

Emerson Middle School

<http://emerson.livoniapublicschools.org>



2015-2016 Annual Education Report

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29100 W. Chicago
Livonia, MI 48150
734-744-2665

Ann Owen, Principal



March 1, 2017

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Emerson Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me, Ann Owen, Principal of Emerson Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://emerson.livoniapublicschools.org> or you may review a copy in the main office of our 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 one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education. Emerson Middle School's students are very successful as evidenced by our data in this report, but a few key challenges remain. Emerson Middle School is focusing on the needs of our special education students, students of color and those that are economically disadvantaged. Title I money is utilized to offer extended learning opportunities (after school and summer), lower the teacher to student ratio, increase remedial support and target literacy skills. Emerson staff and students participate in *The Leader in Me* program, focusing on developing student leadership through Steven Covey's *7 Habits of Highly Effective People*, to best prepare our students to meet the future challenges of the ever-changing world. These initiatives are intended to accelerate the student achievement of subgroups, including the state's new Bottom 30%, that are not meeting our school's performance targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Ann Owen
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2566](tel:7347442566) . The following person has been designated to handle inquires and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

Emerson Middle School Mission Statement:

Soaring to excellence with respect, responsibility and learning.

We envision a school with a safe, caring culture that is conducive to learning:

We believe:

- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.
- Students learn best when they are involved in the learning process.
- Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.
- Students learn best when our staff maintains high expectations for learning.

SCHOOL PROFILE

Emerson Middle School serves 750 students in grades 7 and 8. The principal of Emerson Middle School is Ann Owen, and the assistant principal is Matthew Moll. There are 45 professional teaching staff members, one media specialist, and two counselors.

In addition, there is the following professional support staff: school psychologist, student assistance person, school social worker, speech and language therapist, resource classroom teachers, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Emerson based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making to formulate and implement achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our goals for 2014-15 and 2015-16 school years were:

1. All students will be proficient in reading
2. All students will be proficient in writing.
3. All students will be proficient in mathematics.
4. All students will be proficient in science.
5. All students will be proficient in social studies.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Emerson Middle School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Emerson Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

This year, the middle school ELA teachers administered a new district seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

ELA Common Assessment – ELA Reading Objective Percent Met		
2015-16	Grade 7	Grade 8
Emerson	61.2%	62.7%
District	64.1%	77.0%

Middle School ELA Pre and Post Argument Writing Assessment Percentage of Growth		
2014-2015	Grade 7	Grade 8
Emerson	20%	10%
District	20%	15%

*All MACAT students were administered the grade 8 pre and post writing assessments.

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth social studies writing assessment was administered this school year. The assessment, known as a Document Based Question (DBQ), measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2015-2016	Grade 7	Grade 8*
Emerson	79.2%	89.2%
District	89.9%	90.6%
2014-2015		
Emerson	75.9%	92.1%
District	84.9%	91.2%

*All MACAT students were administered the grade 8 DBQ assessment.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2015-2016	Verbal	Quantitative	Nonverbal	Composite
Emerson	51	49	60	54
District	58	60	66	64
2014-2015	Verbal	Quantitative	Nonverbal	Composite
Emerson	51	48	57	52
District	60	62	66	65

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process.

Emerson has a high degree of parent involvement with 350(50%) parents attending fall Parent/Teacher Conferences and 270 (39%) attending spring Parent/Teacher Conferences during the 2015-2016 school year. Three hundred twenty-seven (46%) parents attending fall Parent/Teacher Conferences and 243 (34%) attending spring Parent/Teacher Conferences during the 2014-2015 school year.

Emerson parents participate in a wide variety of activities. Our PTSA membership is 25% for families and 85% for staff. Emerson parents and guardians have lent uncountable hours to assist teachers, chaperone activities, work our book fair, attend field trips and much more.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD(1)

PARENT INVOLVEMENT

JUNE 20, 2011

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

The explanation below is provided by Livonia Public Schools to assist you in understanding the data on the following pages provided by the Michigan Department of Education (MDE).

Student Assessment Data – State assessment results at the elementary, middle and high school levels for all four tested subjects (mathematics, ELA, science and social studies) for all students as well as subgroups of students on the:

- M-STEP and MI-Access for 2014-15 and
- MEAP, MME, MEAP-Access and MI-Access for 2013-14.

Accountability Details –

- Subject Data provides the percent of students tested and the percent proficient for each subject area tested (mathematics, ELA, science and social studies) at the state and district levels for all students and applicable student subgroups.
- Graduation Data provides high school graduation rates at the state and district levels for all students and applicable subgroups.
- Attendance Data provides average daily attendance rate at the state and district levels.
- Accountability Status District and School Data – The MDE did not provide any data for these categories.
- Teacher Quality identifies teacher qualifications, reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes, and lists the percentage of teachers with emerging certifications in the district.

NAEP Data (National Assessment of Education Progress)

- Provides state results of the national assessment in mathematics and reading in grades 4, 8 and 12.

The following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.

02/08/2017

M-STEP Grades 3-11

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	7th Grade Content	All Students	2014-15	49.1%	52.9%	41.4%	10.6%	30.8%	30.6%	28.1%
ELA	7th Grade Content	All Students	2015-16	47.1%	61.7%	52.8%	17.0%	35.8%	30.7%	16.4%
ELA	7th Grade Content	American Indian or Alaska Native	2014-15	39.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	73.9%	69.0%	53.8%	23.1%	30.8%	23.1%	23.1%
ELA	7th Grade Content	Asian	2015-16	71.6%	79.6%	60.0%	10.0%	50.0%	20.0%	20.0%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	34.9%	22.7%	4.5%	18.2%	18.2%	59.1%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	27.7%	13.0%	4.3%	8.7%	47.8%	39.1%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	53.8%	50.0%	11.1%	38.9%	38.9%	11.1%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	43.4%	40.7%	7.4%	33.3%	37.0%	22.2%
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	58.7%	64.3%	14.3%	50.0%	21.4%	14.3%
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	53.8%	57.1%	21.4%	35.7%	21.4%	21.4%
ELA	7th Grade Content	White	2014-15	55.4%	53.6%	40.4%	9.9%	30.5%	31.8%	27.7%

M-STEP Grades 3-11

ELA	7th Grade Content	White	2015-16	53.7%	65.4%	56.6%	18.9%	37.7%	29.6%	13.8%
ELA	7th Grade Content	Female	2014-15	56.3%	60.7%	46.7%	14.4%	32.2%	30.0%	23.3%
ELA	7th Grade Content	Female	2015-16	53.8%	65.4%	56.9%	17.6%	39.4%	32.4%	10.6%
ELA	7th Grade Content	Male	2014-15	42.2%	44.7%	36.1%	6.7%	29.4%	31.1%	32.8%
ELA	7th Grade Content	Male	2015-16	40.6%	58.5%	48.6%	16.4%	32.2%	29.0%	22.4%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	34.6%	27.3%	5.6%	21.7%	35.7%	37.1%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	42.5%	38.5%	7.0%	31.5%	34.3%	27.3%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	18.2%	10.0%	0.0%	10.0%	10.0%	80.0%
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	47.4%	27.3%	0.0%	27.3%	45.5%	27.3%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	9.7%	9.1%	4.5%	4.5%	11.4%	79.5%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	17.5%	9.5%	0.0%	9.5%	38.1%	52.4%
ELA	8th Grade Content	All Students	2014-15	47.6%	52.4%	40.4%	6.3%	34.1%	34.7%	24.9%
ELA	8th Grade Content	All Students	2015-16	48.9%	61.0%	49.4%	15.6%	33.8%	32.1%	18.5%
ELA	8th Grade Content	American Indian or Alaska Native	2015-16	37.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	Asian	2014-15	71.4%	86.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	77.3%	63.6%	27.3%	36.4%	18.2%	18.2%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	23.5%	16.7%	0.0%	16.7%	36.7%	46.7%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	43.2%	15.8%	10.5%	5.3%	31.6%	52.6%
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	39.2%	29.4%	0.0%	29.4%	64.7%	5.9%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	58.5%	43.8%	25.0%	18.8%	37.5%	18.8%
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	58.1%	61.1%	11.1%	50.0%	11.1%	27.8%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	59.5%	64.3%	7.1%	57.1%	21.4%	14.3%
ELA	8th Grade Content	White	2014-15	53.8%	54.2%	41.9%	6.8%	35.1%	34.4%	23.7%
ELA	8th Grade Content	White	2015-16	55.2%	62.1%	50.5%	15.5%	35.1%	33.0%	16.5%
ELA	8th Grade Content	Female	2014-15	54.2%	60.7%	51.0%	8.9%	42.0%	36.3%	12.7%
ELA	8th Grade Content	Female	2015-16	54.9%	67.2%	56.6%	20.2%	36.4%	30.1%	13.3%
ELA	8th Grade Content	Male	2014-15	41.2%	44.9%	31.8%	4.2%	27.6%	33.3%	34.9%
ELA	8th Grade Content	Male	2015-16	43.0%	54.7%	42.5%	11.2%	31.3%	34.1%	23.5%

M-STEP Grades 3-11

ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	31.3%	31.4%	4.1%	27.3%	34.7%	33.9%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	43.7%	39.1%	11.7%	27.3%	37.5%	23.4%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	33.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	25.9%	0.0%	0.0%	0.0%	60.0%	40.0%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	11.3%	4.8%	0.0%	4.8%	21.4%	73.8%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	12.8%	11.6%	0.0%	11.6%	25.6%	62.8%
Mathematics	7th Grade Content	All Students	2014-15	33.3%	46.0%	36.2%	16.7%	19.5%	27.3%	36.5%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	52.0%	36.9%	18.1%	18.9%	30.5%	32.6%
Mathematics	7th Grade Content	American Indian or Alaska Native	2014-15	22.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	66.4%	67.4%	53.8%	30.8%	23.1%	7.7%	38.5%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	72.0%	40.0%	10.0%	30.0%	40.0%	20.0%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	19.3%	22.7%	4.5%	18.2%	18.2%	59.1%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	15.7%	8.7%	4.3%	4.3%	21.7%	69.6%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	38.5%	38.9%	16.7%	22.2%	38.9%	22.2%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	37.7%	40.7%	7.4%	33.3%	25.9%	33.3%
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	47.8%	42.9%	35.7%	7.1%	35.7%	21.4%
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	46.2%	42.9%	21.4%	21.4%	14.3%	42.9%
Mathematics	7th Grade Content	White	2014-15	39.0%	48.0%	36.1%	16.2%	19.9%	27.5%	36.4%
Mathematics	7th Grade Content	White	2015-16	41.6%	55.5%	38.4%	20.2%	18.2%	32.0%	29.6%
Mathematics	7th Grade Content	Female	2014-15	33.0%	46.9%	37.2%	18.3%	18.9%	25.6%	37.2%
Mathematics	7th Grade Content	Female	2015-16	34.5%	47.0%	31.9%	17.0%	14.9%	31.4%	36.7%
Mathematics	7th Grade Content	Male	2014-15	33.5%	45.0%	35.2%	15.1%	20.1%	29.1%	35.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	56.3%	42.1%	19.1%	23.0%	29.5%	28.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	29.9%	27.3%	8.4%	18.9%	23.8%	49.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	31.4%	22.4%	7.7%	14.7%	31.5%	46.2%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	26.1%	10.0%	10.0%	0.0%	10.0%	80.0%
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	46.2%	18.2%	0.0%	18.2%	36.4%	45.5%

02/08/2017

M-STEP Grades 3-11

Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	7.8%	9.1%	2.3%	6.8%	9.1%	81.8%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	5.8%	4.8%	0.0%	4.8%	19.0%	76.2%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	40.0%	23.8%	11.2%	12.6%	32.1%	44.1%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	44.8%	36.2%	20.5%	15.7%	28.5%	35.3%
Mathematics	8th Grade Content	American Indian or Alaska Native	2015-16	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2014-15	65.5%	86.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	68.9%	54.5%	36.4%	18.2%	18.2%	27.3%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	10.2%	3.3%	0.0%	3.3%	16.7%	80.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	17.3%	10.5%	5.3%	5.3%	15.8%	73.7%
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	23.5%	11.8%	5.9%	5.9%	52.9%	35.3%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	32.1%	37.5%	31.3%	6.3%	25.0%	37.5%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	41.9%	27.8%	27.8%	0.0%	44.4%	27.8%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	52.4%	50.0%	28.6%	21.4%	21.4%	28.6%
Mathematics	8th Grade Content	White	2014-15	37.7%	41.5%	25.8%	11.1%	14.7%	31.9%	42.3%

M-STEP Grades 3-11

Mathematics	8th Grade Content	White	2015-16	38.3%	46.7%	36.6%	20.0%	16.6%	30.0%	33.4%
Mathematics	8th Grade Content	Female	2014-15	32.6%	41.2%	25.5%	10.8%	14.6%	30.6%	43.9%
Mathematics	8th Grade Content	Female	2015-16	34.1%	48.8%	39.9%	24.3%	15.6%	30.1%	30.1%
Mathematics	8th Grade Content	Male	2014-15	31.8%	38.9%	22.4%	11.5%	10.9%	33.3%	44.3%
Mathematics	8th Grade Content	Male	2015-16	31.4%	40.7%	32.6%	16.9%	15.7%	27.0%	40.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	19.4%	17.4%	4.1%	13.2%	31.4%	51.2%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	27.1%	23.4%	11.7%	11.7%	32.0%	44.5%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	26.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	25.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	6.6%	2.4%	0.0%	2.4%	11.9%	85.7%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	4.6%	0.0%	0.0%	0.0%	11.9%	88.1%
Science	7th Grade Content	All Students	2014-15	22.7%	31.5%	20.3%	4.4%	15.8%	20.6%	59.2%
Science	7th Grade Content	All Students	2015-16	23.9%	34.9%	21.3%	7.8%	13.5%	27.5%	51.2%
Science	7th Grade Content	American Indian or Alaska Native	2014-15	16.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Asian	2014-15	43.1%	48.8%	38.5%	15.4%	23.1%	15.4%	46.2%
Science	7th Grade Content	Asian	2015-16	41.9%	48.0%	20.0%	0.0%	20.0%	30.0%	50.0%
Science	7th Grade Content	Black or African American	2014-15	5.0%	16.9%	13.6%	0.0%	13.6%	9.1%	77.3%
Science	7th Grade Content	Black or African American	2015-16	5.4%	7.2%	0.0%	0.0%	0.0%	8.7%	91.3%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	26.4%	31.6%	15.8%	15.8%	15.8%	52.6%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	20.8%	18.5%	7.4%	11.1%	33.3%	48.1%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	37.0%	35.7%	7.1%	28.6%	21.4%	42.9%
Science	7th Grade Content	Two or More Races	2015-16	21.2%	38.5%	35.7%	7.1%	28.6%	7.1%	57.1%
Science	7th Grade Content	White	2014-15	27.4%	32.0%	18.6%	3.4%	15.1%	21.6%	59.8%
Science	7th Grade Content	White	2015-16	28.9%	37.5%	22.6%	8.8%	13.8%	29.3%	48.1%
Science	7th Grade Content	Female	2014-15	20.8%	30.6%	19.4%	2.8%	16.7%	19.4%	61.1%
Science	7th Grade Content	Female	2015-16	22.6%	32.5%	20.2%	4.8%	15.4%	25.5%	54.3%
Science	7th Grade Content	Male	2014-15	24.6%	32.4%	21.1%	6.1%	15.0%	21.7%	57.2%
Science	7th Grade Content	Male	2015-16	25.1%	36.9%	22.4%	10.9%	11.5%	29.5%	48.1%

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M-STEP Grades 3-11

Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	18.3%	15.5%	2.1%	13.4%	12.7%	71.8%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	19.2%	12.6%	5.6%	7.0%	23.1%	64.3%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	12.5%	9.1%	0.0%	9.1%	0.0%	90.9%
Science	7th Grade Content	English Language Learners	2015-16	3.5%	28.2%	0.0%	0.0%	0.0%	27.3%	72.7%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	6.8%	6.8%	2.3%	4.5%	2.3%	90.9%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	8.7%	4.8%	0.0%	4.8%	9.5%	85.7%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	36.7%	27.2%	3.7%	23.5%	49.3%	23.5%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	33.8%	29.7%	6.3%	23.3%	50.4%	19.9%
Social Studies	8th Grade Content	American Indian or Alaska Native	2015-16	21.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2014-15	50.9%	74.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	46.7%	36.4%	27.3%	9.1%	45.5%	18.2%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	13.4%	13.3%	0.0%	13.3%	43.3%	43.3%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	13.8%	11.1%	0.0%	11.1%	44.4%	44.4%

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M-STEP Grades 3-11

Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	31.4%	35.3%	5.9%	29.4%	52.9%	11.8%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	42.3%	46.7%	20.0%	26.7%	40.0%	13.3%
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	44.2%	38.9%	0.0%	38.9%	50.0%	11.1%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	40.5%	35.7%	14.3%	21.4%	42.9%	21.4%
Social Studies	8th Grade Content	White	2014-15	35.2%	37.0%	26.9%	4.3%	22.6%	49.8%	23.3%
Social Studies	8th Grade Content	White	2015-16	34.3%	34.3%	29.5%	4.9%	24.7%	51.7%	18.8%
Social Studies	8th Grade Content	Female	2014-15	25.2%	33.1%	21.7%	2.5%	19.1%	57.3%	21.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	29.7%	24.6%	5.3%	19.3%	55.0%	20.5%
Social Studies	8th Grade Content	Male	2014-15	34.0%	39.8%	31.8%	4.7%	27.1%	42.7%	25.5%
Social Studies	8th Grade Content	Male	2015-16	32.6%	38.0%	34.7%	7.4%	27.3%	46.0%	19.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	17.5%	19.0%	3.3%	15.7%	46.3%	34.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	19.9%	20.8%	3.2%	17.6%	57.6%	21.6%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	0.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	11.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	9.4%	4.8%	0.0%	4.8%	28.6%	66.7%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	6.5%	7.1%	2.4%	4.8%	31.0%	61.9%

02/08/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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	7th Grade Content	All Students	2014-15	68.8%	57.1%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	60.0%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	46.7%	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	62.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	58.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	39.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	66.6%	63.6%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	70.8%	66.7%	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	54.8%	50.0%	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	73.3%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	8th Grade Content	All Students	2015-16	88.2%	81.3%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	20.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	50.0%	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	43.7%	33.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	37.5%	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	86.2%	90.9%	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	67.0%	27.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	46.1%	45.5%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	84.6%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	53.8%	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	38.5%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<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
ELA	7th Grade Content	All Students	2014-15	79.9%	90.0%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	85.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	79.0%	100.0%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	76.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	84.2%	90.0%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	85.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	84.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	83.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	77.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	82.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	85.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	82.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	71.0%	<10	<10	<10	<10	<10

MI-Access Supported Independence

ELA	7th Grade Content	White	2014-15	78.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	84.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	79.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	85.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	86.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	83.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	91.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	83.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	80.1%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	86.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	87.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	78.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	77.3%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Mathematics	7th Grade Content	Male	2015-16	74.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	83.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	84.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	82.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	86.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	77.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	85.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	88.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	80.9%	84.6%	91.7%	50.0%	41.7%	8.3%
ELA	8th Grade Content	All Students	2015-16	83.0%	90.0%	90.0%	60.0%	30.0%	10.0%
Mathematics	8th Grade Content	All Students	2014-15	80.1%	100.0%	100.0%	41.7%	58.3%	0.0%
Mathematics	8th Grade Content	All Students	2015-16	73.0%	70.0%	70.0%	20.0%	50.0%	30.0%
ELA	8th Grade Content	Black or African American	2014-15	75.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	80.0%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Mathematics	8th Grade Content	Black or African American	2014-15	73.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	75.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	68.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2015-16	82.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	68.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	82.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	84.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	82.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	72.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	81.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	81.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	75.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	80.7%	<10	<10	<10	<10	<10

MI-Access Supported Independence

ELA	8th Grade Content	Male	2015-16	82.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	79.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	71.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	81.0%	80.0%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	83.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	80.2%	100.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	73.7%	<10	<10	<10	<10	<10

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
ELA	6th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	63.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2014-15	30.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	38.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	52.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	63.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	54.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	59.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	61.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	61.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	56.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	56.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	57.1%	<10	<10	<10	<10	<10

MI-Access Participation

ELA	7th Grade Content	Hispanic of Any Race	2015-16	53.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	75.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	42.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	60.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	37.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	57.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	64.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	57.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	58.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	58.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	54.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	53.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	60.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	63.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	63.0%	<10	<10	<10	<10	<10

MI-Access Participation

Science	7th Grade Content	Male	2014-15	57.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	56.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	63.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	56.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	67.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	63.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	58.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	63.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	58.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	63.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	56.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	64.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	57.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	69.1%	<10	<10	<10	<10	<10

MI-Access Participation

Mathematics	8th Grade Content	Male	2015-16	64.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	63.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.8%	<10	<10	<10	<10	<10



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	98.7%	69.6%	99.4%	75.2%	99.3%	77.5%
All Students	Mathematics	98.6%	62.1%	99.3%	71.6%	99.2%	64.3%
All Students	Science	98.1%	50.0%	99.1%	60.0%	99.7%	57.3%
All Students	Social Studies	98.1%	59.3%	99.0%	68.1%	98.9%	70.6%
Bottom 30%	ELA	N/A	25.1%	N/A	22.1%	N/A	25.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.0%	N/A	15.7%
Bottom 30%	Science	N/A	9.8%	N/A	13.4%	N/A	18.2%
Bottom 30%	Social Studies	N/A	13.3%	N/A	16.2%	N/A	16.5%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	<30
Asian	ELA	99.3%	84.3%	99.3%	84.4%	<30	<30
Asian	Mathematics	99.4%	83.7%	99.7%	86.0%	<30	<30
Asian	Science	99.3%	65.5%	100.0%	78.1%	<30	<30
Asian	Social Studies	99.3%	76.0%	100.0%	76.8%	<30	<30
Black or African American	ELA	97.7%	46.9%	99.2%	56.4%	100.0%	53.3%
Black or African American	Mathematics	97.4%	37.3%	98.9%	47.4%	100.0%	53.3%
Black or African American	Science	96.5%	23.9%	99.7%	34.1%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	98.6%	46.0%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.7%	72.9%	97.8%	72.1%
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.7%	63.9%	97.8%	67.4%
Hispanic of Any Race	Science	98.1%	36.7%	99.3%	54.4%	<30	<30



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Hispanic of Any Race	Social Studies	98.0%	47.7%	98.7%	62.4%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	69.9%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	99.6%	69.1%	<30	<30
Two or More Races	Science	98.5%	45.2%	100.0%	60.5%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	100.0%	65.0%	<30	<30
White	ELA	99.0%	75.6%	99.3%	77.1%	99.3%	79.6%
White	Mathematics	98.9%	68.4%	99.3%	74.1%	99.2%	64.4%
White	Science	98.6%	57.1%	98.9%	62.2%	99.7%	57.9%
White	Social Studies	98.5%	65.8%	99.0%	70.6%	99.0%	70.8%
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	62.7%	100.0%	70.7%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.1%	57.2%	100.0%	57.9%
Economically Disadvantaged	Science	97.5%	35.0%	99.0%	46.4%	100.0%	52.9%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	53.8%	100.0%	66.1%
English Language Learners	ELA	98.8%	49.5%	99.3%	59.3%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	99.3%	66.9%	<30	<30

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.1%	35.0%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	97.4%	42.3%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	99.0%	47.3%	100.0%	57.0%
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	42.1%	99.1%	44.8%
Students With Disabilities	Science	97.0%	26.5%	98.3%	35.0%	100.0%	40.0%
Students With Disabilities	Social Studies	96.6%	30.8%	98.6%	39.3%	100.0%	46.7%



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	91.33%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	100.00%	N/A
Black or African American	67.31%	78.85%	N/A
Hispanic of Any Race	72.07%	81.58%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	92.86%	N/A
White	83.48%	92.53%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	83.00%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	61.81%	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	94.32%	96.00%	95.97%

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

Accountability Status District Data

District Name	ELA Status	ELA 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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Emerson Middle School	Green	2	Green	2	Green	2	Green	2	Lime	46



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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	18	39	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%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



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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.



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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.



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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.



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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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	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), 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.



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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.



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