

#### School Annual Education Report (AER) Cover Letter

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PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL <"Uwf gpwl"ctg"cunki pgf " vq"Y kmqy "Grgo gpvct {"Uej qqrl"d{"f kuxtlev"uej qqrl"dqwpf ctkgu"qt"d{"r ctgpwl"uej qqrnl"qh" ej qkeg"tgs wguv0"

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: ""Y kmqy øu" Uej qqn" Kortaxgo gpv" Rrcp" y cu" crrtaxgf "d{" yi g" uvchh" cpf " y cu" uwdo kwgf " yi tqwi j " Cf xcpeGF."O c{"qh"42360""Y kmqy øu"UkR"i qcnu."qdlgevkxgu."uvtcvgi kgu"cpf "cevkxkkkgu"ctg" o gcuwtcdrg."y km"cf f tguu"cej kgxgo gpv"i cru"cpf "cf f tguu"r tqhguukqpcn"f gxgmqr o gpv"hkuecn" uwr qtv"yi tqwi j "yi g"F gr ctvo gpv"qh"Ceeqwpvcdkrk{ "cpf"Uej qqn"Kortaxgo gpv0'

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL: "Vj g"Ncpulpi "eqtg"ewttlewnwo "ku" dgkpi "crki pgf "vq"uvcyg"uvcpf ctf u0'Vj g"Eqo o qp"Eqtg"Uvcvg"Uvcpf ctf u"\*EEUU+"j cxg"dggp" hwn{ "ko r ngo gpvgf "cpf "ctg"wugf "cu" yj g"dcuku"hqt" yj g"ewttlewnwo "cv"cmi'ngxgn.0'EEUU''ctg" cxckrcdng"qp"yj g"O F G"y gdulxg." y y y 0 kej ki cp0 qx0'Ewttlewnwo "f qewo gpvu"ctg"cxckrcdng" qp"yj g"Cuulkuvcpv'Uwr gtlpvgpf gpv'qh'ïkpuvtwevkqpøu'y gdr ci g"cv." y y y 0 cpulpi uej qqn.0\text{pgv0}"

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:""Uwf gpw"r ctwlekt cvg"kp"uvcvg"cpf "mqecn"cuuguuo gpw"vq"kf gpwkh{"i cr u"kp" yi g" ewttlewnwo "cpf "o cng"pgeguuct{"cf lwnvo gpw"gpuwtkpi "uwf gpw"uweeguu0'Vj g"Hcm'4235" O GCR"vguv"tghrgev"yi cv"qpn{"5406' "qh"Y kmqy "Vj ktf "I tcf gtu"uj qy gf "r tqhkekgpe{"kp" tgcf kpi 0'330 ' "qh"Y kmqy "Vj ktf "I tcf gtu"uj qy gf "r tqhkekgpe{"kp" o cyj go cvkeu0'Rngcug" xkukv" qwt" uej qqnt y gdukvg." j wr ly kmqy 0cpukpi uej qqnt0pgvlr ci gulY kmqy aUej qqnt" vq" tgxkgy "yi g'Cppwcn'Tgr qtv'cpf "cf f kkqpcn'cuuguuo gpv'f cvc0"

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED

BY PARENTS AT PARENT-TEACHER CONFERENCES: "Y kmy øu" r ctgpv'

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### 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%	26.5%	18.8%	0%	18.8%	34.4%	46.9%
Mathematics	3rd Grade	All Students	2013-14	40.1%	26.3%	11.8%	0%	11.8%	17.6%	70.6%
Mathematics	3rd Grade	American Indian	2013-14	33.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	15.7%	25%	0%	25%	25%	50%
Mathematics	3rd Grade	African American	2013-14	18.2%	18.6%	7.7%	0%	7.7%	0%	92.3%
Mathematics	3rd Grade	Asian	2012-13	65.6%	25%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	39.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	24.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	23.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	27.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	38.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	46.6%	35.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	26%	25%	0%	25%	41.7%	33.3%
Mathematics	3rd Grade	Female	2013-14	39.7%	25.2%	18.8%	0%	18.8%	18.8%	62.5%
Mathematics	3rd Grade	Male	2012-13	42%	26.9%	15%	0%	15%	30%	55%
Mathematics	3rd Grade	Male	2013-14	40.6%	27.4%	5.6%	0%	5.6%	16.7%	77.8%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	22.4%	20%	0%	20%	30%	50%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	24.3%	10%	0%	10%	13.3%	76.7%



### 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	English Language Learners	2012-13	23%	20%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	24.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	11.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	15.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	52.3%	40.6%	3.1%	37.5%	43.8%	15.6%
Reading	3rd Grade	All Students	2013-14	61.3%	48.6%	32.4%	0%	32.4%	58.8%	8.8%
Reading	3rd Grade	American Indian	2013-14	58.4%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	44.8%	44.2%	45%	5%	40%	35%	20%
Reading	3rd Grade	African American	2013-14	37.3%	40.9%	23.1%	0%	23.1%	69.2%	7.7%
Reading	3rd Grade	Asian	2012-13	79%	50%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2013-14	76.2%	46.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	47.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	53.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2013-14	61.8%	49.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	64.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	68.8%	56.5%	<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	Female	2012-13	70.2%	57.8%	50%	8.3%	41.7%	33.3%	16.7%
Reading	3rd Grade	Female	2013-14	64.1%	52.2%	50%	0%	50%	50%	0%
Reading	3rd Grade	Male	2012-13	63%	47.3%	35%	0%	35%	50%	15%
Reading	3rd Grade	Male	2013-14	58.6%	45.1%	16.7%	0%	16.7%	66.7%	16.7%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	47.3%	40%	3.3%	36.7%	43.3%	16.7%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	44.5%	26.7%	0%	26.7%	63.3%	10%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	46.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	49.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	17.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	33.8%	<10	<10	<10	<10	<10



#### 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)
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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%	37.5%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	61.9%	45.2%	0%	0%	0%	100%
Mathematics	3rd Grade	African American	2012-13	56.5%	25%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	52.5%	61.5%	0%	0%	0%	100%
Mathematics	3rd Grade	White	2013-14	66%	25%	0%	0%	0%	100%
Mathematics	3rd Grade	Female	2013-14	57%	45.5%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	25%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	64.4%	45%	0%	0%	0%	100%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	37.5%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	44.8%	0%	0%	0%	100%
Reading	3rd Grade	All Students	2012-13	39.3%	27.3%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	27.5%	0%	0%	0%	100%
Reading	3rd Grade	African American	2012-13	34.2%	20%	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	30.4%	18.8%	0%	0%	0%	100%
Reading	3rd Grade	White	2013-14	42.1%	25%	0%	0%	0%	100%
Reading	3rd Grade	Female	2013-14	38.2%	33.3%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	0%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	25%	0%	0%	0%	100%
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	20%	<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
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	22.9%	0%	0%	0%	100%



### **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)
Mathematics	3rd Grade	All Students	2012-13	77.5%	76.2%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	81.7%	76%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	68.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	73.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	81.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	81%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	80.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	84.9%	75%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	77.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	81.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	77.8%	84.6%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	81.7%	83.3%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	78.5%	76.5%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	81.2%	76.2%	<10	<10	<10	<10



### **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)
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No Data to Display



### **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)
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Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	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	98.6%	41.7%
Bottom 30%	District	Mathematics	0%	9.4%
American Indian	District	Mathematics	100%	45.2%
African American	District	Mathematics	98.2%	32.4%
Asian	District	Mathematics	99.2%	46.6%
Hispanic of Any Race	District	Mathematics	99%	41.9%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.1%	40.8%
White	District	Mathematics	98.8%	52.4%
Economically Disadvantaged	District	Mathematics	98.7%	38.8%
English Language Learners	District	Mathematics	98.8%	36.8%
Students With Disabilities	District	Mathematics	98%	30.4%
All Students	School	Mathematics	100%	29%
Bottom 30%	School	Mathematics	<30	<30
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	100%	33.3%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30



Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	100%	26.9%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	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	98.2%	73.5%
Bottom 30%	District	Reading	0%	23.5%
American Indian	District	Reading	100%	83.9%
African American	District	Reading	97.8%	67.7%
Asian	District	Reading	98%	65.4%
Hispanic of Any Race	District	Reading	98.8%	76.9%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.4%	77.4%
White	District	Reading	98.3%	79.2%
Economically Disadvantaged	District	Reading	98.6%	70.9%
English Language Learners	District	Reading	94.6%	62.2%
Students With Disabilities	District	Reading	97.9%	45.5%
All Students	School	Reading	100%	71.1%



Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	<30	<30
American Indian	School	Reading	<30	<30
African American	School	Reading	100%	72.7%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	100%	70.2%
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	0%	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	98%	19.7%
Bottom 30%	District	Science	0%	0%
American Indian	District	Science	100%	35.5%
African American	District	Science	98%	12.1%
Asian	District	Science	99%	18.3%
Hispanic of Any Race	District	Science	98%	15.2%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	99.1%	14.9%



Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	97.5%	33.5%
Economically Disadvantaged	District	Science	98%	15.6%
English Language Learners	District	Science	98%	6.9%
Students With Disabilities	District	Science	97.6%	11.5%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	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	94.8%	30.6%
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	92.9%	22.9%
Asian	District	Social Studies	98.9%	24.5%
Hispanic of Any Race	District	Social Studies	96.2%	27.3%
Two or More Races	District	Social Studies	97.4%	29.1%
White	District	Social Studies	95.8%	45.9%
Economically Disadvantaged	District	Social Studies	94.6%	24.5%
English Language Learners	District	Social Studies	97%	14.5%
Students With Disabilities	District	Social Studies	82.9%	9.6%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%



Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	97.8%	54.1%
Bottom 30%	District	Writing	0%	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.5%	47.5%
Asian	District	Writing	96.5%	49.3%
Hispanic of Any Race	District	Writing	98.8%	56.6%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	56.7%
White	District	Writing	97.6%	61.5%
Economically Disadvantaged	District	Writing	98%	50.3%
English Language Learners	District	Writing	95%	40.2%
Students With Disabilities	District	Writing	97.1%	27.7%
All Students	School	Writing	<30	<30
Bottom 30%	School	Writing	<30	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30



#### **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 Students	District	56%
African American	District	54.9%
Asian	District	62.8%
Hispanic of Any Race	District	54.7%
White	District	56.4%
Economically Disadvantaged	District	51.5%
English Language Learners	District	62.9%
Students With Disabilities	District	33.3%
Bottom 30%	District	90.5%

<sup>\*</sup> All data based on students enrolled for a full academic year.



#### **Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	95%
All Students	School	100%

<sup>\*</sup> All data based on students enrolled for a full academic year.



#### **Accountability Status District Data**

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



#### **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
Lansing Public School District	Willow School	Priority School	Green	2	Green	2	Green	2					Red	18



#### **Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School		8	20	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%



#### **NAEP Grade 4 Math**

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

<sup>‡</sup> 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.



#### **NAEP Grade 8 Math**

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

<sup>‡</sup> 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.



#### **NAEP Grade 12 Math**

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

<sup>‡</sup> 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.



#### **NAEP Grade 4 Reading**

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

<sup>#</sup> Rounds to zero

<sup>‡</sup> 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.



#### **NAEP Grade 8 Reading**

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

<sup>#</sup> Rounds to zero

<sup>‡</sup> 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.



#### **NAEP Grade 12 Reading**

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

<sup>#</sup> Rounds to zero

<sup>‡</sup> 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.



### **NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73			2.0 2.5
8	Math Reading			-	5.2 4.0