



MT. PLEASANT VOWLES ELEMENTARY

2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Kim Bishop, Principal

Principal's Greeting/Message

May 16, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Vowles 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 Kim Bishop, principal, for assistance.

The AER is available for you to review electronically by visiting [2016-2017 Vowles Elementary Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Vowles Elementary continues to put efforts toward accelerating student achievement in the areas of Math and Reading for all grades and sub groups. Grade levels have been looking closely at math data and implementing "focused" intervention for all students in the area of math.

We are proud of our Vowles Vikings! Our staff and students continue to work hard to do their BEST through focused collaboration and goal setting to meet the needs of every Viking!

Sincerely,

Kim Bishop,
Principal Vowles Elementary

Description of the School

Vowles School currently serves students in DK-3rd. Programs provided through the school and community include:

- Title I services for all grades
- Extended School Year Summer Workbook program available for students
- PEAK- After school program
- CMU Lunch Buddies, America Reads and America Counts Tutoring
- Mi Reading Corps tutoring program for Reading
- Speech, Social Work, Occupational Therapy, and Physical Therapy with some services being provided through the RESD
- Art Reach
- Junior Achievement
- Odyssey of the Mind
- Girls on the Run
- PBIS- Positive Behavior Intervention Supports
- Response to Intervention or MTSS (Multi-Tiered System of Supports)
- Technology including: Eno boards, Chromebooks and iPads available at all grade levels
- Universal Breakfast

Process for Assigning Pupils to the School

District students are assigned to Vowles 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 www.mtpleasantschools.net/vowles. 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
GOAL 1: Students will become proficient in math.			
<ul style="list-style-type: none"> • Differentiated instruction • Data based decision making 		X	
GOAL 2: Students will become proficient readers and writers.			
<ul style="list-style-type: none"> • Differentiated instruction • Reading in the core content academics/Science/Social Studies • Data based decision making • Differentiated instruction for ED/SWD students 		X	
GOAL 3: Students will become proficient in the areas of Science and Social Studies.			
<ul style="list-style-type: none"> • Differentiated instruction in Science • Differentiated instruction in Social Studies 		X	

Core Curriculum Status

A copy of the Core Curriculum is available on the district website at www.mtpleasantschools.net.

English Language Arts

The English Language Arts (ELA) curriculum follows the Common Core State Standards approved by Michigan's State Board of Education and Mt. Pleasant Public Schools' Board of Education. Building educators utilize best practices including Lucy Calkins, MAISA Writing, Daily 5, CAFÉ, and Houghton Mifflin Journey Reading series verified by research conducted by our district Professional Study Committee (PSC) ELA task force. The English Language Arts curriculum was last approved by our local Board of Education in May 2017. PSC arranged for professional development of K-6 staff related to these areas and building principals oversee implementation in individual buildings.

Mathematics

The Mathematics curriculum follows the Common Core State Standards approved by Michigan's State Board of Education and Mt. Pleasant Public Schools' Board of Education. Building educators utilize Math in Focus (Singapore Math) verified by research conducted by our district PSC Math task force. The Mathematics curriculum was last approved by our local Board of Education in May 2012 and is currently in review. PSC arranged for professional development of K-6 staff related to these areas and building principals oversee implementation in individual buildings.

Science

The Science curriculum follows Next Generation Science Standards approved by Michigan's State Board of Education. Our district has implemented National Geographic Science that includes assessments and pacing in the areas of Earth, Physical and Life Science. The curriculum was last approved in May of 2017.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize the Harcourt Social Studies series verified by research conducted by our district PSC social studies task force. The social studies curriculum was last approved by our local Board of Education in May 2017. A Social Studies task force continue to assemble to review our curriculum, materials and pacing.

Aggregate Local Assessment Data

The Vowles staff have aligned their curriculum to meet the Common Core State Standards. The following assessments are local assessments given at our grade levels.

Dibels is a quick one minute assessments given to assess reading fluency. Dibels assessments include: Letter/Sound Fluency, Phoneme Fluency, Nonsense Word Fluency, Oral Reading Fluency and DAZE. Dibels assessments are benchmarked three times per year (fall, winter, spring)

NWEA (Northwest Evaluation Association) is a computer adaptive assessment we give for all students in the areas of Reading and Math. It is given as a benchmark assessment three times per year (fall, winter, spring). The students receive a RIT score based on their level of performance.

M-Step is the state assessment that replaced the MEAP assessment. MStep is taken on the computer for our school and is computer adaptive. Students receiving a 1 or 2 are considered proficient. The test is usually given in May of each school year. In our building, this assessment is given to our 3rd and 4th graders. All students take ELA (reading, writing, listening) and Math. Our 4th graders also took the Science portion of the test in 2016-2017.

MLPP (Michigan Literacy Progress Profile) are assessments given to students to assess reading skills in the areas of phonemic awareness, phonics, sight words and reading fluency. Assessments are given as often as needed by the classroom teacher to drive instruction in the area of reading.

NWEA Reading Summary Report

Term	Grade	Student Count	Mean RIT	Std. Deviation
Spring 2013	K	82	156.8	14.7
Spring 2014	K	94	155.5	13.3
Spring 2015	K	79	162.8	10.6
Spring 2016	K	91	164.6	13.0
Spring 2017	K	74	162.7	11.7
Spring 2013	1st	93	180.7	15.2
Spring 2014	1st	87	180.3	13.2
Spring 2015	1st	83	180.5	16.6
Spring 2016	1st	77	182.8	13.9
Spring 2017	1st	95	181.7	13.9
Spring 2013	2nd	65	191.1	13.8
Spring 2014	2nd	93	192.3	14.0
Spring 2015	2nd	88	192.8	14.6
Spring 2016	2nd	82	195.8	12.7
Spring 2017	2nd	82	195.3	14.8
Spring 2013	3rd	88	198.1	13.3
Spring 2014	3rd	59	198.4	18.1
Spring 2015	3rd	95	200.2	13.6
Spring 2016	3rd	84	205.8	14.8
Spring 2017	3rd	81	201.1	13.1
Spring 2013	4th	60	202.5	17.0
Spring 2014	4th	83	205.3	12.1
Spring 2015	4th	68	206.9	12.9
Spring 2016	4th	90	206.7	15.1
Spring 2017	4th	82	210.9	15.2

NWEA Math Summary Report

Term	Grade	Student Count	Mean RIT	Std. Deviation
Spring 2013	K	83	158.6	14.8
Spring 2014	K	92	156.5	16.7
Spring 2015	K	79	162.7	12.5
Spring 2016	K	89	165.4	12.3
Spring 2017	K	74	166	13.6
Spring 2013	1st	93	180.0	11.7
Spring 2014	1st	87	180.6	11.7
Spring 2015	1st	83	183.6	14.4
Spring 2016	1st	77	184.6	14.0
Spring	1st	95	184.8	11.8
Spring 2013	2nd	77	193.5	15.1
Spring 2014	2nd	92	193.5	13.6
Spring 2015	2nd	88	196.2	15.6
Spring 2016	2nd	82	206.0	15.6
Spring 2017	2nd	82	205.4	18.2
Spring 2013	3rd	88	197.6	11.1
Spring 2014	3rd	59	198.7	13.2
Spring 2015	3rd	96	198.7	10.8
Spring 2016	3rd	83	206.0	11.6
Spring 2017	3rd	81	203.7	11.2
Spring 2013	4th	64	205.0	14.0
Spring 2014	4th	81	206.1	12.3
Spring 2015	4th	68	211.7	13.3
Spring 2016	4th	88	208.4	13.6
Spring 2017	4th	81	215.5	16.1

M-Step Summary Data

Grade Level	ELA Proficiency %			Math Proficiency %			Science Proficiency %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
3 rd Grade	57%	65%	58%	46%	56%	47%			
4 th Grade	55%	51%	59%	48%	36%	56%	14%	18%	22%

Parent Teacher Conference Attendance Data

	2015-16		2016-17	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	Fall 408/Spring 432	92%	Fall 400/ Spring 420	95.5%

Closing Statement



At Vowles Elementary, we are committed to both student and staff excellence. Through weekly staff collaboration and consistent professional development, we continue to enhance student achievement, use best practices and be data driven. We pride ourselves on offering a wide variety of student and family engagement activities throughout the year in all areas of student academic and social focus. We continue to anticipate gains in student achievement and success for all! Thank you for being an intricate part of our growth and dedication to Vowles Elementary!

Sincerely,

Kim Bishop
Principal

Annual Education Report
Vowles School (04315)

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	3rd Grade Content	All Students	2015-16	46.0%	55.2%	64.6%	36.6%	28.0%	20.7%	14.6%
ELA	3rd Grade Content	All Students	2016-17	44.1%	48.7%	58.0%	29.6%	28.4%	23.5%	18.5%
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	31.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	American Indian or Alaska Native	2016-17	30.6%	23.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	80.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	41.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	30.0%	<10	<10	<10	<10	<10

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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	3rd Grade Content	Two or More Races	2016-17	41.7%	60.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	58.8%	64.5%	35.5%	29.0%	21.0%	14.5%
ELA	3rd Grade Content	White	2016-17	51.7%	51.1%	58.5%	33.8%	24.6%	24.6%	16.9%
ELA	3rd Grade Content	Female	2015-16	49.5%	61.0%	67.6%	35.1%	32.4%	16.2%	16.2%
ELA	3rd Grade Content	Female	2016-17	47.7%	55.1%	68.8%	40.6%	28.1%	12.5%	18.8%
ELA	3rd Grade Content	Male	2015-16	42.6%	50.4%	62.2%	37.8%	24.4%	24.4%	13.3%
ELA	3rd Grade Content	Male	2016-17	40.7%	44.1%	51.0%	22.4%	28.6%	30.6%	18.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	43.0%	52.6%	31.6%	21.1%	23.7%	23.7%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	38.5%	41.7%	11.1%	30.6%	27.8%	30.6%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	42.5%	52.9%	23.5%	29.4%	17.6%	29.4%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	35.0%	33.3%	20.0%	13.3%	40.0%	26.7%

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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	4th Grade Content	All Students	2015-16	46.3%	43.0%	51.1%	28.9%	22.2%	21.1%	27.8%
ELA	4th Grade Content	All Students	2016-17	44.2%	47.0%	59.3%	29.6%	29.6%	21.0%	19.8%
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	23.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	American Indian or Alaska Native	2016-17	34.1%	26.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	33.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	42.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	40.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10

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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	4th Grade Content	Two or More Races	2016-17	40.1%	50.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	46.6%	54.8%	31.5%	23.3%	20.5%	24.7%
ELA	4th Grade Content	White	2016-17	51.5%	47.4%	57.4%	31.1%	26.2%	21.3%	21.3%
ELA	4th Grade Content	Female	2015-16	50.9%	48.6%	50.0%	31.0%	19.0%	19.0%	31.0%
ELA	4th Grade Content	Female	2016-17	48.6%	55.0%	63.9%	33.3%	30.6%	19.4%	16.7%
ELA	4th Grade Content	Male	2015-16	41.8%	36.6%	52.1%	27.1%	25.0%	22.9%	25.0%
ELA	4th Grade Content	Male	2016-17	39.9%	40.8%	55.6%	26.7%	28.9%	22.2%	22.2%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	21.6%	25.0%	8.3%	16.7%	27.8%	47.2%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	30.9%	40.0%	14.3%	25.7%	25.7%	34.3%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	17.5%	23.1%	7.7%	15.4%	30.8%	46.2%
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	24.3%	16.7%	0.0%	16.7%	50.0%	33.3%

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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
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	52.9%	56.1%	24.4%	31.7%	26.8%	17.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48.7%	46.9%	18.5%	28.4%	33.3%	19.8%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	43.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian or Alaska Native	2016-17	36.1%	23.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	90.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	20.0%	<10	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	46.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	57.1%	58.1%	25.8%	32.3%	29.0%	12.9%
Mathematics	3rd Grade Content	White	2016-17	54.8%	52.3%	46.2%	20.0%	26.2%	33.8%	20.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	55.0%	51.4%	24.3%	27.0%	27.0%	21.6%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	41.8%	43.8%	18.8%	25.0%	31.3%	25.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.2%	60.0%	24.4%	35.6%	26.7%	13.3%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	53.7%	49.0%	18.4%	30.6%	34.7%	16.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	42.1%	39.5%	23.7%	15.8%	36.8%	23.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	31.3%	25.0%	5.6%	19.4%	47.2%	27.8%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	32.5%	35.3%	5.9%	29.4%	52.9%	11.8%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	40.0%	26.7%	6.7%	20.0%	26.7%	46.7%

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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
Mathematics	4th Grade Content	All Students	2015-16	44.0%	36.7%	36.0%	13.5%	22.5%	37.1%	27.0%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	39.9%	55.6%	21.0%	34.6%	27.2%	17.3%
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	17.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	American Indian or Alaska Native	2016-17	31.8%	10.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	42.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	30.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10

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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
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	16.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	39.4%	37.5%	15.3%	22.2%	40.3%	22.2%
Mathematics	4th Grade Content	White	2016-17	49.7%	42.8%	57.4%	19.7%	37.7%	27.9%	14.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	34.8%	24.4%	9.8%	14.6%	41.5%	34.1%
Mathematics	4th Grade Content	Female	2016-17	39.6%	36.4%	52.8%	19.4%	33.3%	33.3%	13.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	39.0%	45.8%	16.7%	29.2%	33.3%	20.8%
Mathematics	4th Grade Content	Male	2016-17	44.2%	42.6%	57.8%	22.2%	35.6%	22.2%	20.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.5%	20.0%	2.9%	17.1%	37.1%	42.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	26.3%	34.3%	14.3%	20.0%	42.9%	22.9%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	25.0%	30.8%	0.0%	30.8%	38.5%	30.8%
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	22.9%	25.0%	8.3%	16.7%	41.7%	33.3%

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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
Science	4th Grade Content	All Students	2015-16	14.7%	15.2%	18.0%	12.4%	5.6%	33.7%	48.3%
Science	4th Grade Content	All Students	2016-17	14.6%	12.7%	22.2%	12.3%	9.9%	35.8%	42.0%
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	5.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian or Alaska Native	2016-17	10.0%	5.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	7.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	30.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	Two or More Races	2016-17	13.0%	16.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	16.7%	20.8%	15.3%	5.6%	34.7%	44.4%
Science	4th Grade Content	White	2016-17	18.2%	13.9%	23.0%	11.5%	11.5%	34.4%	42.6%
Science	4th Grade Content	Female	2015-16	13.0%	11.3%	12.2%	7.3%	4.9%	26.8%	61.0%
Science	4th Grade Content	Female	2016-17	12.6%	8.1%	13.9%	5.6%	8.3%	38.9%	47.2%
Science	4th Grade Content	Male	2015-16	16.4%	19.5%	22.9%	16.7%	6.3%	39.6%	37.5%
Science	4th Grade Content	Male	2016-17	16.5%	16.3%	28.9%	17.8%	11.1%	33.3%	37.8%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	5.5%	2.9%	2.9%	0.0%	28.6%	68.6%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	6.3%	11.4%	2.9%	8.6%	31.4%	57.1%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	2.5%	7.7%	0.0%	7.7%	23.1%	69.2%
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	2.9%	0.0%	0.0%	0.0%	41.7%	58.3%

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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

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Vowles School (04315)

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	2015-16	86.0%	80.0%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	70.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	93.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	84.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	63.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10

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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	Female	2016-17	60.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	50.0%	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10

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Vowles School (04315)

MI-Access Supported Independence

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

Annual Education Report
Vowles School (04315)

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

Vowles School (04315)

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	98.6%	49.5%	98.9%	48.3%	100.0%	59.4%
All Students	Mathematics	98.7%	39.1%	98.8%	39.9%	100.0%	52.9%
All Students	Science	97.9%	24.9%	97.3%	24.7%	98.8%	23.1%
All Students	Social Studies	97.8%	33.7%	96.7%	35.0%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	2.1%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	96.8%	25.9%	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	96.8%	19.1%	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	96.0%	12.9%	<30	<30
American Indian or Alaska Native	Social Studies	96.4%	28.9%	92.5%	22.4%	N/A	N/A
Asian	ELA	99.1%	70.5%	100.0%	69.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	100.0%	73.2%	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.5%	39.7%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	98.5%	27.0%	<30	<30
Black or African American	Science	96.0%	7.0%	<30	<30	<30	<30
Black or African American	Social Studies	95.9%	11.2%	97.1%	6.3%	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	38.8%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	25.4%	<30	<30

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	97.3%	15.6%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	96.9%	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	0.0%	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	97.3%	38.8%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	97.3%	26.2%	<30	<30
Two or More Races	Science	97.7%	21.9%	93.9%	9.3%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	93.0%	18.4%	N/A	N/A
White	ELA	98.9%	56.1%	99.2%	51.7%	100.0%	58.1%
White	Mathematics	99.0%	45.6%	99.1%	43.4%	100.0%	52.4%
White	Science	98.4%	29.7%	97.7%	27.9%	98.4%	23.3%
White	Social Studies	98.3%	39.7%	97.3%	39.0%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.0%	31.7%	100.0%	41.8%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	23.1%	100.0%	31.3%
Economically Disadvantaged	Science	97.2%	13.0%	97.3%	13.7%	100.0%	12.1%
Economically Disadvantaged	Social Studies	97.0%	18.3%	95.5%	21.5%	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	98.7%	26.8%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	98.3%	23.1%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	96.1%	13.3%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	91.2%	6.9%	N/A	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	68.90%	N/A
American Indian or Alaska Native	66.57%	37.50%	N/A
Asian	90.20%	77.78%	N/A
Black or African American	67.36%	71.43%	N/A
Hispanic of Any Race	72.60%	90.00%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	44.44%	N/A
White	83.38%	72.44%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	49.50%	N/A
English Learners	72.11%	80.00%	N/A
Students With Disabilities	55.35%	34.09%	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	84.41%	86.82%	92.12%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Vowles School	88.54	91.90	N/A	N/A	95.53	100.00	N/A	91.51

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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	1	18	12	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	25.8%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 Mathematics Achievement.

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Vowles School (04315)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9