



# MT. PLEASANT GANIARD ELEMENTARY

2014-2015 SCHOOL ANNUAL REPORT COVER LETTER

Marcy Stout, Principal

## Table of Contents

Page	Content
1	Adequate Yearly Progress
1	Description of the School
1	Pupil Assignment
3	School Improvement Plan
2	Core Curriculum
4	Local Assessment Data
2	Parent Conferences

## Principal's Greeting/Message

April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Mt. Pleasant Ganiard Elementary. 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 Marcy Stout, Principal, for assistance.

The AER is available for you to review electronically by visiting [MISchoolData: Mt. Pleasant Ganiard Elementary](#), or you may review a copy in the main office at your child's school, or on our website, <http://mtpleasantsschools.net/Domain/12>.

At Ganiard, we are working hard to ensure that each of our students receives instruction that is at their developmental level. Each of our teachers work in Professional Learning Community (PLC) teams to establish learning outcomes, plan for instruction, analyze assessments, and to create plans to respond to the individual needs of each of our students.

Sincerely,

Marcy Stout

## Description of the School

Ganiard Elementary serves students in grades Developmental Kindergarten – 4<sup>th</sup> grade. Programs provided at the school also include specialized classrooms for student with Mild Cognitive Impairment (MiCI) and Moderate Cognitive Impairment (MoCI).

## Process for Assigning Pupils to the School

District students are assigned to Ganiard Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program offered that better meets their needs.

## Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available at <http://mtpleasantschools.net/Domain/12>. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
<b>All students at Ganiard Elementary will become proficient readers and writers.</b>			
• Essential Learning: Narrative and Informational Reading Units		X	
• Common Reading Assessments		X	
• Flexible Tier 2 Reading Interventions		X	
• Essential Learning: Narrative, Informational, and Opinion Writing Units		X	
<b>All students will become proficient in Math.</b>			
• Essential Learning: Math in Focus Chapters		X	
• Flexible Tier 2 Math Interventions		X	
• Intervention Specialists			X
• Extended Day Math Intervention			X
<b>All students at Ganiard Elementary will become proficient in Science and Social Studies.</b>			
• Align Informational Reading and Writing Common Core State Standards (CCSS) with Science and Social Studies Instruction		X	
• Science and Social Studies Core Instruction			X
• Science Family Night			X

## Core Curriculum Status

A copy of the Core Curriculum is available in our school office or on our website, <http://mtpleasantsschools.net/Domain/4>.

### **English Language Arts**

The English Language Arts curriculum *follows Michigan approved Common Core State Standards*. Building educators utilize the Houghton Mifflin Reading Series. The English Language Arts curriculum was last approved by our local Board of Education in 2001.

### **Mathematics**

The Mathematics curriculum follows *Michigan approved Common Core State Standards*. Building educators utilize the Math in Focus Curriculum. The Mathematics curriculum was last approved by our local Board of Education in 2012. Mt. Pleasant Public Schools, including Ganiard Elementary, is in its third year of implementing this new curriculum and we have been very pleased with the improvements as students are becoming more and more familiar with the concepts and format of this new curriculum.

### **Science**

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. *In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction.* The Science curriculum was last approved by our local Board of Education in 2007.

### **Social Studies**

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. The Social Studies curriculum was last approved by our local Board of Education in 2007.

## Attendance at Parent-Teacher Conferences

At Ganiard, we place a high priority on parent communication. We hold Parent-Teacher conferences twice a year, once in the fall at the end of the 1<sup>st</sup> Trimester and again in the spring at the end of the 2<sup>nd</sup> Trimester. For the fall conferences 98% of our students were represented by parents. In the spring 97% of our students were represented by parents.

# Aggregate Local Assessment Data

Each year, the teachers use a variety of assessments to monitor student learning. One of the most important assessments that we give is develop by the Northwest Evaluation Association (NWEA) and the name of the test is Measures of Academic Progress, or MAP for short. Ganiard students take the MAP test three times a year (Fall, Winter, and Spring) in Reading and Math. The test is taken online and allows our staff to measure student growth over the time. Once students complete the test, they are given a 3 digit score that allows us to compare their performance with Building, District, and National norms.

The report below shows the average growth of students at each grade level, as measured by the MAP test, over the last 2 years. This report compares the growth of Ganiard students with the expected growth based on NWEA's national norms and growth expectations. We are excited to share that Ganiard students have demonstrated growth over the last two years that exceeds the national s standards.

## NWEA Assessment Data

Ganiard Elementary

School Year Comparison - Fall to Spring

### Schoolwide Summary - NWEA Reading Data

2013-2014						
	Fall	Winter	Spring	Growth	Expected Growth	% of Expected Growth
Kinder.	148	155	161	<b>13</b>	14	93%
1st Grade	162	172	178	<b>16</b>	17	94%
2nd Grade	180	187	192	<b>12</b>	14	86%
3rd Grade	188	196	201	<b>13</b>	9	144%
4th Grade	192	200	204	<b>12</b>	7	171%

2014-2015						
	Fall	Winter	Spring	Growth	Expected Growth	% of Expected Growth
Kinder.	145	157	166	<b>21</b>	14	150%
1st Grade	165	174	180	<b>15</b>	17	88%
2nd Grade	179	187	193	<b>14</b>	14	100%
3rd Grade	186	197	200	<b>14</b>	9	156%
4th Grade	199	204	207	<b>8</b>	7	114%

**Averages:**    **174**    **182**    **187**    **13**    **12**    **118%**

**Averages:**    **175**    **184**    **189**    **14**    **12**    **122%**

### Schoolwide Summary - NWEA Math Data

2013-2014						
	Fall	Winter	Spring	Growth	Expected Growth	% of Expected Growth
Kinder.	146	155	165	<b>19</b>	15	127%
1st Grade	163	175	181	<b>18</b>	16	113%
2nd Grade	180	193	201	<b>21</b>	13	162%
3rd Grade	195	200	207	<b>12</b>	9	133%
4th Grade	198	203	209	<b>11</b>	9	122%

2014-2015						
	Fall	Winter	Spring	Growth	Expected Growth	% of Expected Growth
Kinder.	144	157	169	<b>25</b>	15	167%
1st Grade	167	177	183	<b>16</b>	16	100%
2nd Grade	182	195	205	<b>23</b>	13	177%
3rd Grade	192	200	207	<b>15</b>	9	167%
4th Grade	204	213	217	<b>13</b>	9	144%

**Averages:**    **176**    **185**    **193**    **16**    **12**    **131%**

**Averages:**    **178**    **188**    **196**    **18**    **12**    **151%**

## Annual Education Report

### Ganiard School

#### 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)	2nd Grade Content	All Students	2013-14	61.3%	66.2%	70.8%	5.6%	65.3%	29.2%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	American Indian	2013-14	58.4%	42.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	30.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	54.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	73.2%	78.2%	5.5%	72.7%	21.8%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	71.4%	76.2%	4.8%	71.4%	23.8%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	60%	63.3%	6.7%	56.7%	36.7%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	52.8%	59.3%	3.7%	55.6%	40.7%	0%

Annual Education Report  
Ganiard School

## 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)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	33.3%	30%	0%	30%	70%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	58.9%	63.9%	25.3%	38.6%	21.7%	14.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	69.4%	66.7%	6.4%	60.3%	26.9%	6.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2014-15	44.3%	41.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2013-14	64.3%	55.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	58.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	50%	<10	<10	<10	<10	<10

## Annual Education Report

### Ganiard School

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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	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%	62.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	62.1%	66.2%	24.6%	41.5%	20%	13.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	73.8%	68.3%	7.9%	60.3%	27%	4.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	60.8%	61.7%	21.3%	40.4%	23.4%	14.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	74.1%	72.7%	0%	72.7%	27.3%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	56.7%	66.7%	30.6%	36.1%	19.4%	13.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	65%	62.2%	11.1%	51.1%	26.7%	11.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	38.5%	25%	7.1%	17.9%	35.7%	39.3%

## Annual Education Report

### Ganiard School

#### 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	Economically Disadvantaged	2013-14	57.3%	60.6%	51.6%	3.2%	48.4%	41.9%	6.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	38.6%	44.4%	16.7%	27.8%	22.2%	33.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	57.7%	40%	10%	30%	40%	20%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	45.4%	45.2%	19.2%	26%	41.1%	13.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	American Indian	2014-15	36.9%	36%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	14.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	49.7%	48.3%	20.7%	27.6%	37.9%	13.8%



## Annual Education Report

### Ganiard School

#### 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)	4th Grade Content	Female	2014-15	51.5%	50%	47.5%	22.5%	25%	40%	12.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	40.4%	42.4%	15.2%	27.3%	42.4%	15.2%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	28.6%	25.8%	12.9%	12.9%	54.8%	19.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	11.1%	18.2%	9.1%	9.1%	63.6%	18.2%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	37.8%	52.7%	13.5%	39.2%	23%	24.3%
Mathematics	2nd Grade Content	American Indian	2013-14	33.7%	25%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	18.2%	8.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	27.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	41.5%	56.1%	15.8%	40.4%	21.1%	22.8%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	37.6%	45.2%	9.5%	35.7%	26.2%	28.6%

## Annual Education Report Ganiard School

### 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
Mathematics	2nd Grade Content	Male	2013-14	40.6%	38%	62.5%	18.8%	43.8%	18.8%	18.8%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	23.4%	37.9%	6.9%	31%	20.7%	41.4%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	38.7%	45.5%	18.2%	27.3%	0%	54.5%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	52.9%	63.4%	25.6%	37.8%	25.6%	11%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	26.2%	26%	6.5%	19.5%	18.2%	55.8%
Mathematics	3rd Grade Content	American Indian	2014-15	44.4%	35.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian	2013-14	37.6%	27.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	20.3%	50%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	50%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<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	2013-14	43.8%	6.3%	<10	<10	<10	<10	<10

## Annual Education Report

### Ganiard School

#### 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
Mathematics	3rd Grade Content	White	2014-15	57.3%	55.9%	64.1%	29.7%	34.4%	28.1%	7.8%
Mathematics	3rd Grade Content	White	2013-14	52.9%	29%	25.8%	8.1%	17.7%	19.4%	54.8%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	52.4%	59.6%	19.1%	40.4%	25.5%	14.9%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	24.6%	24.2%	3%	21.2%	21.2%	54.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	53.3%	68.6%	34.3%	34.3%	25.7%	5.7%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	27.7%	27.3%	9.1%	18.2%	15.9%	56.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	36.1%	37%	7.4%	29.6%	37%	25.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	14%	13.3%	3.3%	10%	6.7%	80%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	45.5%	50%	16.7%	33.3%	33.3%	16.7%
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	17.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	43.2%	59.7%	20.8%	38.9%	30.6%	9.7%
Mathematics	4th Grade Content	American Indian	2014-15	31.9%	20.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10

Annual Education Report  
Ganiard School

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
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	49.1%	67.2%	20.7%	46.6%	25.9%	6.9%
Mathematics	4th Grade Content	Female	2014-15	40.3%	45.7%	56.4%	17.9%	38.5%	30.8%	12.8%
Mathematics	4th Grade Content	Male	2014-15	42.4%	40.5%	63.6%	24.2%	39.4%	30.3%	6.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	29.4%	50%	10%	40%	30%	20%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	25.9%	36.4%	18.2%	18.2%	54.5%	9.1%
Science	4th Grade Content	All Students	2014-15	12.4%	9.2%	13.7%	8.2%	5.5%	43.8%	42.5%
Science	4th Grade Content	American Indian	2014-15	8.7%	0%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	7.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	10.5%	13.8%	8.6%	5.2%	50%	36.2%

Annual Education Report  
 Ganiard School

## 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
Science	4th Grade Content	Female	2014-15	10.4%	7.6%	12.5%	10%	2.5%	37.5%	50%
Science	4th Grade Content	Male	2014-15	14.3%	10.9%	15.2%	6.1%	9.1%	51.5%	33.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.6%	9.7%	6.5%	3.2%	25.8%	64.5%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0%	0%	0%	0%	45.5%	54.5%

Annual Education Report  
Ganiard School

## 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

Annual Education Report  
Ganiard School

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	3rd	All Students	2013-14	61.9%	66.7%	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	66.7%	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	50%	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	50%	<10	<10	<10	<10
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	66.7%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	50%	<10	<10	<10	<10

Annual Education Report  
Ganiard School

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
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	American Indian	2013-14	80%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	American Indian	2013-14	66.7%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	<10	<10	<10	<10	<10



Annual Education Report  
Ganiard School

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	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	65.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	African American	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	83.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10

Annual Education Report  
Ganiard School

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
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10

Annual Education Report  
 Ganiard School

## 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
Mathematics	4th Grade Content	Male	2014-15	74%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10

Annual Education Report  
Ganiard School

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
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	73.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	82.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	American Indian	2014-15	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	American Indian	2014-15	<10	<10	<10	<10	<10	<10

Annual Education Report  
 Ganiard School

## 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
Science	4th Grade Content	American Indian	2014-15	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	83.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	89.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	80.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	84.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	91.3%	<10	<10	<10	<10	<10

Annual Education Report  
Ganiard School

## 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

## Annual Education Report

### Ganiard School

#### 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	Mathematics	98.1%	36.5%	95.4%	N/A	98.8%	N/A
All Students	ELA	98.1%	48.5%	96.4%	N/A	100%	N/A
All Students	Science	97.5%	22.2%	94.5%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	95.5%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	93.4%	N/A	<30	N/A
American Indian	ELA	98%	41.5%	95.2%	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	93%	N/A	<30	N/A
American Indian	Social Studies	97.2%	25.2%	92.1%	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	95.2%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	98.4%	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	92.5%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	96.2%	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	89.5%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	94.7%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	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

## Annual Education Report

### Ganiard School

#### 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**
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	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	Mathematics	98.5%	33.6%	97.1%	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	97.1%	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	97.8%	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	97%	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	95.9%	N/A	99.2%	N/A
White	ELA	98.5%	55%	96.4%	N/A	100%	N/A
White	Science	98.1%	26.6%	94.7%	N/A	100%	N/A
White	Social Studies	98%	37.3%	95.9%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	95.4%	N/A	96.9%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	96.7%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	94.2%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	94.9%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	<30	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	<30	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	N/A	N/A



Annual Education Report  
 Ganiard School

## 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**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.9%	N/A	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.6%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	94.2%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	93.7%	N/A	N/A	N/A

Annual Education Report  
 Ganiard School

## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	73.1%	N/A
American Indian	64.8%	47.1%	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	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%	79.9%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	62.3%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	56.9%	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report  
Ganiard School

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	91.7%	94.8%

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

Annual Education Report  
Ganiard School

## 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



04/11/2016

Annual Education Report  
Ganiard School

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

Annual Education Report  
 Ganiard School

## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	22	5	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	0%

## Annual Education Report

### Ganiard School

#### 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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

# Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report  
 Ganiard School

## 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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



Annual Education Report  
 Ganiard School

## 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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
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.

Annual Education Report  
 Ganiard School

## 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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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.

Annual Education Report  
 Ganiard School

## 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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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.

## Annual Education Report

### Ganiard School

#### 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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report  
 Ganiard School

## NAEP Participation Data

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