



Wyandotte Public Schools

“Educate – Inspire - Empower”

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May 29, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Garfield 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 Krizia Totty for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.do/GARAER16-17> or you may review a copy in the main office at your child's school.

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

Our school was **not** identified as one of the entities listed above.

As our population of students continues to increase we are also growing in diversity. As the data suggest, we need to provide additional services for our growing English Language Learners (ELL). The data also indicates a need for more intense and strategic intervention for math. We will follow a strict Multi-Tier System of Support (MTSS) model to address areas of concern.

Our M-STEP data has inconsistencies that challenge us as we see increases and declines at all levels. At Garfield Elementary School we continue to engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language to seek ways to improve. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment three times a year to track individual student growth and expected achievement progress. Using these reports, teachers establish individualized goals and instructional plans for our students. To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed and viable curriculum in ELA and Math, creating quality common formative assessments to measure mastery in our essential learnings, and engaging in focused professional development in PLCs and researched based best practices in instruction. We also developed and began implementation of a new 2016-2020 School Improvement Plan (SIP) that prioritizes the instructional shifts of the Common Core State Standards (CCSS).

State law requires that we also report additional information.

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It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

1. School Assignment: Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency - geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers). Limited Open Enrollment - parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.
2. School Improvement Status: Garfield Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Garfield Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading, writing, mathematics, science, and social studies. Our organizational goal is to increase positive school climate. We launched a new School Improvement Plan this year that we will use a plan, do, study, act approach for implementation through 2020.
3. Curriculum: The District has implemented the Common Core State Standards (CCSS) as its curriculum and each school is in the process of prioritizing the standards to develop a guaranteed and viable curriculum. Our eventual goal is to develop a district guaranteed and viable curriculum in all content areas in our PLC work. In 2017-2018, a district committee is created a guaranteed and viable curriculum for elementary ELA based on district priorities from the CCSS. At Garfield, we have identified our priority math guaranteed and viable curriculum which prioritized our most critical standards. The CCSS can be found at www.corestandards.org
4. Student Achievement: Student achievement is measured in numerous ways by Garfield Elementary Staff. All our 3-5th grade students participate in Michigan's MSTEP testing. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessment; and various classroom assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in 2014 when the assessment transitioned to M-STEP and initiating deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice.
5. Parent-Teacher Conference Data: The 2015-2016 school year data shows 86% of Garfield parents attending Parent-Teacher Conferences in the fall and/or spring. The 2016-2017 school year data shows 84% of Garfield parents attending Parent-Teacher Conferences in the fall and/or spring.

The staff, students, and parents of Garfield Elementary believe in working together to ensure high levels of academic growth and success for all our students. The vision and mission of our district and school is strong. I congratulate all the students and stakeholders of Garfield Elementary School in the district of Wyandotte for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

Krizia E. Totty

Krizia E. Totty, Principal
Garfield Elementary School
Wyandotte, MI 48192

Annual Education Report
Garfield Elementary School (01367)

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%	51.4%	55.3%	21.3%	34.0%	29.8%	14.9%
ELA	3rd Grade Content	All Students	2015-16	46.0%	48.0%	59.0%	28.2%	30.8%	20.5%	20.5%
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%	42.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	42.3%	<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%	53.2%	57.1%	21.4%	35.7%	26.2%	16.7%
ELA	3rd Grade Content	White	2015-16	53.9%	49.8%	61.5%	30.8%	30.8%	21.5%	16.9%
ELA	3rd Grade Content	Female	2014-15	54.7%	59.7%	53.6%	25.0%	28.6%	28.6%	17.9%
ELA	3rd Grade Content	Female	2015-16	49.5%	51.0%	61.7%	31.9%	29.8%	21.3%	17.0%
ELA	3rd Grade Content	Male	2014-15	45.5%	43.2%	57.9%	15.8%	42.1%	31.6%	10.5%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2015-16	42.6%	44.8%	54.8%	22.6%	32.3%	19.4%	25.8%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	46.5%	50.0%	26.9%	23.1%	34.6%	15.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	42.1%	52.8%	17.0%	35.8%	20.8%	26.4%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	24.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	31.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	38.3%	36.0%	20.0%	16.0%	26.7%	37.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	41.5%	59.2%	28.6%	30.6%	24.5%	16.3%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	30.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	30.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	25.9%	18.8%	6.3%	12.5%	25.0%	56.3%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	32.0%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	White	2014-15	53.9%	40.8%	41.8%	25.5%	16.4%	29.1%	29.1%
ELA	4th Grade Content	White	2015-16	53.9%	43.6%	64.1%	25.6%	38.5%	20.5%	15.4%
ELA	4th Grade Content	Female	2014-15	51.5%	40.9%	42.5%	22.5%	20.0%	25.0%	32.5%
ELA	4th Grade Content	Female	2015-16	50.9%	48.8%	66.7%	30.0%	36.7%	20.0%	13.3%
ELA	4th Grade Content	Male	2014-15	41.8%	35.5%	28.6%	17.1%	11.4%	28.6%	42.9%
ELA	4th Grade Content	Male	2015-16	41.8%	34.1%	47.4%	26.3%	21.1%	31.6%	21.1%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.5%	28.3%	15.1%	13.2%	28.3%	43.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	35.4%	50.0%	31.3%	18.8%	34.4%	15.6%
ELA	4th Grade Content	English Learners	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	37.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	6.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	45.8%	43.4%	5.3%	38.2%	27.6%	28.9%

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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	5th Grade Content	All Students	2015-16	50.6%	50.0%	47.0%	10.8%	36.1%	21.7%	31.3%
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	36.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	50.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	58.3%	63.6%	9.1%	54.5%	18.2%	18.2%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	20.0%	16.7%	0.0%	16.7%	50.0%	33.3%
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	45.4%	42.4%	5.1%	37.3%	28.8%	28.8%
ELA	5th Grade Content	White	2015-16	58.1%	54.7%	56.5%	14.5%	41.9%	14.5%	29.0%
ELA	5th Grade Content	Female	2014-15	54.3%	51.4%	53.8%	7.7%	46.2%	20.5%	25.6%
ELA	5th Grade Content	Female	2015-16	55.8%	55.1%	53.7%	12.2%	41.5%	24.4%	22.0%
ELA	5th Grade Content	Male	2014-15	43.3%	40.6%	32.4%	2.7%	29.7%	35.1%	32.4%

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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	5th Grade Content	Male	2015-16	45.5%	45.1%	40.5%	9.5%	31.0%	19.0%	40.5%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	36.8%	37.5%	4.2%	33.3%	27.1%	35.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	42.9%	41.5%	7.7%	33.8%	24.6%	33.8%
ELA	5th Grade Content	English Learners	2014-15	22.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	19.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	28.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	57.8%	79.2%	25.0%	54.2%	14.6%	6.3%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	43.8%	53.7%	15.9%	37.8%	31.7%	14.6%
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%	10.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	42.1%	<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	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	37.0%	<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%	59.5%	83.7%	23.3%	60.5%	11.6%	4.7%
Mathematics	3rd Grade Content	White	2015-16	53.2%	46.0%	56.5%	17.4%	39.1%	30.4%	13.0%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	61.6%	75.0%	21.4%	53.6%	17.9%	7.1%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	41.3%	44.7%	14.9%	29.8%	42.6%	12.8%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	54.0%	85.0%	30.0%	55.0%	10.0%	5.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	46.4%	65.7%	17.1%	48.6%	17.1%	17.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	53.1%	70.4%	22.2%	48.1%	22.2%	7.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	36.0%	42.6%	9.3%	33.3%	42.6%	14.8%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	31.6%	46.2%	7.7%	38.5%	7.7%	46.2%

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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	4th Grade Content	All Students	2014-15	41.4%	36.0%	40.8%	10.5%	30.3%	42.1%	17.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	45.4%	52.9%	23.5%	29.4%	27.5%	19.6%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	30.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	22.2%	18.8%	0.0%	18.8%	50.0%	31.3%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	24.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	39.9%	48.2%	14.3%	33.9%	41.1%	10.7%
Mathematics	4th Grade Content	White	2015-16	52.3%	48.2%	58.5%	24.4%	34.1%	24.4%	17.1%
Mathematics	4th Grade Content	Female	2014-15	40.3%	31.6%	36.6%	9.8%	26.8%	43.9%	19.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	49.6%	56.7%	20.0%	36.7%	20.0%	23.3%
Mathematics	4th Grade Content	Male	2014-15	42.4%	40.8%	45.7%	11.4%	34.3%	40.0%	14.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	41.4%	47.6%	28.6%	19.0%	38.1%	14.3%

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Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	28.9%	34.0%	7.5%	26.4%	43.4%	22.6%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	38.5%	48.5%	18.2%	30.3%	30.3%	21.2%
Mathematics	4th Grade Content	English Learners	2014-15	22.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	29.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	11.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	27.3%	25.6%	10.3%	15.4%	29.5%	44.9%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	29.5%	21.4%	3.6%	17.9%	40.5%	38.1%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	9.1%	<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	5th Grade Content	Black or African American	2015-16	8.2%	16.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	28.0%	41.7%	16.7%	25.0%	8.3%	50.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	12.9%	11.1%	0.0%	11.1%	38.9%	50.0%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	28.3%	25.4%	10.2%	15.3%	35.6%	39.0%
Mathematics	5th Grade Content	White	2015-16	41.0%	33.0%	25.4%	4.8%	20.6%	41.3%	33.3%
Mathematics	5th Grade Content	Female	2014-15	32.6%	24.3%	27.5%	15.0%	12.5%	27.5%	45.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	20.3%	14.3%	4.8%	9.5%	54.8%	31.0%
Mathematics	5th Grade Content	Male	2014-15	34.1%	29.9%	23.7%	5.3%	18.4%	31.6%	44.7%
Mathematics	5th Grade Content	Male	2015-16	35.8%	38.5%	28.6%	2.4%	26.2%	26.2%	45.2%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	21.4%	20.0%	8.0%	12.0%	28.0%	52.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	20.1%	18.5%	1.5%	16.9%	40.0%	41.5%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	English Learners	2014-15	13.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	15.2%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	21.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	11.4%	13.6%	3.7%	9.9%	30.9%	55.6%
Science	4th Grade Content	All Students	2015-16	14.7%	8.7%	13.7%	3.9%	9.8%	31.4%	54.9%
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	11.1%	6.3%	0.0%	6.3%	12.5%	81.3%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	8.0%	<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	White	2014-15	15.4%	12.7%	16.7%	5.0%	11.7%	36.7%	46.7%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	White	2015-16	18.4%	9.4%	14.6%	4.9%	9.8%	31.7%	53.7%
Science	4th Grade Content	Female	2014-15	10.4%	10.4%	16.3%	4.7%	11.6%	25.6%	58.1%
Science	4th Grade Content	Female	2015-16	13.0%	10.0%	16.7%	3.3%	13.3%	33.3%	50.0%
Science	4th Grade Content	Male	2014-15	14.3%	12.5%	10.5%	2.6%	7.9%	36.8%	52.6%
Science	4th Grade Content	Male	2015-16	16.4%	7.5%	9.5%	4.8%	4.8%	28.6%	61.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	7.0%	10.3%	1.7%	8.6%	29.3%	60.3%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	7.4%	15.2%	6.1%	9.1%	30.3%	54.5%
Science	4th Grade Content	English Learners	2014-15	2.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	11.1%	0.0%	0.0%	0.0%	15.4%	84.6%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	15.4%	8.9%	0.0%	8.9%	72.2%	19.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	17.8%	17.8%	0.0%	17.8%	65.6%	16.7%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	18.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	8.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	8.0%	8.3%	0.0%	8.3%	66.7%	25.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	9.4%	5.3%	0.0%	5.3%	78.9%	15.8%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	15.9%	10.0%	0.0%	10.0%	76.7%	13.3%
Social Studies	5th Grade Content	White	2015-16	23.0%	20.3%	22.4%	0.0%	22.4%	62.7%	14.9%
Social Studies	5th Grade Content	Female	2014-15	20.6%	12.9%	7.5%	0.0%	7.5%	72.5%	20.0%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Female	2015-16	16.7%	12.1%	15.9%	0.0%	15.9%	65.9%	18.2%
Social Studies	5th Grade Content	Male	2014-15	23.8%	17.7%	10.3%	0.0%	10.3%	71.8%	17.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	23.1%	19.6%	0.0%	19.6%	65.2%	15.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	12.6%	11.8%	0.0%	11.8%	60.8%	27.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	12.4%	14.1%	0.0%	14.1%	67.6%	18.3%
Social Studies	5th Grade Content	English Learners	2014-15	6.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	5.7%	0.0%	0.0%	0.0%	36.4%	63.6%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	15.9%	6.7%	0.0%	6.7%	60.0%	33.3%



04/16/2018

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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Garfield Elementary School (01367)

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%	92.3%	<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%	90.9%	<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	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<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%	90.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	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
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	76.9%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	90.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	90.9%	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	75.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	90.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10

Annual Education Report
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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	81.8%	<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	2014-15	73.3%	90.0%	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	100.0%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	75.0%	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	76.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	61.5%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	Hispanic of Any Race	2015-16	85.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	67.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	81.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	65.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	100.0%	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	68.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	100.0%	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	100.0%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	72.7%	<10	<10	<10	<10

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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
Garfield Elementary School (01367)

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
 Garfield Elementary School (01367)

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%	99.3%	61.4%	100.0%	68.2%
All Students	Mathematics	98.6%	62.1%	99.4%	51.8%	100.0%	64.1%
All Students	Science	98.1%	50.0%	97.7%	38.9%	100.0%	31.4%
All Students	Social Studies	98.1%	59.3%	98.0%	57.3%	100.0%	54.7%
Bottom 30%	ELA	N/A	25.1%	N/A	14.7%	N/A	18.5%
Bottom 30%	Mathematics	N/A	19.0%	N/A	10.0%	N/A	7.7%
Bottom 30%	Science	N/A	9.8%	N/A	3.9%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.1%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	99.2%	44.3%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	99.2%	36.3%	<30	<30
Black or African American	Science	96.5%	23.9%	94.2%	23.4%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	95.4%	58.3%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.6%	59.5%	100.0%	63.9%
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	50.0%	100.0%	44.4%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	98.1%	36.7%	98.8%	33.8%	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	98.8%	41.6%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	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	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	51.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	38.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.3%	63.0%	100.0%	70.8%
White	Mathematics	98.9%	68.4%	99.3%	53.3%	100.0%	69.6%
White	Science	98.6%	57.1%	97.9%	40.5%	100.0%	29.3%
White	Social Studies	98.5%	65.8%	98.1%	59.0%	100.0%	63.5%
Economically Disadvantaged	ELA	98.3%	56.8%	99.1%	54.9%	100.0%	64.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	47.1%	100.0%	60.3%
Economically Disadvantaged	Science	97.5%	35.0%	97.3%	31.2%	100.0%	36.4%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.0%	50.1%	100.0%	49.3%

Annual Education Report
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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.8%	49.5%	100.0%	44.0%	<30	<30
English Learners	Mathematics	99.0%	48.4%	100.0%	40.0%	<30	<30
English Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	98.9%	27.8%	100.0%	16.1%
Students With Disabilities	Mathematics	97.1%	36.5%	98.9%	29.5%	100.0%	35.5%
Students With Disabilities	Science	97.0%	26.5%	98.0%	15.5%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	98.5%	39.0%	<30	<30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	79.31%	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%	81.11%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	70.68%	N/A
English Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	35.53%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	93.90%	94.11%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Garfield Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	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%

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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 or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
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.

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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 or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
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.

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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
American Indian or Alaska Native	1	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.

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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 Pacific Islander	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.

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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	#
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.

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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 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	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