

# 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

April 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 2014-2015 educational progress for Verellen Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Carey Bastian, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.e-hps.net](http://www.e-hps.net) or you may review a copy from the principal's 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.

The key challenges for our district overall are in the areas of science, math and writing as you will see in the data presented in the following pages. We have invested time in the past year modifying our math curriculum, adopting a new Kindergarten through eighth grade math series and adding new strategies and activities into our school improvement plan. We are closely looking at new intervention programs for both math and literacy. There has also been a good deal of planning and preparation put into place in order to raise our science scores over the course of the next few years. Initiatives in the areas of informational reading, argument writing and technology are being undertaken to close achievement gaps.

## **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. Verellen Elementary houses all second, third, and fourth grade students in the district. All students in those grade levels are assigned to Verellen Elementary.
2. Verellen Elementary participates in the AdvancED/North Central Accreditation school improvement process. In November of 2012, a Quality Assurance Review visit was hosted by the district and included Verellen Elementary. We received very high marks for our educational programs and school improvement process. The district has made the transition to the District Accreditation process, with the revised school improvement plan being implemented in the 2015-16 school year.
3. In addition to our second, third, and fourth grade population, Verellen also houses a Bay-Arenac Intermediate School District special education classroom.
4. Verellen Elementary utilizes the Michigan Curriculum Framework, Grade Level Content Expectations, and Common Core to establish the curriculum for each grade level. Implementation of curriculum is facilitated at the district level in coordination with the Bay-Arenac Intermediate School District. Information about the curriculum can be found on the Michigan Department of Education website, or by contacting the principal.
5. The M-Step test is given to third and fourth grade students, unless an individualized educational plan indicates that the MI-Access is to be given as an alternative. At the third grade level, all students are tested in English Language Arts and Mathematics. While in fourth grade, students are tested in English Language Arts, Mathematics, Writing and Science. Average

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

Grade Level	D.I.B.E.L.S. Avg. Growth	STAR Reading Avg. Growth	STAR Math Avg. Growth
2nd	1.0	.9	1.1
3rd	1.3	1.0	.9
4th	1.0	.7	.9

6. At our 2014-15 fall parent-teacher conferences, 91% of parents were in attendance. Spring conferences had 82% of our parents at conferences. During the 2015-16 year, fall parent-teacher conferences had 96% while the Spring conferences had 93% attendance. In addition to parent-teacher conferences, Verellen Elementary School utilizes Skyward, a web-based communication tool, to provide parents with access to grades, calendars, progress and assignments on a daily basis. This has had an impact on the number of parents that choose to attend parent-teacher conferences.

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

Sincerely,

Carey Bastian, Principal

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03/22/2016

## Annual Education Report Verellen 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
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	68.3%	68.3%	11.1%	57.1%	28.6%	3.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	68.4%	68.4%	10.3%	58.1%	28.2%	3.4%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	66.7%	66.7%	7.4%	59.3%	29.6%	3.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	69.4%	69.4%	13.9%	55.6%	27.8%	2.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	61.1%	61.1%	8.3%	52.8%	30.6%	8.3%



03/22/2016

## Annual Education Report Verellen 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
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	23.1%	23.1%	7.7%	15.4%	53.8%	23.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	58.5%	58.5%	22%	36.6%	27.6%	13.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	81.2%	81.2%	3.8%	77.4%	12.8%	6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	63.6%	63.6%	0%	63.6%	27.3%	9.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10



03/22/2016

## Annual Education Report Verellen 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
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	60.2%	60.2%	23%	37.2%	26.5%	13.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	83.8%	83.8%	4.3%	79.5%	11.1%	5.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	62%	62%	24%	38%	26%	12%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	84.5%	84.5%	1.4%	83.1%	7%	8.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	56.2%	56.2%	20.5%	35.6%	28.8%	15.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	77.4%	77.4%	6.5%	71%	19.4%	3.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	50%	50%	12.9%	37.1%	35.5%	14.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	70.3%	70.3%	1.6%	68.8%	17.2%	12.5%



03/22/2016

## Annual Education Report Verellen 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
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	26.3%	26.3%	10.5%	15.8%	26.3%	47.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	50%	50%	0%	50%	25%	25%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	66.7%	66.7%	34.1%	32.6%	16.3%	17.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10



03/22/2016

**Annual Education Report  
Verellen 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
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	67.5%	67.5%	34.2%	33.3%	16.7%	15.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	62.1%	62.1%	32.8%	29.3%	19%	19%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	70.4%	70.4%	35.2%	35.2%	14.1%	15.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	51.4%	51.4%	27%	24.3%	16.2%	32.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	8.3%	8.3%	8.3%	0%	0%	91.7%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	31%	31%	2.4%	28.6%	31%	38.1%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	30.8%	30.8%	1.7%	29.1%	32.5%	36.8%





03/22/2016

**Annual Education Report  
Verellen 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
Mathematics	2nd Grade Content	Female	2013-14	39.7%	27.8%	27.8%	0%	27.8%	31.5%	40.7%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	33.3%	33.3%	4.2%	29.2%	30.6%	36.1%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	25%	25%	2.8%	22.2%	22.2%	52.8%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	23.1%	23.1%	0%	23.1%	7.7%	69.2%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	42.3%	42.3%	10.6%	31.7%	39%	18.7%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	30.1%	30.1%	1.5%	28.6%	18.8%	51.1%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	0%	0%	0%	0%	27.3%	72.7%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10



03/22/2016

## Annual Education Report Verellen 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
Mathematics	3rd Grade Content	White	2014-15	57.3%	43.4%	43.4%	11.5%	31.9%	38.9%	17.7%
Mathematics	3rd Grade Content	White	2013-14	52.9%	32.5%	32.5%	1.7%	30.8%	17.9%	49.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	36%	36%	8%	28%	44%	20%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	28.2%	28.2%	1.4%	26.8%	16.9%	54.9%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	46.6%	46.6%	12.3%	34.2%	35.6%	17.8%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	32.3%	32.3%	1.6%	30.6%	21%	46.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	32.3%	32.3%	4.8%	27.4%	41.9%	25.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	17.2%	17.2%	0%	17.2%	21.9%	60.9%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	10.5%	10.5%	5.3%	5.3%	31.6%	57.9%
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	0%	0%	0%	0%	12.5%	87.5%



03/22/2016

## Annual Education Report Verellen 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
Mathematics	4th Grade Content	All Students	2014-15	41.4%	44.2%	44.2%	15.5%	28.7%	38%	17.8%
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	44.2%	44.2%	16.7%	27.5%	40%	15.8%
Mathematics	4th Grade Content	Female	2014-15	40.3%	39.7%	39.7%	12.1%	27.6%	41.4%	19%
Mathematics	4th Grade Content	Male	2014-15	42.4%	47.9%	47.9%	18.3%	29.6%	35.2%	16.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	40.5%	40.5%	13.5%	27%	24.3%	35.1%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	16.7%	16.7%	0%	16.7%	33.3%	50%
Science	4th Grade Content	All Students	2014-15	12.4%	3.1%	3.1%	0%	3.1%	24.8%	72.1%
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10



03/22/2016

**Annual Education Report  
Verellen 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
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	3.3%	3.3%	0%	3.3%	25%	71.7%
Science	4th Grade Content	Female	2014-15	10.4%	1.7%	1.7%	0%	1.7%	19%	79.3%
Science	4th Grade Content	Male	2014-15	14.3%	4.2%	4.2%	0%	4.2%	29.6%	66.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0%	0%	0%	0%	24.3%	75.7%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0%	0%	0%	0%	0%	100%



03/22/2016

# Annual Education Report Verellen 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



03/22/2016

**Annual Education Report  
Verellen 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
Mathematics	3rd	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th	White	2013-14	59.8%	<10	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	<10	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	<10	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	<10	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	<10	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10



03/22/2016

## Annual Education Report Verellen 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
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Female	2013-14	77.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10



03/22/2016

**Annual Education Report  
Verellen 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
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10





03/22/2016

# Annual Education Report Verellen Elementary School

## MI-Access Supported Independence

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



03/22/2016

# Annual Education Report Verellen 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									



03/22/2016

## Annual Education Report Verellen 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	99.6%	N/A
All Students	ELA	98.1%	48.5%	99.5%	N/A	99.6%	N/A
All Students	Science	97.5%	22.2%	99.3%	N/A	99.2%	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	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	100%	N/A	<30	N/A
Hispanic of Any	ELA	98.3%	36.1%	100%	N/A	<30	N/A



03/22/2016

**Annual Education Report  
Verellen 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	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	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	99.6%	N/A
White	ELA	98.5%	55%	99.6%	N/A	99.6%	N/A
White	Science	98.1%	26.6%	99.2%	N/A	99.2%	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	99%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.2%	N/A	99%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.3%	N/A	97.4%	N/A



03/22/2016

**Annual Education Report  
Verellen 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**
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	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.2%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	97.8%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	97.6%	N/A	N/A	N/A



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**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.



03/22/2016

## Annual Education Report Verellen Elementary School

### Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.4%	96.3%

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



03/22/2016

# Annual Education Report Verellen Elementary School

## Accountability Status District Data

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





03/22/2016

# Annual Education Report Verellen 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
No Data to Display														



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**Teacher Quality - Qualification**

Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	7	11	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%

**Teacher Quality - Provisional**

Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification



03/22/2016

Annual Education Report  
Verellen Elementary School

NAEP Grade 4 Math

	Percent of Students					Percent Basic	Percent Proficient	Percent Advanced
	All Students	Male	Female	Percent below Basic	Percent Basic			
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	72			15	85	39	5	
White	15			53	47	10	&#35	
Black	6			38	62	21	3	
Hispanic	4			11	89	58	19	
Asian	1			#	#	#	#	
American Indian/Alaska Native	#			#	#	#	#	
Native Hawaiian/Pacific Islander	3			#	#	#	&#8225	
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.



03/22/2016

**Annual Education Report  
Verellen 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.



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity	76	26	42	30	2
White	14	68	27	5	0
Black	5	58	33	9	0
Hispanic	3	26	32	35	7
Asian	1	0	0	0	0
American Indian	0	0	0	0	0
Native Hawaiian/Pacific Islander	1	0	0	0	0
Two or More Races					
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.



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

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



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**NAEP Grade 8 Reading**

	Percent of Students		Percent below Basic		Percent Basic	Percent Proficient	Percent Advanced
All Students	100		24		44	29	3
Male	51		29		45	25	2
Female	49		20		42	34	4
National Lunch Program 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	20		47		44	9	8
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.



03/22/2016

**Annual Education Report  
Verellen Elementary School**

**NAEP Grade 12 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program 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.





**Annual Education Report  
Verellen Elementary School**

**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