

MT. PLEASANT VOWLES ELEMENTARY



2014-2015 SCHOOL ANNUAL REPORT COVER LETTER

Kim Bishop, Principal

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Principal's Greeting/Message

March 23, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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 at 989-775-2280 for assistance.

The AER is available for you to review electronically by visiting the following web site MISchoolData: Mt. Pleasant Vowles Elementary, our website at www.mtpleasantschools.net/vowles or you may review a copy in the principal's office at your child's school.

In the past, the state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these 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 fourth year. Grade levels will look 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.

Description of the School

(Include each specialized school if appropriate)

Vowles School serves students in DK-4th. Programs provided at the school include:

- Title I services for all grades including extended day math and reading programs
- PEAK- after school program
- Speech, Social Work, Occupational Therapy, and Physical Therapy. Some services are provided through the RESD
- Art Reach
- Junior Achievement
- PBIS- Positive Behavior Intervention Supports
- Response to Intervention or MTSS (Multi-Tiered System of Supports)
- Eno boards and technology in all classrooms including a computer lab

Process for Assigning Pupils to the School

District students are assigned to Vowles 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 electronically at www.mtpleasantschools.net/vowles or by visiting the principal's office at Vowles Elementary. 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.			
• Differentiated Instruction		X	
GOAL 2- Students will become proficient readers.			
• Differentiated Instruction			X
• Reading in the core content academics/Science/SS			
• Data based decision making in reading			
GOAL 3- Students will be proficient in writing.			
• Differentiated Instruction in writing and DI for Ed/SWD		X	
GOAL 4- Students will be proficient in the areas of Science and SS.			
• Differentiated Instruction in Science and SS		X	
GOAL 5- All students will perform at a developmentally appropriate in both content area learning and behavioral expectations.			
• Universal school-wide behavior supports			X

Core Curriculum Status

A copy of the Core Curriculum is available on the district website: www.mtpleasant.edzone.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, 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 2001. 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. 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. 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. 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.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State 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 and a Social Studies task force continues to review our curriculum and materials. PSC arranges for professional development of K-6 staff related to these areas and building principals oversee implementation in individual buildings.

Aggregate Local Assessment Data

Vowles Elementary End of Year Data

Vowles NWEA Overall Performance 2013-2014

Reading	# Students Tested	Building Mean RIT	District Mean RIT	# of Students Above National Norm
Kindergarten	94	156	157	45
1 st	87	180	177	57
2 nd	93	192	191	52
3 rd	73	197	197	39
4 th	84	205	202	36
Math	# Students Tested	Building Mean RIT	District Mean RIT	# of Students Above National Norm
Kindergarten	92	157	158	44
1 st	87	180	179	49
2 nd	93	193	196	51
3 rd	72	197	199	24
4 th	82	205	205	24

Vowles NWEA Overall Performance 2014-2015

Reading	# Students Tested	Building Mean RIT	District Mean RIT	# of Students Above National Norm
Kindergarten	79	163	162	53
1 st	83	181	180	51
2 nd	88	193	194	54
3 rd	96	200	199	48
4 th	69	207	207	36
Math	# Students Tested	Building Mean RIT	District Mean RIT	# of Students Above National Norm
Kindergarten	79	163	164	52
1 st	83	184	183	41
2 nd	87	196	201	57
3 rd	97	199	202	32
4 th	69	212	215	33

Parent Conferences

Parent Teacher Conference Attendance Data

Subgroups	2014-2015 -Fall		2014-2015- Spring	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	426	97.5%	430	95.4%

At Vowles Elementary, we are committed to student success at all levels! Our highly qualified teaching staff consists of the following degrees toward education: 4- Bachelor’s Degree and 23- Master’s Degree.

Our staff works diligently to ensure all students show continued academic improvement over time. We have been working on creating a school climate that is positive and welcoming for everyone. Research-based best practices are used on a consistent basis in order to achieve our academic goals and anticipate future gains in student achievement.

Sincerely,

Kim Bishop
Vowles Elementary Principal

Annual Education Report
Vowles 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%	68.6%	7.1%	61.4%	21.4%	10%
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	Asian	2013-14	76.2%	<10	<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%	76.5%	5.9%	70.6%	15.7%	7.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	71.4%	77.1%	14.3%	62.9%	14.3%	8.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	60%	60%	0%	60%	28.6%	11.4%

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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	Economically Disadvantaged	2013-14	47.9%	52.8%	46.9%	3.1%	43.8%	31.3%	21.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	33.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	58.9%	59.1%	33.3%	25.8%	23.7%	17.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	69.4%	82.1%	14.1%	67.9%	12.8%	5.1%
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

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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	Asian	2013-14	81.1%	<10	<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
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	2014-15	47.7%	<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%	63.9%	37.5%	26.4%	20.8%	15.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	73.8%	85.7%	15.9%	69.8%	7.9%	6.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	60.8%	57.4%	31.9%	25.5%	23.4%	19.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	74.1%	84.8%	19.6%	65.2%	10.9%	4.3%

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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
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	56.7%	60.9%	34.8%	26.1%	23.9%	15.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	65%	78.1%	6.3%	71.9%	15.6%	6.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	38.5%	38.8%	16.3%	22.4%	34.7%	26.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	60.6%	71.1%	5.3%	65.8%	18.4%	10.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	38.6%	40%	20%	20%	33.3%	26.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	57.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	45.4%	59.4%	31.3%	28.1%	26.6%	14.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	American Indian	2014-15	36.9%	36%	<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 (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	Asian	2014-15	70.5%	<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%	62.7%	35.3%	27.5%	23.5%	13.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	50%	66.7%	39.4%	27.3%	27.3%	6.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	40.4%	51.6%	22.6%	29%	25.8%	22.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	28.6%	38.7%	16.1%	22.6%	38.7%	22.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	11.1%	<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	2nd Grade Content	All Students	2013-14	40.1%	37.8%	30.6%	8.3%	22.2%	25%	44.4%
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	Asian	2013-14	66%	<10	<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%	30.2%	7.5%	22.6%	30.2%	39.6%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	37.6%	34.3%	8.6%	25.7%	34.3%	31.4%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	38%	27%	8.1%	18.9%	16.2%	56.8%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	23.4%	23.5%	2.9%	20.6%	14.7%	61.8%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	38.7%	<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	All Students	2014-15	48.8%	52.9%	47.9%	18.1%	29.8%	26.6%	25.5%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	26.2%	28.7%	5%	23.8%	18.8%	52.5%
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	Asian	2013-14	69.2%	<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	2013-14	29.3%	<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	2013-14	43.8%	6.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	55.9%	50%	20.8%	29.2%	26.4%	23.6%

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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	White	2013-14	52.9%	29%	30.8%	6.2%	24.6%	16.9%	52.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	52.4%	46.8%	12.8%	34%	23.4%	29.8%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	24.6%	29.8%	2.1%	27.7%	19.1%	51.1%
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	2013-14	47.2%	27.7%	27.3%	9.1%	18.2%	18.2%	54.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	36.1%	34%	8.5%	25.5%	29.8%	36.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	14%	17.9%	2.6%	15.4%	12.8%	69.2%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<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	2013-14	23.2%	17.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	43.2%	50%	12.1%	37.9%	28.8%	21.2%

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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	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
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
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%	52.8%	11.3%	41.5%	28.3%	18.9%
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	Male	2014-15	42.4%	40.5%	45.5%	9.1%	36.4%	30.3%	24.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	29.4%	26.7%	3.3%	23.3%	40%	33.3%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	25.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	9.2%	15.4%	4.6%	10.8%	40%	44.6%

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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	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	Asian	2014-15	23.9%	<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%	17.3%	3.8%	13.5%	40.4%	42.3%
Science	4th Grade Content	Female	2014-15	10.4%	7.6%	9.1%	9.1%	0%	48.5%	42.4%
Science	4th Grade Content	Male	2014-15	14.3%	10.9%	21.9%	0%	21.9%	31.3%	46.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.6%	3.4%	0%	3.4%	44.8%	51.7%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0%	<10	<10	<10	<10	<10

Annual Education Report
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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

Vowles 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	4th	All Students	2013-14	55.3%	42.9%	60%	0%	60%	40%
Mathematics	4th	White	2013-14	59.8%	42.9%	60%	0%	60%	40%
Mathematics	4th	Female	2013-14	53.7%	20%	33.3%	0%	33.3%	66.7%
Mathematics	4th	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	50%	60%	0%	60%	40%
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	Male	2013-14	38.9%	66.7%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	50%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	62.5%	66.7%	33.3%	33.3%	33.3%
Reading	4th	White	2013-14	50.1%	62.5%	66.7%	33.3%	33.3%	33.3%
Reading	4th	Female	2013-14	46.2%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	4th	Economically Disadvantaged	2013-14	41.3%	57.1%	66.7%	33.3%	33.3%	33.3%

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Vowles 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
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No Data to Display

Annual Education Report
Vowles 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
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No Data to Display

Annual Education Report
Vowles 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
 Vowles 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	94.6%	N/A
All Students	ELA	98.1%	48.5%	96.4%	N/A	96.4%	N/A
All Students	Science	97.5%	22.2%	94.5%	N/A	91.6%	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	<30	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

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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**
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	95.4%	N/A
White	ELA	98.5%	55%	96.4%	N/A	97%	N/A
White	Science	98.1%	26.6%	94.7%	N/A	92.9%	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	91.6%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	96.7%	N/A	96.4%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	94.2%	N/A	87.9%	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	<30	N/A
English Language Learners	ELA	98.2%	24%	<30	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	<30	N/A

Annual Education Report
 Vowles 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	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.6%	N/A	<30	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
 Vowles 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
Vowles School

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	91.7%	95.8%

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



04/15/2016

Annual Education Report
Vowles 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



04/15/2016

Annual Education Report
Vowles 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
 Vowles 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	0	13	16	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

Vowles 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	#
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	‡	‡	‡	‡
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

Vowles 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
 Vowles 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

Vowles 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
 Vowles 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	#
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
 Vowles 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.

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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	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