



ESSEXVILLE-HAMPTON PUBLIC SCHOOLS

303 PINE STREET
ESSEXVILLE, MICHIGAN 48732-1598
(989) 894-9700 FAX (989) 894-9705



MATTHEW T. CORTEZ
SUPERINTENDENT

LORI K. FLIPPIN
ASSISTANT SUPERINTENDENT

February 21, 2017

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 Verellen Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Barry Kenniston, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.e-hps.net or you may review a copy from the principal's 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 one of these labels for the upcoming school year.

The key challenges for our district overall are in the areas of math and science as you will see in the data presented in the following pages. We have invested time in the past two years modifying our math curriculum, adopting a new Kindergarten through eighth grade math series and adding new strategies and activities into our school improvement plan. Initiatives in the areas of informational reading, argument writing and technology are being undertaken to close achievement gaps. Teachers are also being trained in a new science program and implementing lessons as they are trained.

Essexville-Hampton Public Schools Mission:

In partnership with students, parents, staff and community, our Essexville-Hampton District Mission is to create a collaborative environment that encourages every learner to reach his or her unique potential. We strive for academic excellence and promote student development through the arts, athletics and various co-curricular activities to foster a culture of discovery and achievement.

State law requires that we also report additional information:

1. Verellen Elementary houses all second, third, and fourth grade students in the district. All students in those grade levels are assigned to Verellen Elementary. Students are placed in classrooms by the teachers and principals working together to develop class lists.
2. Verellen Elementary did participate in the AdvancED/North Central Accreditation school improvement process. In November of 2012, a Quality Assurance Review visit was hosted by the district and included Verellen Elementary. We received very high marks for our educational programs and school improvement process. The district has made the transition to the District Accreditation process from the Michigan Department of Education, with the revised school improvement plan being implemented in the 2016-17 school year.
3. In addition to our second, third, and fourth grade population, Verellen also houses a Bay-Arenac Intermediate School District special education classroom for students with and Autistic Impairment and for students with a Cognitive Impairment.
4. Verellen Elementary utilizes the Michigan Curriculum Framework, Grade Level Content Expectations, and Common Core to establish the curriculum for each grade level. Implementation of curriculum is facilitated at the district level in coordination with the Bay-Arenac Intermediate School District. Information about the curriculum can be found on the Michigan Department of Education website, or by contacting the principal.
5. The M-Step test is given to third and fourth grade students, unless an individualized educational plan indicates that the MI-Access is to be given as an alternative. At the third grade level, all students are tested in English Language Arts and Mathematics. While in fourth grade, students are tested in English Language Arts, Mathematics, and Science. Below is the percentage of students who are proficient or advanced.

M-Step	2014-15	2015-16
ELA-3 rd grade	58.54%	75.0%
Math-3 rd grade	42.28%	47.92%
ELA-4 th grade	66.67%	57.63%
Math-4 th grade	44.19%	41.53%
Science-4 th grade	Under 5%	9.32%

Average aggregate results for math and ELA(respectively) as measured by local assessments are as follows:

Grade Level	D.I.B.E.L.S. End of Year Average	STAR Reading Avg. Growth	STAR Math Avg. Growth
2nd	65%	1.07	0.92
3rd	79%	1.03	1.10
4th	77%	0.81	1.04

6. At our fall parent-teacher conferences, 93% of parents were in attendance. At our spring conferences, 82% of our parents had conferences. In addition to parent-teacher conferences, Verellen Elementary School utilizes Skyward, a web-based communication tool, to provide parents with access to grades, calendars, progress and assignments on a daily basis. This has had an impact on the number of parents that choose to attend parent-teacher conferences.

I am very pleased with the accomplishments of our students, staff, and parents. Verellen continues to excel academically. It is my expectation that the partnership we have with all of our stakeholders will continue to pay dividends now and in the future. We have a challenge to increase academic achievement and prepare for college and career readiness standards. Thank you for your efforts both in the past and in the future.

Sincerely,

Barry Kenniston, Principal

02/02/2017

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%	58.5%	58.5%	22.0%	36.6%	27.6%	13.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	75.0%	75.0%	43.8%	31.3%	17.7%	7.3%
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<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	Hispanic of Any Race	2014-15	37.2%	<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	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%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	60.2%	60.2%	23.0%	37.2%	26.5%	13.3%
ELA	3rd Grade Content	White	2015-16	53.9%	74.4%	74.4%	44.2%	30.2%	17.4%	8.1%
ELA	3rd Grade Content	Female	2014-15	54.7%	62.0%	62.0%	24.0%	38.0%	26.0%	12.0%

02/02/2017

M-STEP Grades 3-11

ELA	3rd Grade Content	Female	2015-16	49.5%	81.1%	81.1%	54.1%	27.0%	16.2%	2.7%
ELA	3rd Grade Content	Male	2014-15	45.5%	56.2%	56.2%	20.5%	35.6%	28.8%	15.1%
ELA	3rd Grade Content	Male	2015-16	42.6%	71.2%	71.2%	37.3%	33.9%	18.6%	10.2%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	50.0%	50.0%	12.9%	37.1%	35.5%	14.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	63.9%	63.9%	38.9%	25.0%	22.2%	13.9%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	26.3%	26.3%	10.5%	15.8%	26.3%	47.4%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	40.0%	40.0%	30.0%	10.0%	20.0%	40.0%
ELA	4th Grade Content	All Students	2014-15	46.6%	66.7%	66.7%	34.1%	32.6%	16.3%	17.1%
ELA	4th Grade Content	All Students	2015-16	46.3%	57.6%	57.6%	24.6%	33.1%	22.9%	19.5%
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<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%	<10	<10	<10	<10	<10	<10

02/02/2017

M-STEP Grades 3-11

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%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<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%	67.5%	67.5%	34.2%	33.3%	16.7%	15.8%
ELA	4th Grade Content	White	2015-16	53.9%	58.7%	58.7%	23.9%	34.9%	23.9%	17.4%
ELA	4th Grade Content	Female	2014-15	51.5%	62.1%	62.1%	32.8%	29.3%	19.0%	19.0%
ELA	4th Grade Content	Female	2015-16	50.9%	54.0%	54.0%	18.0%	36.0%	30.0%	16.0%
ELA	4th Grade Content	Male	2014-15	41.8%	70.4%	70.4%	35.2%	35.2%	14.1%	15.5%
ELA	4th Grade Content	Male	2015-16	41.8%	60.3%	60.3%	29.4%	30.9%	17.6%	22.1%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	51.4%	51.4%	27.0%	24.3%	16.2%	32.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	51.9%	51.9%	13.0%	38.9%	22.2%	25.9%
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%	8.3%	8.3%	8.3%	0.0%	0.0%	91.7%

M-STEP Grades 3-11

ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	11.8%	11.8%	5.9%	5.9%	35.3%	52.9%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	42.3%	42.3%	10.6%	31.7%	39.0%	18.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	47.9%	47.9%	9.4%	38.5%	36.5%	15.6%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<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	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%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	43.4%	43.4%	11.5%	31.9%	38.9%	17.7%
Mathematics	3rd Grade Content	White	2015-16	53.2%	50.0%	50.0%	10.5%	39.5%	33.7%	16.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	36.0%	36.0%	8.0%	28.0%	44.0%	20.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	40.5%	40.5%	8.1%	32.4%	37.8%	21.6%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Male	2014-15	49.5%	46.6%	46.6%	12.3%	34.2%	35.6%	17.8%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	52.5%	52.5%	10.2%	42.4%	35.6%	11.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	32.3%	32.3%	4.8%	27.4%	41.9%	25.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	44.4%	44.4%	2.8%	41.7%	30.6%	25.0%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	10.5%	10.5%	5.3%	5.3%	31.6%	57.9%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	40.0%	40.0%	0.0%	40.0%	10.0%	50.0%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	44.2%	44.2%	15.5%	28.7%	38.0%	17.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	41.5%	41.5%	11.9%	29.7%	44.9%	13.6%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<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%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10

02/02/2017

M-STEP Grades 3-11

Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<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%	44.2%	44.2%	16.7%	27.5%	40.0%	15.8%
Mathematics	4th Grade Content	White	2015-16	52.3%	43.1%	43.1%	12.8%	30.3%	45.0%	11.9%
Mathematics	4th Grade Content	Female	2014-15	40.3%	39.7%	39.7%	12.1%	27.6%	41.4%	19.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	24.0%	24.0%	6.0%	18.0%	64.0%	12.0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	47.9%	47.9%	18.3%	29.6%	35.2%	16.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	54.4%	54.4%	16.2%	38.2%	30.9%	14.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	40.5%	40.5%	13.5%	27.0%	24.3%	35.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	27.8%	27.8%	3.7%	24.1%	51.9%	20.4%
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%	16.7%	16.7%	0.0%	16.7%	33.3%	50.0%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	11.8%	11.8%	5.9%	5.9%	29.4%	58.8%

02/02/2017

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	3.1%	3.1%	0.0%	3.1%	24.8%	72.1%
Science	4th Grade Content	All Students	2015-16	14.7%	9.3%	9.3%	3.4%	5.9%	40.7%	50.0%
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<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%	<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	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	3.3%	3.3%	0.0%	3.3%	25.0%	71.7%
Science	4th Grade Content	White	2015-16	18.4%	9.2%	9.2%	2.8%	6.4%	42.2%	48.6%
Science	4th Grade Content	Female	2014-15	10.4%	1.7%	1.7%	0.0%	1.7%	19.0%	79.3%
Science	4th Grade Content	Female	2015-16	13.0%	4.0%	4.0%	2.0%	2.0%	32.0%	64.0%

02/02/2017

M-STEP Grades 3-11

Science	4th Grade Content	Male	2014-15	14.3%	4.2%	4.2%	0.0%	4.2%	29.6%	66.2%
Science	4th Grade Content	Male	2015-16	16.4%	13.2%	13.2%	4.4%	8.8%	47.1%	39.7%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0.0%	0.0%	0.0%	0.0%	24.3%	75.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	5.6%	5.6%	1.9%	3.7%	38.9%	55.6%
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%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	11.8%	88.2%

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
---------------	-------------	---------	---------------	----------------	-----------	-----------------	-------------------	--------------	----------------	-----------------

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	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<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	2014-15	68.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

02/02/2017

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
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

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%	99.9%	78.9%	100.0%	81.7%
All Students	Mathematics	98.6%	62.1%	98.3%	64.4%	100.0%	71.8%
All Students	Science	98.1%	50.0%	99.7%	56.1%	100.0%	34.5%
All Students	Social Studies	98.1%	59.3%	99.7%	66.7%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	29.7%	N/A	39.1%
Bottom 30%	Mathematics	N/A	19.0%	N/A	18.3%	N/A	14.1%
Bottom 30%	Science	N/A	9.8%	N/A	10.6%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	18.3%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<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%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<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%	100.0%	67.7%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	67.7%	<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%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<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%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.9%	80.6%	100.0%	82.6%
White	Mathematics	98.9%	68.4%	98.2%	64.7%	100.0%	72.3%
White	Science	98.6%	57.1%	99.7%	57.9%	100.0%	35.5%
White	Social Studies	98.5%	65.8%	99.7%	66.9%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	66.1%	100.0%	71.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.7%	58.3%	100.0%	63.6%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	45.2%	100.0%	25.5%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	49.0%	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%	99.1%	45.5%	100.0%	<30
Students With Disabilities	Mathematics	97.1%	36.5%	89.6%	39.6%	100.0%	<30
Students With Disabilities	Science	97.0%	26.5%	97.9%	28.3%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	98.0%	33.3%	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	88.73%	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%	89.23%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	76.67%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	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 Verellen Elementary School

02/02/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.91%	95.96%

* 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
---------------	------------	-----------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

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
Verellen Elementary School	Green	2	Green	2	Green	2			Lime	22



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	8	10	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%



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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.



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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.



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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.



MI School Data

Annual Education Report Verellen Elementary School

02/02/2017

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