

Houghton Elementary School

203 W. Jacker Avenue
Houghton MI 49931
906-482-0456
Anders Hill, Principal



January 31, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for Houghton Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Anders Hill for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.hpts.us/district> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given a label.

Our challenge in addressing achievement gaps comes as teachers work to address the needs of very high achieving students and provided interventions for students needing help to reach proficient levels. We are very proud of our overall achievement, which puts us scoring higher than 93% of all other schools in Michigan. We strive to make sure we meet the needs of every student every day.

Many variables enter into a student's placement each year. Reading levels, math levels, combination classroom assignments, separating certain children, and providing a proper boy/ girl ratio in each classroom are considered. The building staff works hard to place every child in a good educational environment. Houghton Elementary School meets with staff and gathers input from stakeholders in developing a school improvement plan. Below is a summary of goals and objectives set for the upcoming school year, which was written in the 2015 -16 school year. This is the third year of this three-year plan.

Goal 1: All students will demonstrate proficiency in reading.

Measurable Objective 1: A 5% increase of Third, Fourth and Fifth grade Male students will demonstrate a proficiency as measured by M-Step assessment in Reading by 06/30/2017 as measured by closing the gap between males and females as measured by the M-Step reading test.

Strategy 1: Instructional strategies for engaging males - Teachers will use the Daily 5 method for teaching reading instruction to help males engage in interest during reading and gain stamina in reading as outlined Boushey, G., & Moser, J. (2006). *The Daily 5: Fostering literacy independence in the elementary grades*. Portland, ME: Stenhouse. **Strategy 2:** Research Based Reading interventions - Students identified by DIBELS benchmark testing and CBA's will be given research base interventions in reading in their deficient areas (Phonics for Reading, CHAMPS, Read Naturally, Earobics, Razzkids).

Goal 2: All students will demonstrate proficiency in math.

Measurable Objective 1: A 10% increase of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency as measured by the M-Step test in Mathematics by 06/30/2017 as measured by closing the gap between economically disadvantaged students and students with disabilities as measured by the MEAP math test.

Strategy 1: Teachers will use learning targets in math with students to build increased engagement and focus. - Classroom Instruction that Works by Marzano et al identifies the use of setting objectives through learning targets as an effective way to increase learning and ensure that students will eventually learn to do the tasks independently.

Strategy 2: Developing a Multi-Tiered System of support in Math - We will develop a multi-tiered system of support in mathematics in kindergarten through 5th grade. We will use CBA's and technology based math benchmark testing (Front Row Ed) to find deficient areas and identify Tier 3 students and provide interventions with additional time targeted to tier 3 students to increase proficiency in target areas.

Goal 3: All students will demonstrate proficiency in science.

Measurable Objective 1: 80% increase of Bottom 30% students will demonstrate a proficiency increase proficiency level in Science by 06/30/2016 as measured by 2016-17 M-Step science assessment.

Strategy 1: Reading for Information in Content Area - Teachers will use Daily 5/ CAFE reading strategy to help improve reading for information in the science content area.

Goal 4: All students will demonstrate proficiency in social studies.

Measurable Objective 1: 80% of Bottom 30% students will demonstrate an increase in proficiency level in Social Studies by 06/30/2017 as measured by 2016-17 M-Step social studies assessment.

Strategy 1: Improve reading for information in content area - Students will improve reading for information in this content area. Teachers will achieve with Daily 5 reading strategy.

Houghton Elementary School houses all Houghton Portage Township Schools kindergarteners through 5th graders. We have either 4 or 5 sections of each grade level with average class sizes of approximately 24 students.

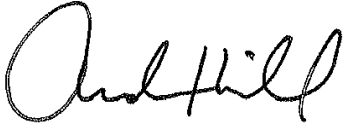
HES provides an exceptional learning experience aligned to the Michigan Grade Level Content Expectations (GLCE's) and Common Core Standards. Information can be found at the school's website:

<http://www.hpts.us/elementary-school/academics16>

For 2015-16 school year, 90 % of our parents attended our fall conferences and 51% attended our spring conferences.

Please call or email if you have any concerns. ahill@hpts.us 906-482-0456 ext. 3000

Sincerely,

A handwritten signature in black ink that reads "Anders Hill". The signature is written in a cursive style with a large initial "A" and "H".

Anders Hill
Principal

01/27/2017

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	66.7%	66.7%	40.9%	25.8%	18.3%	15.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	65%	65%	41.3%	23.8%	18.8%	16.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	67.4%	67.4%	39.1%	28.3%	15.2%	17.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	66%	66%	42.6%	23.4%	21.3%	12.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	46.4%	46.4%	14.3%	32.1%	21.4%	32.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	59.4%	59.4%	31.1%	28.3%	21.7%	18.9%

M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	59.3%	59.3%	30.8%	28.6%	23.1%	17.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	70.4%	70.4%	38.9%	31.5%	18.5%	11.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	48.1%	48.1%	23.1%	25%	25%	26.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	43.8%	43.8%	18.8%	25%	25%	31.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	63.3%	63.3%	27.5%	35.8%	20.8%	15.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Black or African American	2014-15	22.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	65.7%	65.7%	26.9%	38.9%	18.5%	15.7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	67.4%	67.4%	30.4%	37%	19.6%	13%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	60.8%	60.8%	25.7%	35.1%	21.6%	17.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	41.7%	41.7%	11.1%	30.6%	27.8%	30.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	13.3%	13.3%	13.3%	0%	20%	66.7%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	59.2%	59.2%	12.2%	46.9%	16.3%	24.5%
Mathematics	2nd Grade Content	American Indian or Alaska Native	2013-14	33.7%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-8

Mathematics	2nd Grade Content	Black or African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	58.1%	58.1%	12.8%	45.3%	16.3%	25.6%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	63%	63%	15.2%	47.8%	15.2%	21.7%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	55.8%	55.8%	9.6%	46.2%	17.3%	26.9%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	46.4%	46.4%	10.7%	35.7%	25%	28.6%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	69.9%	69.9%	38.7%	31.2%	21.5%	8.6%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	63.6%	63.6%	22.3%	41.3%	13.2%	23.1%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-8

Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	67.5%	67.5%	37.5%	30%	23.8%	8.8%
Mathematics	3rd Grade Content	White	2013-14	52.9%	67.3%	67.3%	22.4%	44.9%	14%	18.7%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	67.4%	67.4%	34.8%	32.6%	21.7%	10.9%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	68.1%	68.1%	27.7%	40.4%	12.8%	19.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	72.3%	72.3%	42.6%	29.8%	21.3%	6.4%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	60.8%	60.8%	18.9%	41.9%	13.5%	25.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	53.6%	53.6%	17.9%	35.7%	25%	21.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	45.9%	45.9%	8.1%	37.8%	16.2%	37.8%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	33.3%	33.3%	25%	8.3%	16.7%	50%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	64.2%	64.2%	28.3%	35.8%	26.4%	9.4%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	59.4%	59.4%	6.9%	52.5%	22.8%	17.8%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-8

Mathematics	4th Grade Content	American Indian or Alaska Native	2013-14	35.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2013-14	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	63.7%	63.7%	25.3%	38.5%	27.5%	8.8%
Mathematics	4th Grade Content	White	2013-14	51.7%	58.6%	58.6%	4.6%	54%	24.1%	17.2%
Mathematics	4th Grade Content	Female	2014-15	40.3%	63%	63%	27.8%	35.2%	25.9%	11.1%
Mathematics	4th Grade Content	Female	2013-14	44.7%	63.3%	63.3%	6.1%	57.1%	22.4%	14.3%
Mathematics	4th Grade Content	Male	2014-15	42.4%	65.4%	65.4%	28.8%	36.5%	26.9%	7.7%
Mathematics	4th Grade Content	Male	2013-14	45.7%	55.8%	55.8%	7.7%	48.1%	23.1%	21.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	40.6%	40.6%	12.5%	28.1%	40.6%	18.8%

M-STEP Grades 3-8

Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	43.8%	43.8%	3.1%	40.6%	34.4%	21.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	61.7%	61.7%	37.5%	24.2%	24.2%	14.2%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	63.9%	63.9%	38.9%	25%	23.1%	13%
Mathematics	5th Grade Content	Female	2014-15	32.6%	60.9%	60.9%	37%	23.9%	26.1%	13%
Mathematics	5th Grade Content	Male	2014-15	34.1%	62.2%	62.2%	37.8%	24.3%	23%	14.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	38.9%	38.9%	19.4%	19.4%	36.1%	25%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	20%	20%	13.3%	6.7%	26.7%	53.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	68.4%	68.4%	13.3%	55.1%	27.6%	4.1%

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M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	American Indian or Alaska Native	2013-14	58.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Black or African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	68.6%	68.6%	12.8%	55.8%	27.9%	3.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	73.9%	73.9%	15.2%	58.7%	23.9%	2.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	63.5%	63.5%	11.5%	51.9%	30.8%	5.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	71.4%	71.4%	21.4%	50%	25%	3.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	80.8%	80.8%	13.3%	67.5%	14.2%	5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Black or African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	84%	84%	13.2%	70.8%	10.4%	5.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	89.1%	89.1%	23.9%	65.2%	10.9%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	75.7%	75.7%	6.8%	68.9%	16.2%	8.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	70.3%	70.3%	8.1%	62.2%	24.3%	5.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	63.6%	63.6%	0%	63.6%	9.1%	27.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	81%	81%	36%	45%	11%	8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	American Indian or Alaska Native	2013-14	70.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2013-14	80%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Black or African American	2013-14	48.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	79.1%	79.1%	32.6%	46.5%	11.6%	9.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	85.4%	85.4%	35.4%	50%	10.4%	4.2%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	76.9%	76.9%	36.5%	40.4%	11.5%	11.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	74.2%	74.2%	32.3%	41.9%	16.1%	9.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	22.6%	22.6%	14.2%	8.5%	37.7%	39.6%
Science	4th Grade Content	All Students	2013-14	16.8%	25.5%	25.5%	11.8%	13.7%	43.1%	31.4%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian or Alaska Native	2013-14	12.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-8

Science	4th Grade Content	Asian	2013-14	30.1%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	22%	22%	13.2%	8.8%	39.6%	38.5%
Science	4th Grade Content	White	2013-14	20.7%	26.1%	26.1%	12.5%	13.6%	42%	31.8%
Science	4th Grade Content	Female	2014-15	10.4%	22.2%	22.2%	14.8%	7.4%	38.9%	38.9%
Science	4th Grade Content	Female	2013-14	15.9%	20.4%	20.4%	6.1%	14.3%	51%	28.6%
Science	4th Grade Content	Male	2014-15	14.3%	23.1%	23.1%	13.5%	9.6%	36.5%	40.4%
Science	4th Grade Content	Male	2013-14	17.7%	30.2%	30.2%	17%	13.2%	35.8%	34%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	12.5%	12.5%	6.3%	6.3%	25%	62.5%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	21.2%	21.2%	15.2%	6.1%	48.5%	30.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10

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Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	40%	40%	10.8%	29.2%	51.7%	8.3%
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	40.7%	40.7%	11.1%	29.6%	50.9%	8.3%
Social Studies	5th Grade Content	Female	2014-15	20.6%	39.1%	39.1%	13%	26.1%	54.3%	6.5%
Social Studies	5th Grade Content	Male	2014-15	23.8%	40.5%	40.5%	9.5%	31.1%	50%	9.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	19.4%	19.4%	5.6%	13.9%	63.9%	16.7%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	6.7%	6.7%	0%	6.7%	60%	33.3%

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	2nd Grade Content	All Students	2013-14	61.9%	33.3%	33.3%	0%	33.3%	66.7%
Mathematics	2nd Grade Content	Two or More Races	2013-14	73.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	55.3%	0%	0%	0%	0%	100%
Mathematics	3rd Grade Content	White	2013-14	59.8%	0%	0%	0%	0%	100%
Mathematics	3rd Grade Content	Female	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	53.4%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	All Students	2013-14	56.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	63%	<10	<10	<10	<10	<10

Michigan Educational Assessment Program Access (MEAP - Access)

Mathematics	4th Grade Content	Male	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	38.7%	0%	0%	0%	0%	100%
Reading	2nd Grade Content	Two or More Races	2013-14	41.6%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	38.9%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	34.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	45.6%	75%	75%	25%	50%	25%
Reading	3rd Grade Content	White	2013-14	50.1%	75%	75%	25%	50%	25%
Reading	3rd Grade Content	Female	2013-14	46.2%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	41.3%	100%	100%	33.3%	66.7%	0%
Reading	4th Grade Content	All Students	2013-14	59.8%	<10	<10	<10	<10	<10
Reading	4th Grade Content	White	2013-14	65%	<10	<10	<10	<10	<10

Michigan Educational Assessment Program Access (MEAP - Access)

Reading	4th Grade Content	Female	2013-14	65.6%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	68.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	61.4%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.1%	48.5%	99.3%	N/A	99.4%	N/A
All Students	Mathematics	98.1%	36.5%	99.4%	N/A	99.4%	N/A
All Students	Science	97.5%	22.2%	99.4%	N/A	98.2%	N/A
All Students	Social Studies	97.4%	31.8%	99.7%	N/A	100%	N/A
American Indian or Alaska Native	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian or Alaska Native	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian or Alaska Native	Science	97.8%	17.7%	<30	N/A	<30	N/A
American Indian or Alaska Native	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	97.3%	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	100%	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	<30	N/A
Black or African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
Black or African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
Black or African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
Black or African American	Social Studies	95.2%	11%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A



Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	<30	N/A
White	ELA	98.5%	55%	99.4%	N/A	99.3%	N/A
White	Mathematics	98.5%	42.5%	99.4%	N/A	99.3%	N/A
White	Science	98.1%	26.6%	99.3%	N/A	97.9%	N/A
White	Social Studies	98%	37.3%	99.7%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.5%	N/A	100%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	100%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	100%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	100%	N/A	100%	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	N/A	N/A



Accountability Details Subject Data

English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	100%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	100%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	100%	N/A	<30	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	90.6%	N/A
American Indian or Alaska Native	64.8%	N/A	N/A
Asian	89.1%	N/A	N/A
Black or African American	64.5%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	90.6%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	74.2%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	95.6%	94.9%

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

Accountability Status District Data

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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



MI School Data

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	25	14	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.6%



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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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					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

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), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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), 2015 Reading Assessment.



MI School Data

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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
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.



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NAEP Participation Data

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