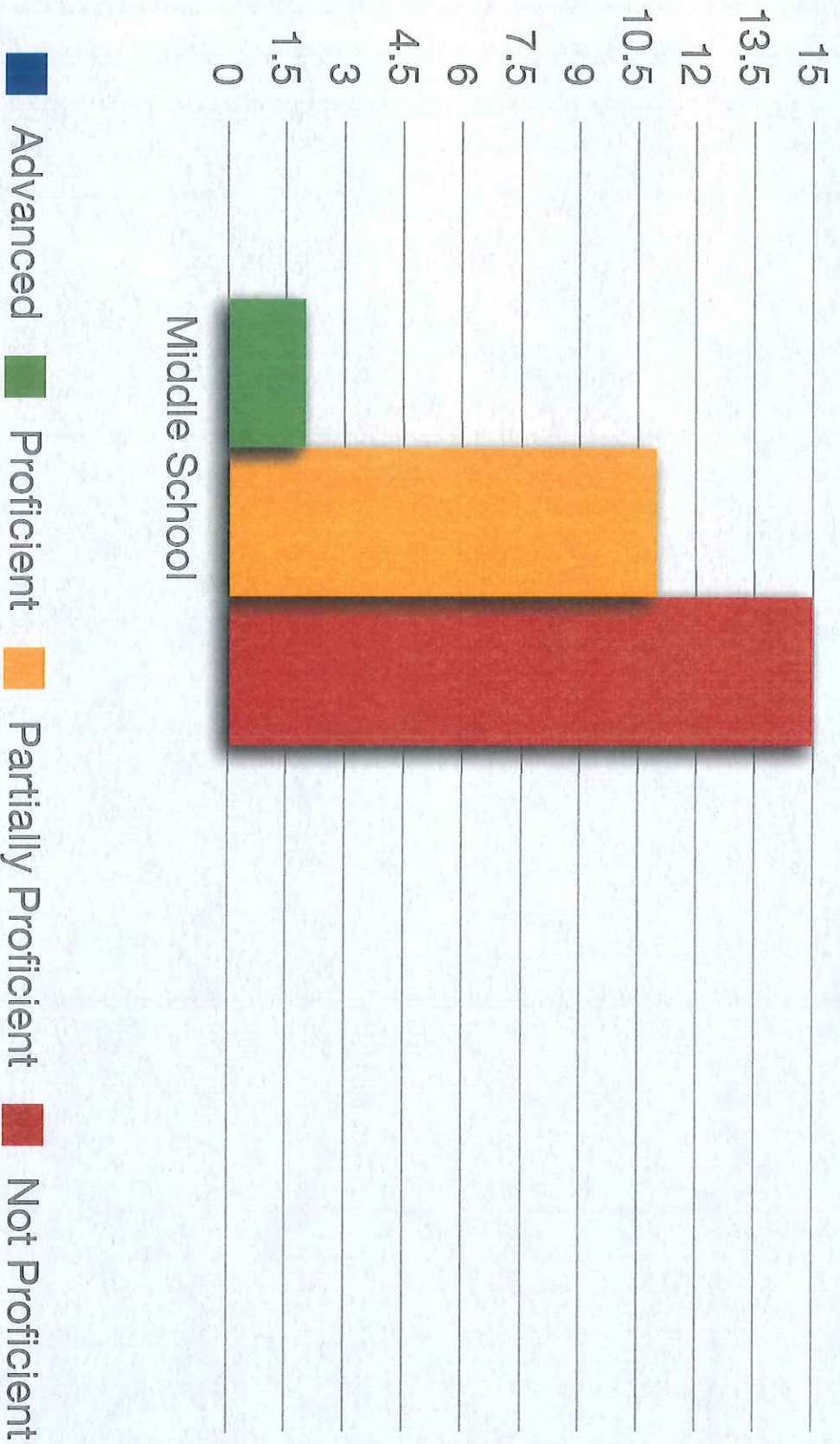
# 2013 MEAP MATH DATA: CURRENT 4TH GRADE (assessment of 3rd grade)



# 2013 MEAP MATH DATA: CURRENT 5TH-6TH GRADE



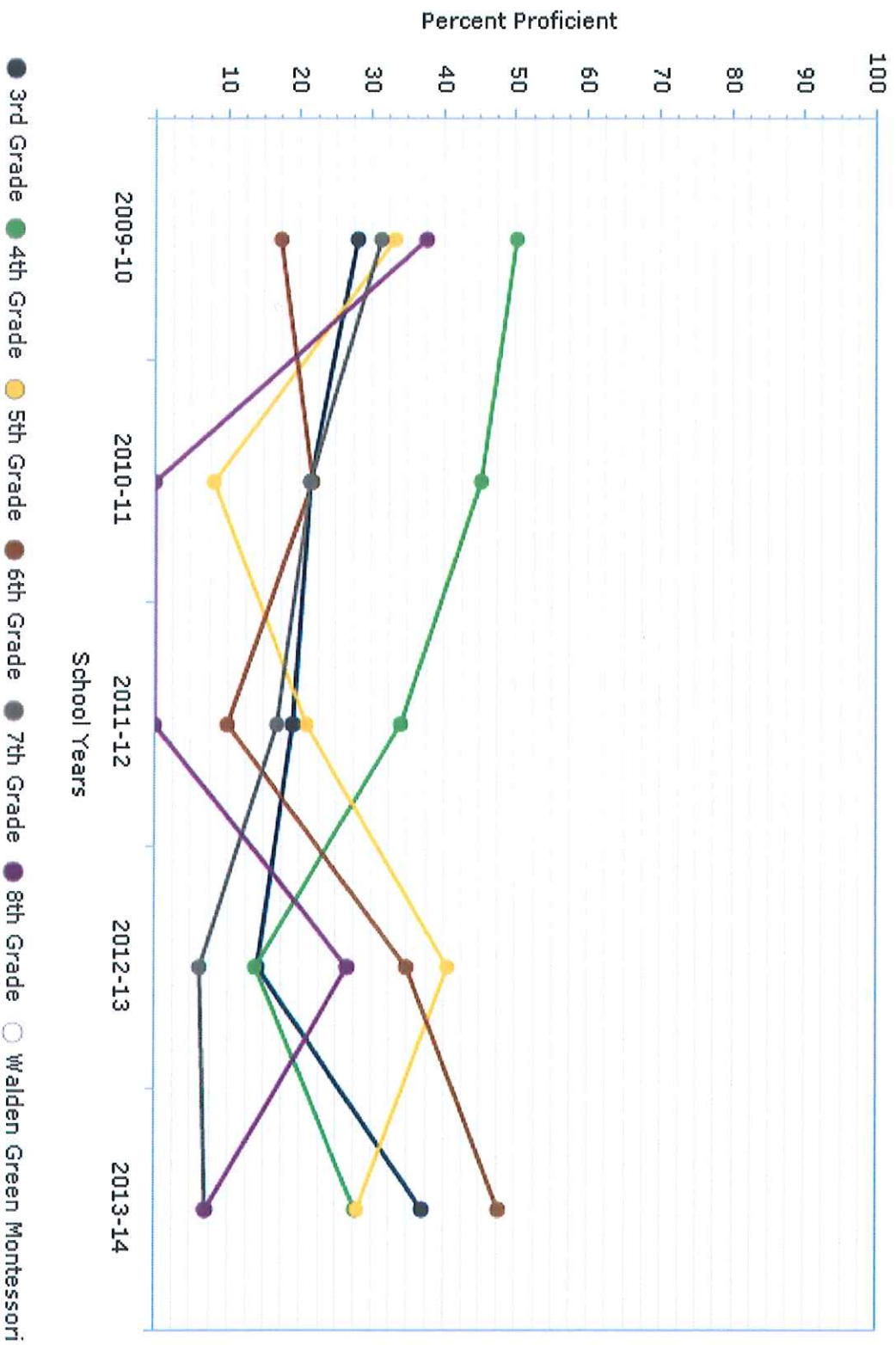
# 2013 MEAP MATH DATA: CURRENT 7TH-8TH GRADE





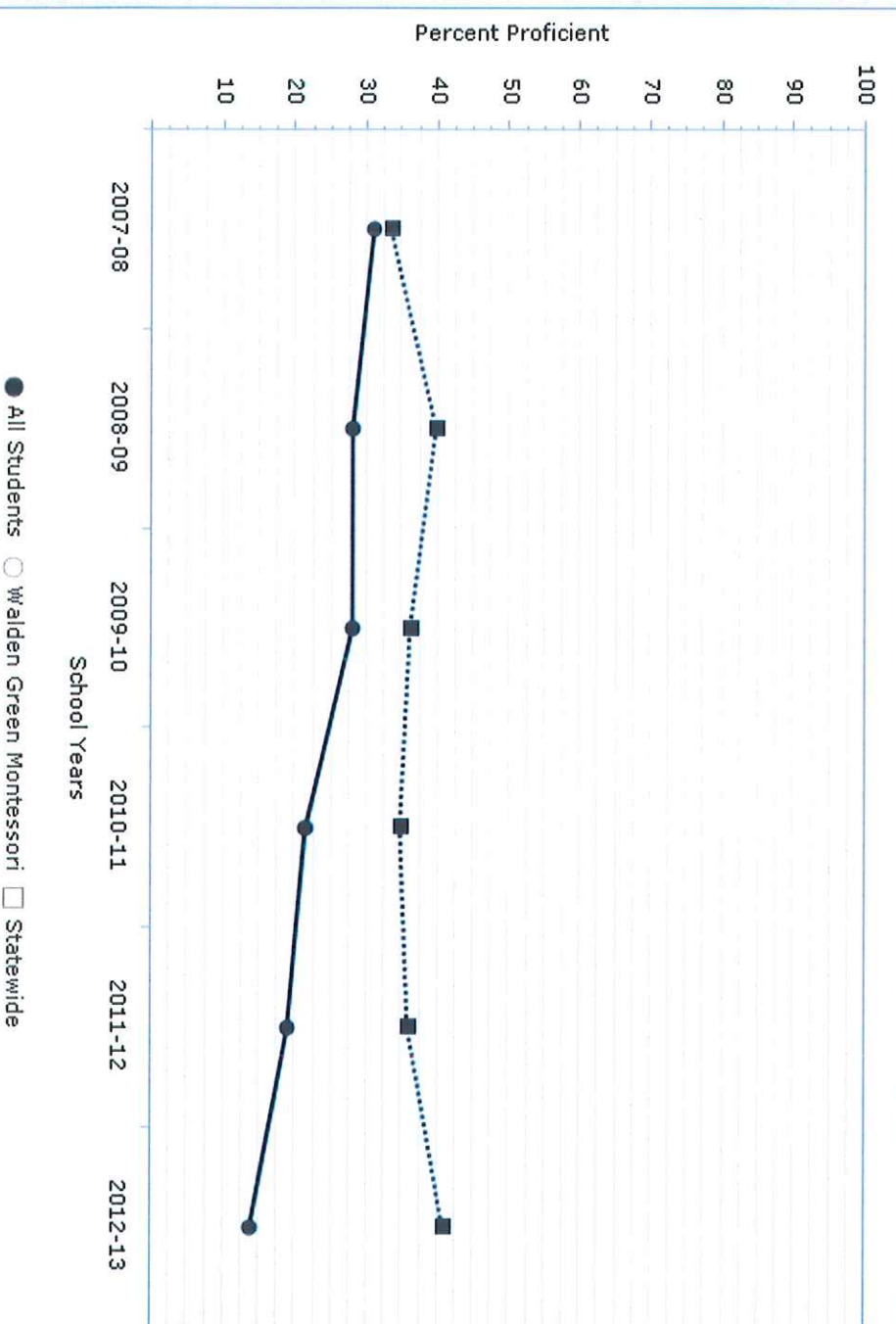
# WALDEN GREEN MONTESSORI

## MATH TRENDS 2010-2014



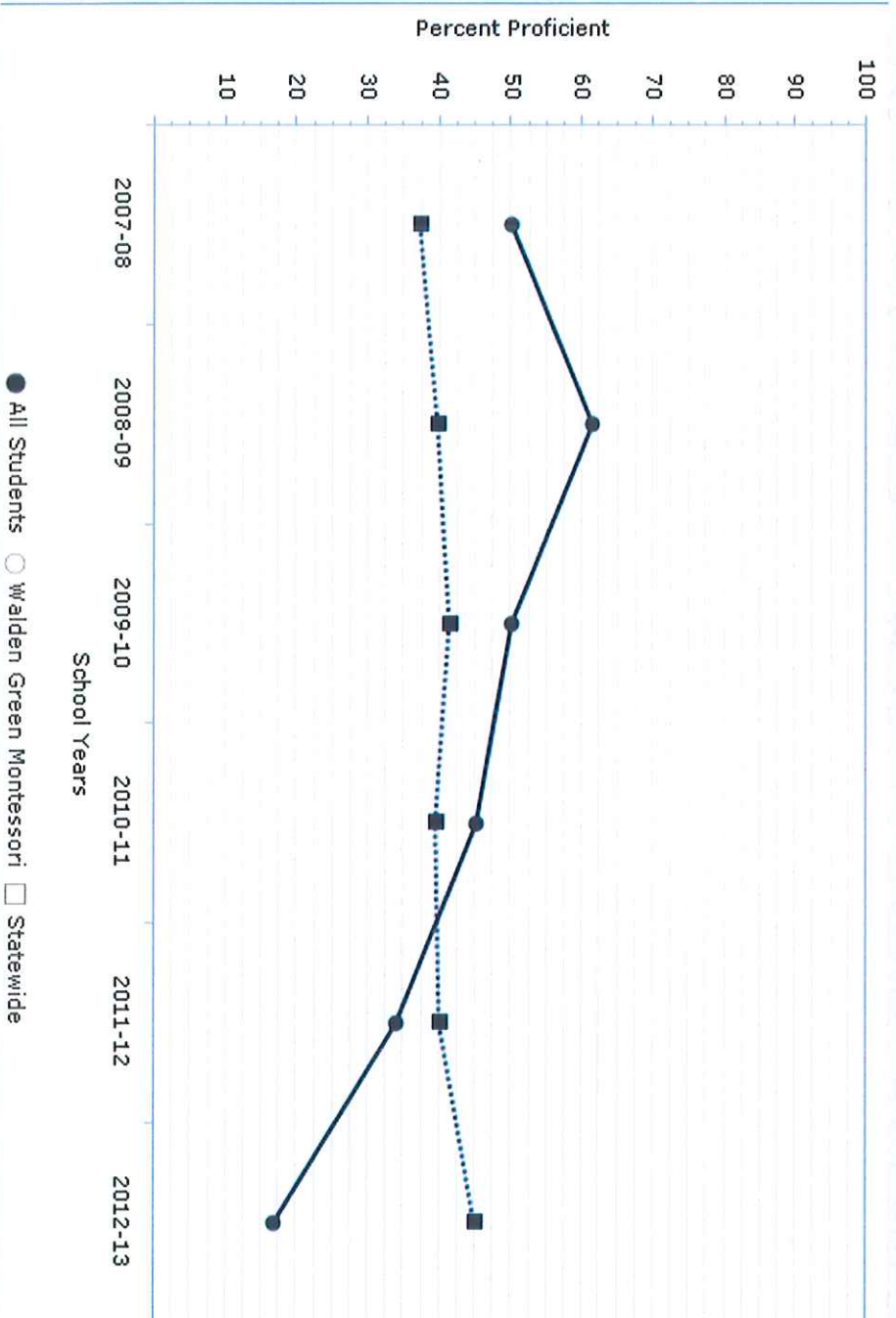
# MISCHOOOLDATA.ORG

## MATH - 3RD GRADE TREND



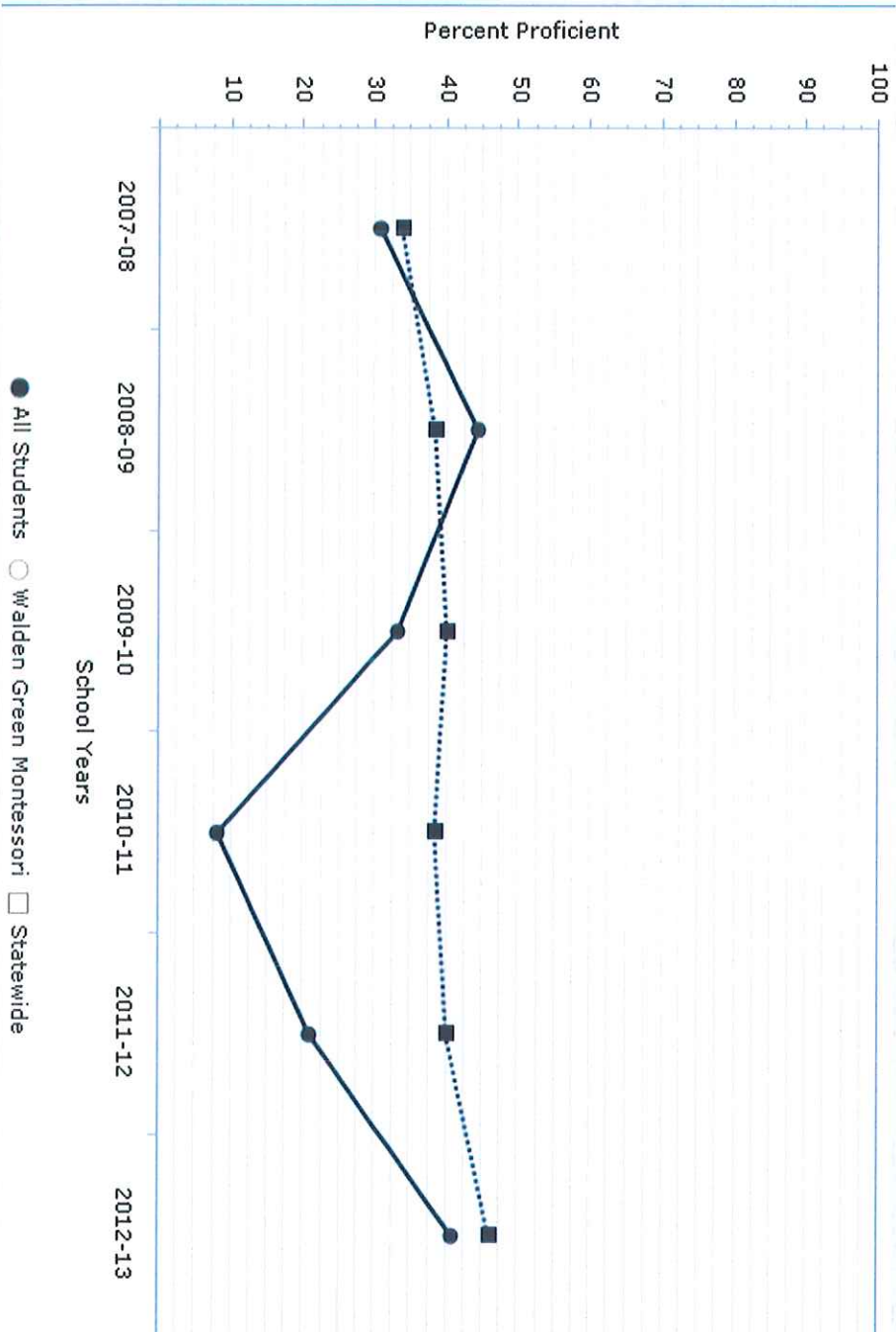
# MISCHOOOLDATA.ORG

## MATH - 4TH GRADE TREND



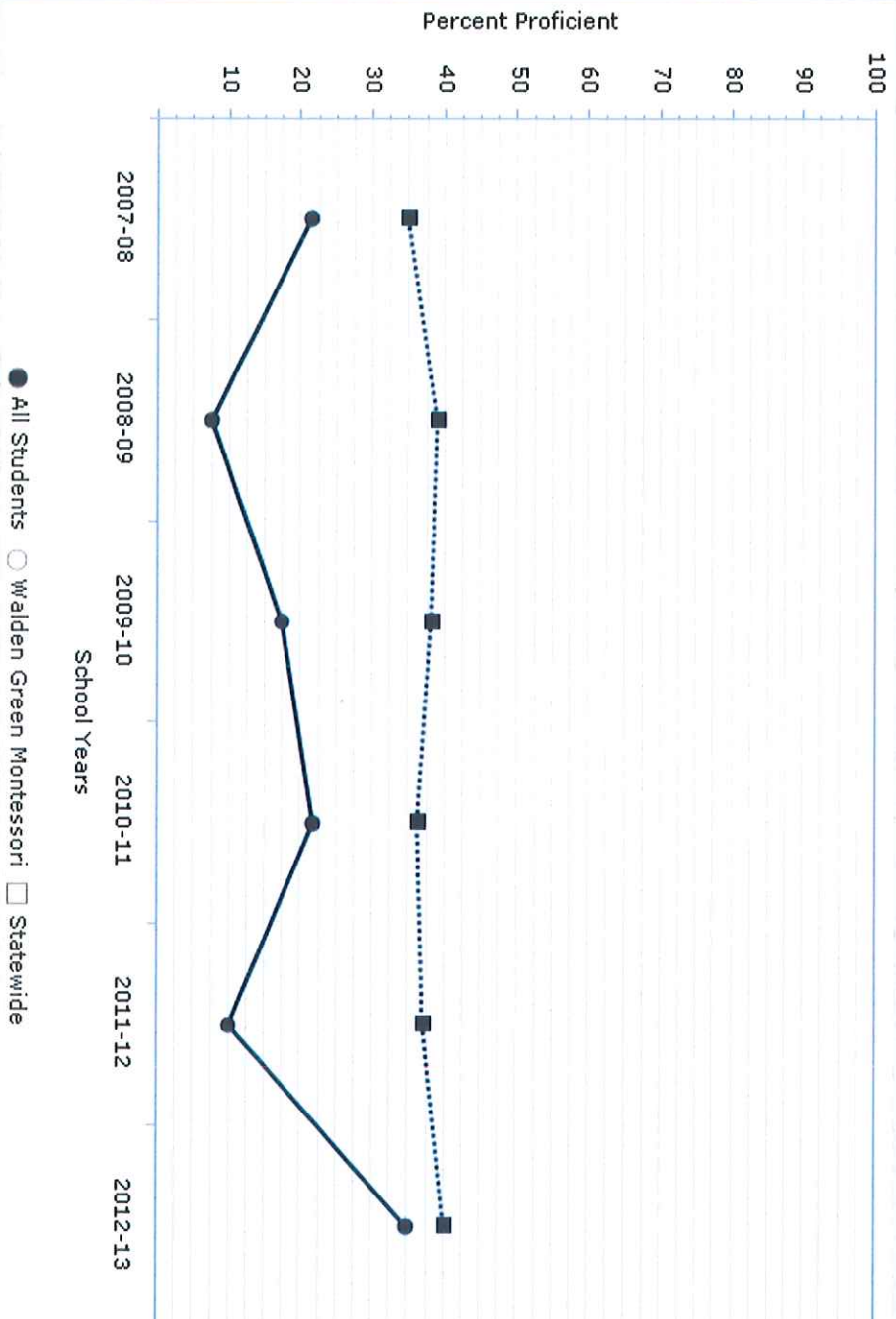
# MISCHOOOLDATA.ORG

## MATH - 5TH GRADE TREND



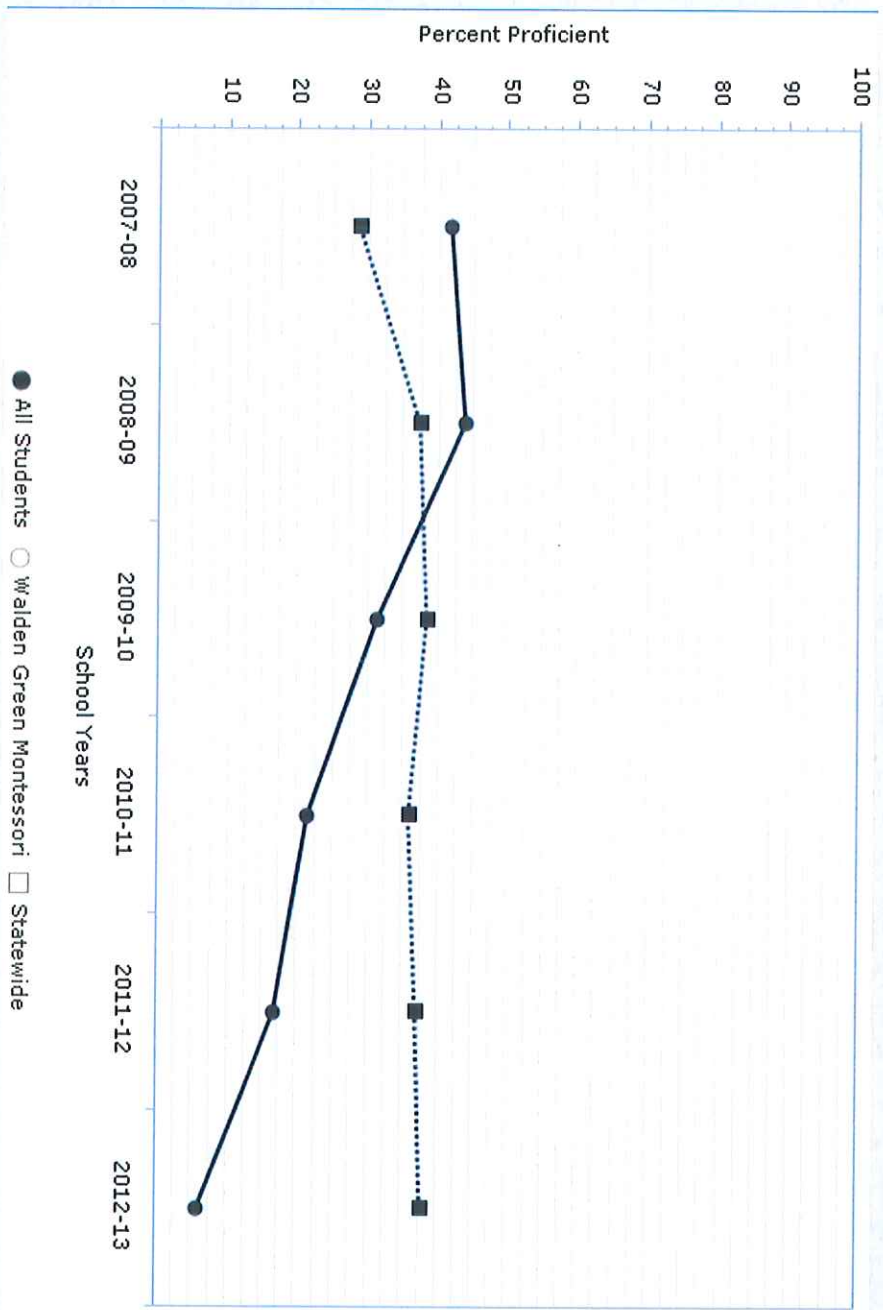
# MISCHOOOLDATA.ORG

## MATH - 6TH GRADE TREND



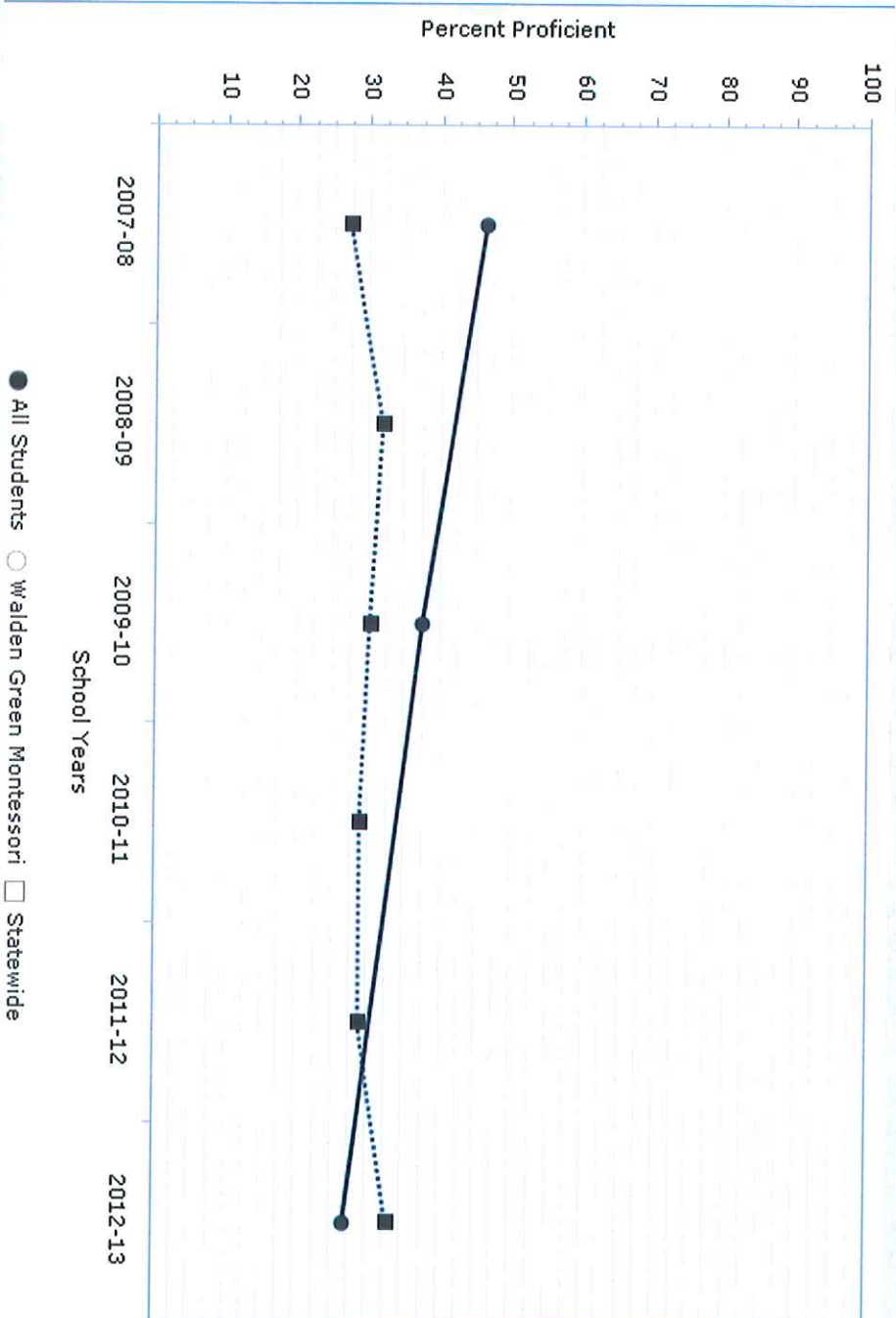
# MISCHOOOLDATA.ORG

## MATH - 7TH GRADE TREND



# MISCHOOOLDATA.ORG

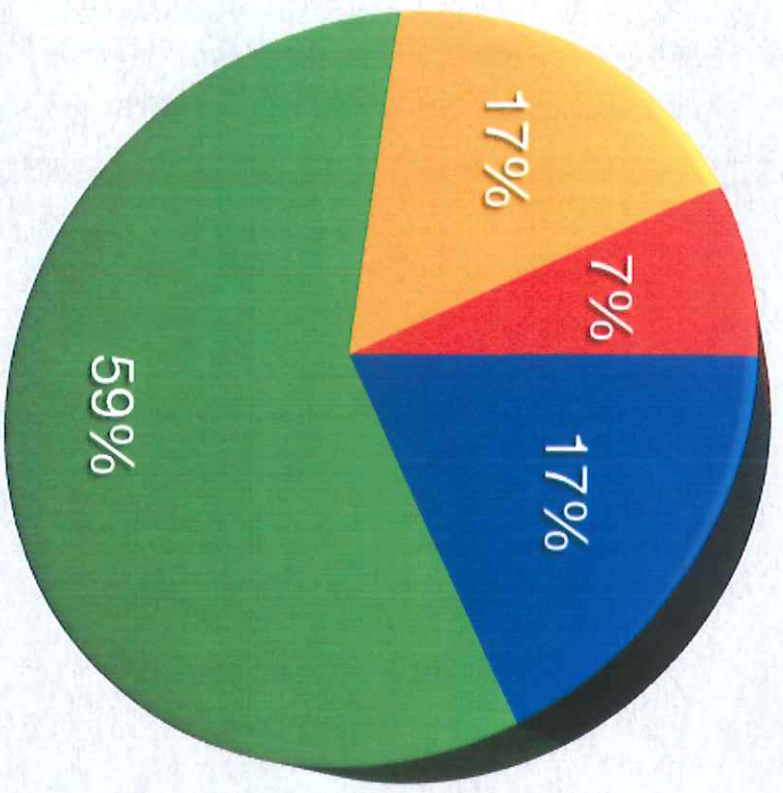
## MATH - 8TH GRADE TREND



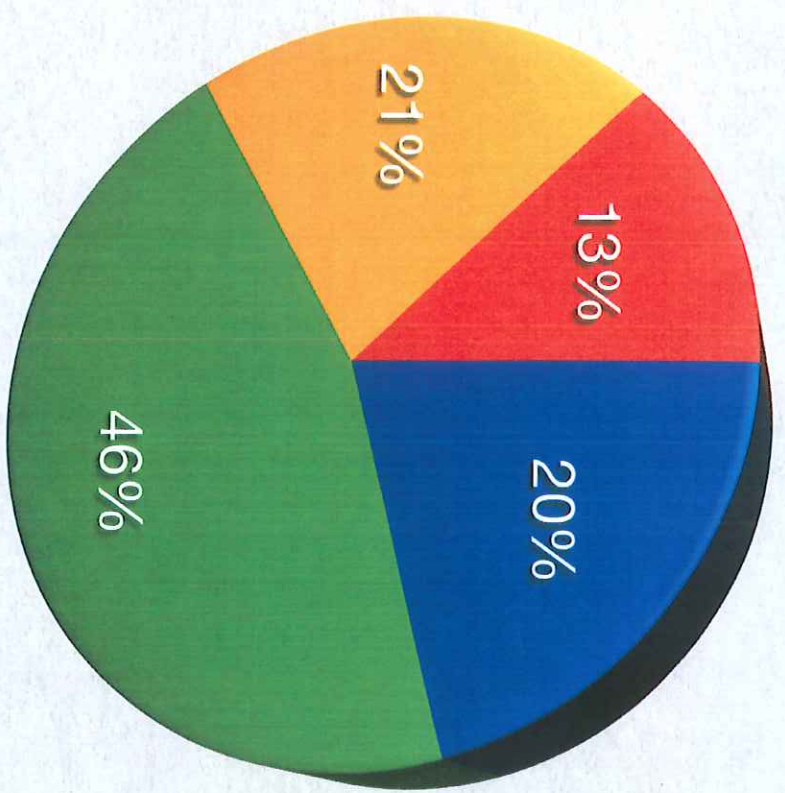
# 2012 WALDEN GREEN MEAP READING DATA: 3RD-8TH GRADE OVERVIEW

- Advanced
- Proficient
- Partially Proficient
- Not Proficient

2012



2013

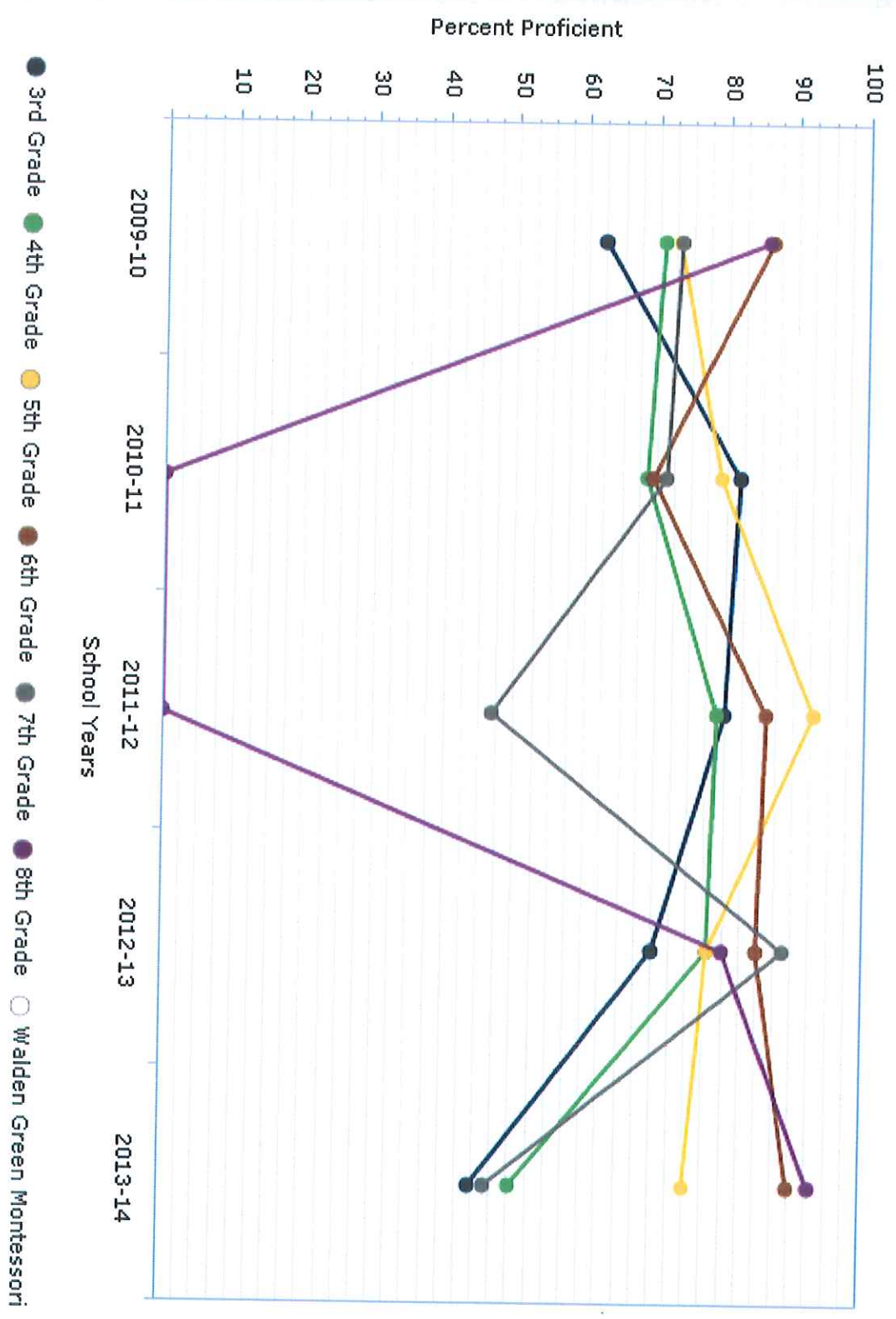


NOTE: THIS DOES NOT INCLUDE STUDENTS WITH AN I.E.P. WHO TOOK THE MEAP-ACCESS ASSESSMENT



# WALDEN GREEN MONTESSORI

## READING TRENDS 2010-2014



Parent-Teacher Conferences			
	Grades	#of Students Represented	% of Students Represented
Fall 2013	K-8	187	100%
Spring 2014	K-8	185	100%

Parent-Teacher Conferences			
	Grades	#of Students Represented	% of Students Represented
Fall 2012	K-8	224	100%
Spring 2014	K-8	230	100%