



MT. PLEASANT VOWLES ELEMENTARY

2015-2016 SCHOOL ANNUAL REPORT COVER LETTER

Kim Bishop, Principal

February 27, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for 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: <https://goo.gl/m8sVb4>, or you may review a copy in the main office at your child's school.

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

Our school was not identified with any of the above labels.

Vowles Elementary will continue to put efforts toward accelerating student achievement in the area of Math for all students and sub groups. Math in Focus will continue to be implemented for the fifth year. Grade levels are looking diligently this year at differentiating instruction in the area of Math as well as devoting "focused" time to more math instruction at each sub group level and grade level outside of the core daily math block.

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

Kim Bishop, Principal

Vowles Elementary

Description of the School

Vowles School serves students in DK-4th . 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. Some services are 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

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	COMPLETE D
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, Daily 5, CAFÉ, Houghton Mifflin Reading series, and Rebecca Sitton Spelling 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 2011 and an active task force is currently underway. 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. 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 the Grade Level Content Expectations approved by Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize Science: A Closer Look series published by Macmillan/McGraw Hill verified by research conducted by our district PSC science task force. The Science curriculum was last approved by our local Board of Education in May 2008 and was implemented beginning in the Fall of 2008. With the adoption of new state standards, a new science task force is underway and new recommendations are expected for Fall 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 2007. A Social Studies task force has been assembled to review our curriculum and materials but has been delayed anticipating the adoption of new state social studies standards. New recommendations are anticipated for Fall 2017. PSC arranged for professional development of K-6 staff related to these areas and building principals oversee implementation in individual buildings.

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 are 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 and then Language and Science for our higher grade levels. 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 assessment that replaced the state MEAP assessment. In our building, this assessment is given to our 3rd and 4th graders. All students take ELA (reading, writing, listening) and Math including performance tasks. Our 4th graders also take the Science portion of the test. The M-Step is computerized. Students receiving a 1 or 2 are considered proficient. The test is usually given in April or May of each school year.

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 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 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 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 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

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 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 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 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 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

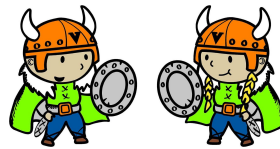
M-STEP Summary Data - Spring 2015/Spring 2016

Proficiency (%)	ELA* M-STEP		Math* M-STEP		Science* M-STEP	
	Spring 2015	Spring 2016	Spring 2015	Spring 2016	Spring 2015	Spring 2016
3rd Grade	59.1	65.0	47.9	56.1	NA	NA
4th Grade	59.4	51.1	50.0	36.0	15.1	18.0

Parent Teacher Conference Attendance Data

	2014-15		2015-16	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	426	97.5% Fall	408	92.3% Fall
	430	95.4% Spring	434	96.6% Spring

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

Kim Bishop
Principal

02/27/2017

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	3rd Grade Content	All Students	2014-15	50.0%	58.9%	59.1%	33.3%	25.8%	23.7%	17.2%
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	American Indian or Alaska Native	2014-15	44.3%	41.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	31.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2014-15	69.7%	58.3%	<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	Black or African American	2014-15	23.2%	50.0%	<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	Hispanic of Any Race	2014-15	37.2%	50.0%	<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	Two or More Races	2014-15	47.7%	<10	<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

ELA	3rd Grade Content	White	2014-15	58.2%	62.1%	63.9%	37.5%	26.4%	20.8%	15.3%
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	Female	2014-15	54.7%	60.8%	57.4%	31.9%	25.5%	23.4%	19.1%
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	Male	2014-15	45.5%	56.7%	60.9%	34.8%	26.1%	23.9%	15.2%
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	Economically Disadvantaged	2014-15	35.3%	38.5%	38.8%	16.3%	22.4%	34.7%	26.5%
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	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	38.6%	40.0%	20.0%	20.0%	33.3%	26.7%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	42.5%	52.9%	23.5%	29.4%	17.6%	29.4%
ELA	4th Grade Content	All Students	2014-15	46.6%	45.4%	59.4%	31.3%	28.1%	26.6%	14.1%
ELA	4th Grade Content	All Students	2015-16	46.3%	43.0%	51.1%	28.9%	22.2%	21.1%	27.8%

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M-STEP Grades 3-11

ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	36.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	23.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<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	Black or African American	2014-15	21.2%	<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	Hispanic of Any Race	2014-15	33.2%	<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	Two or More Races	2014-15	45.5%	14.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	49.7%	62.7%	35.3%	27.5%	23.5%	13.7%
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	Female	2014-15	51.5%	50.0%	66.7%	39.4%	27.3%	27.3%	6.1%

M-STEP Grades 3-11

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	Male	2014-15	41.8%	40.4%	51.6%	22.6%	29.0%	25.8%	22.6%
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	Economically Disadvantaged	2014-15	30.9%	28.6%	38.7%	16.1%	22.6%	38.7%	22.6%
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	English Language Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	11.1%	<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%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	52.9%	47.9%	18.1%	29.8%	26.6%	25.5%
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	American Indian or Alaska Native	2014-15	44.4%	35.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	43.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	50.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	90.0%	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	50.0%	<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	Hispanic of Any Race	2014-15	35.7%	<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	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	55.9%	50.0%	20.8%	29.2%	26.4%	23.6%
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	Female	2014-15	48.1%	52.4%	46.8%	12.8%	34.0%	23.4%	29.8%
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	Male	2014-15	49.5%	53.3%	48.9%	23.4%	25.5%	29.8%	21.3%
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	Economically Disadvantaged	2014-15	33.5%	36.1%	34.0%	8.5%	25.5%	29.8%	36.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	42.1%	39.5%	23.7%	15.8%	36.8%	23.7%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	45.5%	46.7%	13.3%	33.3%	26.7%	26.7%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	32.5%	35.3%	5.9%	29.4%	52.9%	11.8%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	43.2%	50.0%	12.1%	37.9%	28.8%	21.2%
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	American Indian or Alaska Native	2014-15	31.9%	20.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	17.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	42.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	30.0%	<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	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	49.1%	52.8%	11.3%	41.5%	28.3%	18.9%
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	Female	2014-15	40.3%	45.7%	54.5%	15.2%	39.4%	27.3%	18.2%
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	Male	2014-15	42.4%	40.5%	45.5%	9.1%	36.4%	30.3%	24.2%
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	Economically Disadvantaged	2014-15	25.4%	29.4%	26.7%	3.3%	23.3%	40.0%	33.3%
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	English Language Learners	2014-15	22.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	25.9%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	25.0%	30.8%	0.0%	30.8%	38.5%	30.8%
Science	4th Grade Content	All Students	2014-15	12.4%	9.2%	15.4%	4.6%	10.8%	40.0%	44.6%
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	American Indian or Alaska Native	2014-15	8.7%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	5.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<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	Black or African American	2014-15	2.0%	<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	Hispanic of Any Race	2014-15	5.5%	<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	Two or More Races	2014-15	11.8%	7.1%	<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

Science	4th Grade Content	White	2014-15	15.4%	10.5%	17.3%	3.8%	13.5%	40.4%	42.3%
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	Female	2014-15	10.4%	7.6%	9.1%	9.1%	0.0%	48.5%	42.4%
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	Male	2014-15	14.3%	10.9%	21.9%	0.0%	21.9%	31.3%	46.9%
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	Economically Disadvantaged	2014-15	5.5%	3.6%	3.4%	0.0%	3.4%	44.8%	51.7%
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	English Language Learners	2014-15	2.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	<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%

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	3rd Grade Content	All Students	2015-16	86.0%	80.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	70.0%	<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
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<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
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10

MI-Access Supported Independence

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

MI-Access Participation

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



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%	98.4%	69.1%	100.0%	74.7%
All Students	Mathematics	98.6%	62.1%	98.4%	65.1%	100.0%	63.3%
All Students	Science	98.1%	50.0%	97.0%	50.0%	100.0%	36.5%
All Students	Social Studies	98.1%	59.3%	96.5%	64.4%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	9.3%	N/A	16.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.6%	N/A	10.0%
Bottom 30%	Science	N/A	9.8%	N/A	9.2%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	14.0%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	96.1%	51.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	96.1%	56.9%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	90.6%	36.8%	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	93.2%	43.3%	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	84.4%	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	84.4%	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	100.0%	63.2%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	100.0%	50.9%	<30	<30
Black or African American	Science	96.5%	23.9%	97.0%	40.0%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	96.9%	50.9%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	96.9%	57.9%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	90.6%	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	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%	<30	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	99.0%	60.8%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	98.0%	58.3%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	97.9%	64.4%	N/A	N/A
White	ELA	99.0%	75.6%	98.5%	72.4%	100.0%	76.0%
White	Mathematics	98.9%	68.4%	98.6%	66.8%	100.0%	66.7%
White	Science	98.6%	57.1%	97.8%	53.6%	100.0%	39.1%
White	Social Studies	98.5%	65.8%	97.3%	68.3%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	97.7%	55.5%	100.0%	62.9%
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.7%	50.2%	100.0%	44.3%
Economically Disadvantaged	Science	97.5%	35.0%	94.9%	32.3%	100.0%	17.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	94.8%	45.9%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	<30	<30	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	<30



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	96.8%	41.0%	100.0%	59.4%
Students With Disabilities	Mathematics	97.1%	36.5%	96.8%	41.8%	100.0%	50.0%
Students With Disabilities	Science	97.0%	26.5%	95.6%	23.8%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	92.9%	31.9%	N/A	N/A

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	73.93%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	76.69%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	49.46%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	44.44%	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

Annual Education Report Vowles School

02/27/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.74%	96.09%

* 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
Vowles School	Green	2	Green	2	Green	2			Yellow	24

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	0.0%

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.

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.

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	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	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.

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.

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	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