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Byron Elementary School

Byron Elementary School Annual Education Report (AER) Cover Letter

August 14, 2014

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Byron 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 Jennifer Herbstreit, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.byron.k12.mi.us or you may review a copy in our main office at your child's school.

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.

Byron Elementary School, like many other schools face certain challenges that impact student performance. Reduced levels of state funding have impacted the staffing, programming, and the levels of support that Byron Elementary can utilize to ensure student growth. In spite of these challenges, the staff at Byron Elementary is eager to provide Byron students with exceptional learning opportunities. The staff will be continuing to implement a standards based curriculum model that will be supported and communicated through our new standards based report card. This new reporting system will help to

guide learning and instruction in all grades K through 5. The goal for this new reporting system is to increase communication on student learning and understanding, increase instructional consistency and increase the rigor for students. The 4th and 5th grades will begin their second year with specializing in one core area of instruction. This program and specialization allows instructors to become experts in their subject so that they can better meet the needs of each individual learner. New for the 2014 -2015 school year, Byron Elementary will be restructuring our Title 1 services so that we may provide increased services to those students who qualify for this support. Our goal is to help all students to be working at grade level in reading and mathematics. We will also be piloting a 1-to-1 iPad initiative in our second grade classrooms. Teachers will be utilizing this technology to increase students understanding and utilization of 21st century skills. Finally, all students in Byron Elementary will participate in Accelerated Reader programs this coming year. Our hope is that AR will help to build a culture of reading and literacy throughout our school community. With the implementation of these curricular programs, the staff at Byron Elementary will work to accelerate student achievement and close gaps in learning.

1. Process for Assigning Students to the School

Byron Elementary School services all students in grades K-5 who live in the Byron Area School District. The school also accepts schools of choice students from other districts.

2. Status of the 3-5 year School Improvement Plan

The School Improvement Team has written a school improvement plan focused on raising achievement in writing, math, reading, science, and social studies. The team analyzed student data in each of these content areas and developed a strategic plan for accomplishing these goals. The plan is reviewed by the team multiple times throughout the year to monitor progress of implementation.

3. Core Curriculum

Byron Elementary School curriculum units are aligned with the Common Core State Standards (CCSS) and the Michigan Grade Level Content Expectations (GLCE's). Assessment of the core curriculum, as well as all other curricular areas is an ongoing process.

4. Parent Teacher Conferences

We are proud to say the during our annual parent teacher conferences, which are held in November, we had a parent participation rate of 98% which equated to 381 of 389 parents attending conferences with their child's teacher.

5. Locally Administered Assessments

Byron Elementary School administers two different local assessments. The NWEA reading and mathematics test is given to all students in K through 5th grade. 5th grade students also participate in the Language Usage test. The test is administered in the fall, winter and the spring to measure growth. Students also take DIBELS testing in fall, winter and spring to further measure their reading progress. The table below indicates the amount of students who demonstrated proficiency in the areas tested. Students are considered proficient if they are working at grade level.

Grade Level	Reading	Mathematics	Language Usage
K	90%	65%	N/A
1	70%	70%	N/A
2	93%	88%	N/A
3	79%	72%	N/A
4	91%	78%	N/A
5	87%	74%	45%

We are proud of all of our students for all of their hard work and of our staff for their dedication to improving the school community and for providing high quality learning opportunities to all Byron Elementary Students. We will continue to work hard to raise the bar for all of our learners as we move forward into the new school year.

Sincerely,

Jennifer Herbstreit
Principal

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	38%	38%	0%	38%	39.2%	22.8%
Mathematics	3rd Grade	All Students	2013-14	40.1%	43.3%	43.3%	7.5%	35.8%	26.9%	29.9%
Mathematics	3rd Grade	American Indian	2012-13	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	American Indian	2013-14	33.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	40.8%	40.8%	0%	40.8%	40.8%	18.3%
Mathematics	3rd Grade	White	2013-14	46.6%	43.8%	43.8%	7.8%	35.9%	28.1%	28.1%
Mathematics	3rd Grade	Female	2012-13	39.8%	41%	41%	0%	41%	35.9%	23.1%
Mathematics	3rd Grade	Female	2013-14	39.7%	46.7%	46.7%	3.3%	43.3%	30%	23.3%
Mathematics	3rd Grade	Male	2012-13	42%	35%	35%	0%	35%	42.5%	22.5%
Mathematics	3rd Grade	Male	2013-14	40.6%	40.5%	40.5%	10.8%	29.7%	24.3%	35.1%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	21.9%	21.9%	0%	21.9%	34.4%	43.8%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	37%	37%	7.4%	29.6%	25.9%	37%
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	9.1%	9.1%	0%	9.1%	45.5%	45.5%
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	15.8%	15.8%	0%	15.8%	15.8%	68.4%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	All Students	2012-13	46.1%	53.3%	53.3%	4.4%	48.9%	14.4%	32.2%
Mathematics	4th Grade	All Students	2013-14	45.3%	48.7%	48.7%	7.9%	40.8%	25%	26.3%
Mathematics	4th Grade	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	53.4%	53.4%	4.5%	48.9%	14.8%	31.8%
Mathematics	4th Grade	White	2013-14	52.9%	51.4%	51.4%	8.6%	42.9%	27.1%	21.4%
Mathematics	4th Grade	Female	2012-13	45.7%	47.1%	47.1%	3.9%	43.1%	17.6%	35.3%
Mathematics	4th Grade	Female	2013-14	43.4%	55.3%	55.3%	5.3%	50%	18.4%	26.3%
Mathematics	4th Grade	Male	2012-13	46.4%	61.5%	61.5%	5.1%	56.4%	10.3%	28.2%
Mathematics	4th Grade	Male	2013-14	47.2%	42.1%	42.1%	10.5%	31.6%	31.6%	26.3%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	48.6%	48.6%	5.4%	43.2%	16.2%	35.1%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	24.1%	24.1%	6.9%	17.2%	27.6%	48.3%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	9.1%	9.1%	0%	9.1%	0%	90.9%
Mathematics	5th Grade	All Students	2012-13	45.7%	32.6%	32.6%	0%	32.6%	26.1%	41.3%
Mathematics	5th Grade	All Students	2013-14	45.2%	33.3%	33.3%	0%	33.3%	27.6%	39.1%
Mathematics	5th Grade	American Indian	2012-13	34.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2012-13	74.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2012-13	42.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	32.6%	32.6%	0%	32.6%	26.7%	40.7%
Mathematics	5th Grade	White	2013-14	51.7%	33.3%	33.3%	0%	33.3%	27.6%	39.1%
Mathematics	5th Grade	Female	2012-13	43.9%	27.1%	27.1%	0%	27.1%	16.7%	56.3%
Mathematics	5th Grade	Female	2013-14	44.7%	30%	30%	0%	30%	30%	40%
Mathematics	5th Grade	Male	2012-13	47.5%	38.6%	38.6%	0%	38.6%	36.4%	25%
Mathematics	5th Grade	Male	2013-14	45.7%	37.8%	37.8%	0%	37.8%	24.3%	37.8%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	31.3%	31.3%	0%	31.3%	18.8%	50%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	27%	27%	0%	27%	18.9%	54.1%
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	69.6%	69.6%	3.8%	65.8%	19%	11.4%
Reading	3rd Grade	All Students	2013-14	61.3%	57.6%	57.6%	4.5%	53%	31.8%	10.6%
Reading	3rd Grade	American Indian	2012-13	60.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	American Indian	2013-14	58.4%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	74.6%	74.6%	4.2%	70.4%	15.5%	9.9%
Reading	3rd Grade	White	2013-14	68.8%	57.1%	57.1%	4.8%	52.4%	31.7%	11.1%
Reading	3rd Grade	Female	2012-13	70.2%	74.4%	74.4%	2.6%	71.8%	17.9%	7.7%
Reading	3rd Grade	Female	2013-14	64.1%	66.7%	66.7%	6.7%	60%	20%	13.3%
Reading	3rd Grade	Male	2012-13	63%	65%	65%	5%	60%	20%	15%
Reading	3rd Grade	Male	2013-14	58.6%	50%	50%	2.8%	47.2%	41.7%	8.3%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	59.4%	59.4%	6.3%	53.1%	18.8%	21.9%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	44.4%	44.4%	3.7%	40.7%	44.4%	11.1%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	54.5%	54.5%	0%	54.5%	18.2%	27.3%
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	11.1%	11.1%	0%	11.1%	50%	38.9%
Reading	4th Grade	All Students	2012-13	68.1%	73.3%	73.3%	1.1%	72.2%	22.2%	4.4%
Reading	4th Grade	All Students	2013-14	70%	70.7%	70.7%	5.3%	65.3%	20%	9.3%
Reading	4th Grade	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	73.9%	73.9%	1.1%	72.7%	21.6%	4.5%
Reading	4th Grade	White	2013-14	76.5%	72.9%	72.9%	5.7%	67.1%	20%	7.1%
Reading	4th Grade	Female	2012-13	71.1%	76.5%	76.5%	0%	76.5%	19.6%	3.9%
Reading	4th Grade	Female	2013-14	73%	74.4%	74.4%	5.1%	69.2%	15.4%	10.3%
Reading	4th Grade	Male	2012-13	65.1%	69.2%	69.2%	2.6%	66.7%	25.6%	5.1%
Reading	4th Grade	Male	2013-14	67%	66.7%	66.7%	5.6%	61.1%	25%	8.3%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	62.2%	62.2%	0%	62.2%	32.4%	5.4%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	64.3%	64.3%	0%	64.3%	17.9%	17.9%
Reading	4th Grade	English Language Learners	2012-13	39.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	20%	20%	0%	20%	30%	50%
Reading	5th Grade	All Students	2012-13	70.4%	78.3%	78.3%	5.4%	72.8%	18.5%	3.3%
Reading	5th Grade	All Students	2013-14	71.7%	67.8%	67.8%	21.8%	46%	24.1%	8%
Reading	5th Grade	American Indian	2012-13	64.1%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2012-13	81.5%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2012-13	70.4%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	80.2%	80.2%	5.8%	74.4%	17.4%	2.3%
Reading	5th Grade	White	2013-14	78.2%	67.8%	67.8%	21.8%	46%	24.1%	8%
Reading	5th Grade	Female	2012-13	74.1%	66.7%	66.7%	8.3%	58.3%	27.1%	6.3%
Reading	5th Grade	Female	2013-14	74.2%	72%	72%	24%	48%	22%	6%
Reading	5th Grade	Male	2012-13	66.8%	90.9%	90.9%	2.3%	88.6%	9.1%	0%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Male	2013-14	69.2%	62.2%	62.2%	18.9%	43.2%	27%	10.8%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	65.6%	65.6%	3.1%	62.5%	34.4%	0%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	64.9%	64.9%	13.5%	51.4%	24.3%	10.8%
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	7.6%	7.6%	1.1%	6.5%	47.8%	44.6%
Science	5th Grade	All Students	2013-14	16.8%	10.3%	10.3%	3.4%	6.9%	43.7%	46%
Science	5th Grade	American Indian	2012-13	8.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2012-13	26.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	8.1%	8.1%	1.2%	7%	48.8%	43%
Science	5th Grade	White	2013-14	20.7%	10.3%	10.3%	3.4%	6.9%	43.7%	46%
Science	5th Grade	Female	2012-13	11.6%	6.3%	6.3%	0%	6.3%	47.9%	45.8%
Science	5th Grade	Female	2013-14	15.9%	10%	10%	2%	8%	48%	42%
Science	5th Grade	Male	2012-13	14.5%	9.1%	9.1%	2.3%	6.8%	47.7%	43.2%
Science	5th Grade	Male	2013-14	17.7%	10.8%	10.8%	5.4%	5.4%	37.8%	51.4%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	9.4%	9.4%	0%	9.4%	43.8%	46.9%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	10.8%	10.8%	2.7%	8.1%	29.7%	59.5%
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)

No Data to Display

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	49.5%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	50.1%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2012-13	79.4%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	80.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	81.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	75.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2013-14	76.2%	<10	<10	<10	<10	<10
Science	5th Grade	White	2013-14	52.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	66.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	73.1%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2013-14	48.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2012-13	89.1%	<10	<10	<10	<10	<10
ELA	4th Grade	All Students	2012-13	82.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	87.9%	<10	<10	<10	<10	<10
ELA	4th Grade	White	2012-13	82.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	90.4%	<10	<10	<10	<10	<10
ELA	4th Grade	Female	2012-13	87.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	89.8%	<10	<10	<10	<10	<10
ELA	4th Grade	Economically Disadvantaged	2012-13	84.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	84.9%	<10	<10	<10	<10	<10
ELA	5th Grade	All Students	2013-14	76.2%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	81%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2013-14	84.6%	<10	<10	<10	<10	<10
ELA	5th Grade	White	2013-14	77.6%	<10	<10	<10	<10	<10
Science	5th Grade	White	2013-14	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	85.4%	<10	<10	<10	<10	<10
ELA	5th Grade	Female	2013-14	80.8%	<10	<10	<10	<10	<10
Science	5th Grade	Female	2013-14	83.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	86.1%	<10	<10	<10	<10	<10
ELA	5th Grade	Economically Disadvantaged	2013-14	77%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	Economically Disadvantaged	2013-14	81.2%	<10	<10	<10	<10	<10

MI School Data

08/14/2014

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	100%	65.2%
Bottom 30%	District	Mathematics	N/A	11.9%
American Indian	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	100%	65.8%
Economically Disadvantaged	District	Mathematics	100%	57%
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	100%	38.5%
All Students	School	Mathematics	100%	69.3%
Bottom 30%	School	Mathematics	N/A	11.5%
American Indian	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	100%	70.2%
Economically Disadvantaged	School	Mathematics	100%	59.8%
English Language Learners	School	Mathematics	<30	<30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Mathematics	100%	39.1%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	100%	89.1%
Bottom 30%	District	Reading	N/A	63.8%
American Indian	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	100%	89.7%
Economically Disadvantaged	District	Reading	100%	82.8%
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading	100%	57.7%
All Students	School	Reading	100%	88.7%
Bottom 30%	School	Reading	N/A	62.5%
American Indian	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	89.5%
Economically Disadvantaged	School	Reading	100%	83.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	54.4%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.7%	45.8%
Bottom 30%	District	Science	N/A	0%
American Indian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	99.7%	46.2%
Economically Disadvantaged	District	Science	99.2%	33.9%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	100%	37.1%
Bottom 30%	School	Science	N/A	<30
Hispanic of Any Race	School	Science	<30	<30
White	School	Science	100%	37.5%
Economically Disadvantaged	School	Science	100%	25.6%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.7%	62.6%
Bottom 30%	District	Social Studies	N/A	15.5%
American Indian	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	99.7%	62.6%
Economically Disadvantaged	District	Social Studies	100%	51.2%
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	0%	50.6%
Bottom 30%	School	Social Studies	N/A	<30
American Indian	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	51.2%
Economically Disadvantaged	School	Social Studies	0%	40%
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	80.2%
Bottom 30%	District	Writing	N/A	34.2%
American Indian	District	Writing	<30	<30
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	100%	81%
Economically Disadvantaged	District	Writing	100%	67.7%
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100%	77.9%
Bottom 30%	School	Writing	N/A	<30
American Indian	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	100%	81.7%
Economically Disadvantaged	School	Writing	100%	62.5%
Students With Disabilities	School	Writing	<30	<30

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	85%
White	District	85.4%
Economically Disadvantaged	District	70%
Bottom 30%	District	78.3%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96%
All Students	School	96%

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

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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

No Data to Display

MI School Data

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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
Byron Area Schools	Byron Area Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	34

MI School Data
08/14/2014

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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	9	18	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%

MI School Data
08/14/2014

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility					
Eligible	54	35	45	18	2
Not Eligible	46	9	34	45	12
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability					
SD	12	50	34	15	1
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	8	21	40	32	7
Not ELL	92	21	40	32	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 Program (NAEP) 2013 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	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility					
Eligible	46	46	38	14	2
Not Eligible	54	16	42	32	10
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander		0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability					
SD	12	50	34	14	2
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	3	74	24	2	0
Not ELL	97	28	41	24	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 Program (NAEP) 2013 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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native 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 Program (NAEP) 2013 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	36	33	25	6
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	0	0	0	0	0
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	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), 2013 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	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility					
Eligible	46	34	47	18	1
Not Eligible	54	13	42	40	5
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability					
SD	10	59	34	7	0
Not SD	90	19	45	33	3
Student is an English Language Learner					
ELL	8	61	30	8	1
Not ELL	92	34	34	25	7

 # 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), 2013 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					
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	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 Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
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), 2013 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 Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0

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