

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

4/5/2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for W.R. Bush Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Shannon Flippin, 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 in the main office at your child's school.

The key academic challenges for our school are in the areas of math and science. We have invested time in the past year creating pacing guides and center based instruction tubs for math, investigating writing curriculum, creating science tubs and adding new math and science instruction/activities into our school improvement plan. Initiatives in the areas of reading, math, and technology are being undertaken to close achievement gaps. We are excited to report strong literacy scores and math scores, both of which continue to improve as measured by local assessments.

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.

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State law requires that we also report additional information.

1. Our school system has tiered buildings, meaning all students for a particular grade level are assigned to the same building. Currently Bush houses young-5's, kindergarten, and 1st grade students.
2. We are in the third year of our current school improvement plan, which addresses reading, writing, and math. As mentioned above, scores in literacy and math are both strong and have shown gains. We have a four year upward trend in literacy and one year of data showing increased math proficiency. Bush students benefit from an excellent learning environment, a highly qualified and caring faculty and staff, and many special classes and activities ranging from vocal music to Media Center story time, physical education, character education, and technology based activities.
3. Bush Elementary, which houses our young-5's, kindergarten and first grades, typically has 225-250 students. In addition, we have a preschool/daycare that services well over 100 children. Our daycare is open from 6am to 6pm and has a four star rating through GSRP. We typically have 1 section of young-5's and five sections of kindergarten and first grade, but the number of sections occasionally fluctuates. In addition, we have a veteran staff that is well versed in curriculum, student and administrative procedures.
4. Bush Elementary utilizes the Michigan Common Core Curriculum to establish the academic skills students need to learn 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. We are pleased to share with you that our reading program, implemented in 2013-14, has shown tremendous results. The aggregate student achievement results for the last two years on local assessment results are as follows: Our students have averaged of 17.9 points higher on their D.I.B.E.L.S. composite scores compared to our old instructional model.
6. At our fall parent-teacher conferences, 95.3% of parents were in attendance. At our spring conferences for at-risk students academically, we saw 92.5% of

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our families. In addition to parent-teacher conferences, parent communication folders are sent home regularly to involve parents in their child's education.

We truly feel that W.R. Bush Elementary is a great place for your child to begin his or her school experience. We have outstanding teachers who challenge students at each child's unique ability level. Our support staff is extremely engaged in our school's mission and do a tremendous job supporting our students and teaching staff. We have a great deal of parental and community support as well. We appreciate everyone's effort to make Bush "The Best Place to Begin."

Sincerely,



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Annual Education Report W.R. Bush Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display



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Annual Education Report W.R. Bush Elementary School

M-STEP Grade 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
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No Data to Display



Annual Education Report
W.R. Bush Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
No Data to Display									



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Annual Education Report W.R. Bush Elementary School

MI-Access Functional Independence

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



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Annual Education Report W.R. Bush Elementary School

MI-Access Supported Independence

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



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Annual Education Report W.R. Bush Elementary School

MI-Access Participation

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



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**Annual Education Report
W.R. Bush Elementary School**

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.6%	N/A	N/A	N/A
All Students	ELA	98.1%	48.5%	99.5%	N/A	N/A	N/A
All Students	Science	97.5%	22.2%	99.3%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	99.5%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	<30	N/A	N/A	N/A
African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	100%	N/A	N/A	N/A
Hispanic of Any	ELA	98.3%	36.1%	100%	N/A	N/A	N/A



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**Annual Education Report
W.R. Bush Elementary School**

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.6%	N/A	N/A	N/A
White	ELA	98.5%	55%	99.6%	N/A	N/A	N/A
White	Science	98.1%	26.6%	99.2%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	99.5%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.2%	N/A	N/A	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.3%	N/A	N/A	N/A



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.2%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.2%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	97.8%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	97.6%	N/A	N/A	N/A



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**Annual Education Report
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Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	97.8%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	97.6%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	N/A	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Homeless	54.0%	N/A	N/A

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



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Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.4%	95.7%

* 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												



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Annual Education Report W.R. Bush Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



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**Annual Education Report
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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	8	9	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%



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Annual Education Report
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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 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	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	+	+	+	+
Native Hawaiian/Pacific Islander	#	+	+	+	+
Two or More Races	3	+	+	+	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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



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**Annual Education Report
W.R. Bush Elementary School**

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program 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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	#	#	#	#
Native Hawaiian/Pacific Islander	#	#	#	#	#
Two or More Races	2	#	#	#	#
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

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



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**Annual Education Report
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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	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
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	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
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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**Annual Education Report
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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 Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity	72	32	68	32	6
White	14	66	34	9	1
Black	6	49	51	17	1
Hispanic	4	16	84	49	15
Asian	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/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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**Annual Education Report
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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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	8#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	#	#	#	#
Two or More Races	2	#	#	#	#
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

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



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**Annual Education Report
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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 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	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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**Annual Education Report
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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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0