

March 13, 2017

Dear Parents and Community Members:

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We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for P.D. Chatterton Middle 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 the principal, Ms. Laurie Fournier, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://fitz.k12.mi.us/annual-education-reports/> or you may review a copy in the main office at your child's school.

Chatterton Middle School is proud to announce that staff, parents and students, with the help of our business and community partners, continue their exemplary improvement efforts. Our 2015 - 2016 Michigan Department of Education's Scorecard accountability results show that Chatterton earned 87.50% of the scorecard's possible points available for measurables such as full academic year student proficiency, growth and attendance rate (98.39%).

For the 2016-17 year, no new Michigan Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. **Our school has not been given one of these labels.**

Key challenges at Chatterton Middle School supported by data in the AER report are:

- Although local NWEA results and test analysis show consistent student growth, science scores continue to be below state averages and a concern.
- Students with Disabilities and African American students show a trend in decreasing overall performance.

- English Language Learners (ELL) show a trend in decreasing overall performance in ELA, 8th grade math, social studies and science (proficiency cut scores).

Key initiatives being undertaken at Chatterton to accelerate student achievement and close persistent gaps in achievement include the following:

- Differentiated math instruction using online/computer resources
- CCSS math training, review and study sessions
- Supplemental core math instruction using models, manipulatives, visual representations and word walls
- Math/Literacy Lab Specialist provides timely and additional support for students in need of assistance
- Instructional support classes continue to support Tier 3 Special Education students in math and reading
- Independent reading blocks using high-interest content-specific texts implemented in all classrooms
- Paired reading fluency implemented to increase reading fluency
- Word Generation and content-area specific vocabulary activities implemented in all classrooms to increase vocabulary and understanding
- Corrective Reading courses offered to support Tier 2 & 3 students
- Reading Reboot 6-8 grade course supports Tier 2 & 3 students
- Inquiry-based lessons implemented (Universal Design for Learning) in social studies and science to better differentiate for all students
- Thinking Maps (graphic organizers) used in science and social studies to scaffold learning and guide students toward a deeper understanding of the content
- Scoring clinics implemented to evaluate writing, share successes and challenge students with Common Core State Standards
- Infuse Common Core Writing Protocols in all ELA and Encore classrooms

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO SCHOOLS

Fitzgerald Public Schools has set physical boundaries to establish school attendance areas, however, parents are permitted to request placement at other schools within the district as space allows. The district also accepts schools of choice applications for students who reside out of the district. Requests for schools of choice applications are filled based on grade level availability. We also place a strong emphasis on balancing our class sizes, in order to maintain equity and an optimal learning environment.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Chatterton Middle School will begin its third year of the Title I Schoolwide Improvement Plan (MDE). Chatterton's staff continuously evaluates and revisits the plan. In order to meet the challenges of the Michigan Department of Education's accountability system and increase student achievement, Chatterton follows a Professional Learning Communities (PLC) model as the process for school improvement. Through our PLCs our building staff works collaboratively to monitor student progress, review curriculum

and enhance core and intervention instruction and promote professional development.

Chatterton's **2016-2017** target goals include:

1. All students will proficient in reading.
2. All students will be proficient in writing.
3. All students will be proficient in math.
4. All students will be proficient in science.
5. All students will be proficient in social studies.
6. All students will improve their social and learning behavior and decrease distractions that interfere with instruction.

Outlined below is a list of school/district improvement initiatives:

1. Continue implementing the rigorous Michigan Department of Education's accountability/school improvement process during the **2016 - 2017** school year;
2. Continue to update facilities and procedures to ensure a safe learning environment and implement Chatterton's PRIDE initiative to improve culture and climate;
3. Provide timely and strategic academic and behavior support for students;
4. Implement professional development for staff to support curriculum and instruction;
5. Provide advanced technology and integrated technology access and instruction to improve digital citizenship, communication/collaboration, research, critical thinking and problem solving skills;
6. Continue to increase parent, business and community involvement/engagement opportunities; and
7. Develop transition programs for elementary, middle school and high school students.

SPECIALIZED SCHOOL PROGRAMS

As part of our effort to meet the educational needs of all of our students, the school district provides academic support programs in the areas of math and reading during the school year and the summer. We also provide services for our special needs students. In addition, Fitzgerald provides a variety of alternatives and opportunities for students including, but not limited to:

- Services for K – 12 students with limited English proficiency
- Full day kindergarten programs at each school
- Intervention supports for Tier II and Tier III students below grade level
- Summer academic programs for PreK – 12 students
- Extensive technological access and utilization for all students and staff
- Free health and medical services for residents 10 through 21 years of age
- Universal Breakfast for all students
- A full service Early Childhood Center
- Middle school academic opportunities before, during and after school
- Semester schedules
- Advanced Placement courses
- Automotive, Pre-Engineering, Pharmacy Technician, Physical Therapy Professional/Aide, and Communication Arts Academy available to qualified applicants both in district and through Schools of Choice

- SMTEC is a partnership between the Centerline, Fitzgerald, Van Dyke and Warren Woods school districts to provide Career Technical Education (CTE) to 10th, 11th and 12th grade students. Students may enroll in CTE classes in another district if their home school or district does not offer the classes they select. Bus transportation is provided for students taking classes outside of their district. The CTE classes are categorized into six career pathways: Arts and Communication; Business Management, Marketing & Technology; Engineering/Manufacturing & Industrial Technology; Health Sciences; Human Services; and Natural Resources & Agriscience. SMTEC offers courses in each of these areas except Natural Resources & Agriscience.
- Fitzgerald Virtual Academy for students that need an alternative to a traditional high school schedule
- Licensed before and after school child care

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Teachers in Fitzgerald Public Schools follow the designated curriculum that has been approved by the Fitzgerald Board of Education. The district's core curriculum documents are available for review within each of our classrooms and the principal's office (as per subject and/or grade level). We continually review and refine our core curriculum documentation and instructional practices utilizing professional staff committees to make sure that our content and standards are vertically aligned and differentiated for students based on individualized education plans and/or student learning styles.

These committees bring forth any proposed curriculum changes to our District Curriculum Steering Committee for review and possible approval. District Curriculum Steering Committee recommendations then go before our school district's Board of Education for approval. With Board approval, professional development (if needed) takes place for all pertinent staff members. Implementation within the classroom setting is supported, analyzed, and evaluated by grade-level teacher and administrative teams. The Michigan Department of Education's Academic Standards are also available for review on the www.michigan.gov/mde website.

The Fitzgerald Public Schools is proud to provide parents, students, and community members access to Atlas Rubicon, the district's K – 12 curriculum management system. To access a copy of the district's curriculum, please visit: <http://fitzk12-public.rubiconatlas.org/Atlas/Public/View/Default>. This system supports teachers, administrators and the Fitzgerald community in all stages of curriculum design, development and review. It allows students, parents and educators to easily view the grade-level and subject area pacing and curriculum expectations. Instructional strategies and assessment components of the system with teacher documents and lesson details are currently only available to Fitzgerald staff and administration. Architected to electronically encompass the entire process of curriculum enhancement, Atlas is customized to reflect Fitzgerald Public Schools' pedagogy, academic standards and unique curricular needs. Empowered to make complex curriculum decisions, all staff contribute to the overall process for advancing and improving the learning experience of all Fitzgerald students. We believe that this valuable tool provides a consistent, clear understanding for all stakeholders of the teaching and learning that takes place in our classrooms.

We have posted our K – 12 curriculum maps on the Atlas Rubicon system. It is our goal to continually review and update our curriculum expectations to meet the rigorous Michigan Academic Standards and the needs of our students.

In summary, Atlas:

- Is a powerful lens by which to follow your student’s journey.
- Makes meaningful analysis of relevant curriculum information just a click away.
- Brings everyone together around a focal point for collaboration.

Visitors can begin by selecting the BROWSE or SELECT tab at the top of the public access page. For example, click the BROWSE tab. Select Unit Calendars (annual pacing with curriculum unit links), Curriculum Maps (overview), or Standards Alignment. Next, select Fitzgerald Public Schools in the school drop-down menu, then grade-level and subject, and click BROWSE at the bottom of the filter box to see your results.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

NWEA Spring Results

Test	Grade	2014-2015 Tier 1 (Grade Level) Student Percentage	2015-2016 Tier 1 (Grade Level) Student Percentage
Math	6	27.0%	27.0%
	7	32.0%	26.0%
	8	33.0%	34.0%
Reading	6	34.0%	39.0%
	7	38.0%	39.0%
	8	36.0%	41.0%
Language	6	33.0%	29.0%
	7	39.0%	33.0%
	8	40.0%	41.0%
Science	6	35.0%	37.0%
	7	39.0%	48.0%
	8	44.0%	43.0%

NOTE: Scores based on NWEA MAP (Measures of Academic Progress) Testing in grades 6-8.

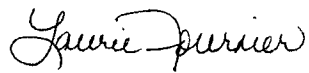
IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

SCHOOL	Date	Grade	Students Enrollment	Number of Parents Attended	Percent of Parents Attended
CHATTERTON	10/22/2014	6	164	78	48%
		7	179	64	36%
		8	192	64	33%
	1/28/2015	6	164	61	37%

	7	181	50	28%
	8	198	46	23%
5/13/2015	6	159	26	16%
	7	178	22	12%
	8	196	26	13%
11/24/2015	6	185	82	44%
	7	169	51	30%
	8	180	38	21%
4/13/2016	6	185	59	32%
	7	164	28	17%
	8	174	34	20%

We want to congratulate our students, staff, parents and Board of Education for the hard work and dedication demonstrated as we work toward such important goals. It is truly a team effort that allows our students to reach their potential. We know that there is much work ahead and look forward to continuing to build the relationships with students, parents and community that will ensure many years of success. Your continued participation in the process is both welcomed and encouraged to reach our district goals.

Sincerely,



Laurie Fournier, Principal
Chatterton Middle School

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	All Students	2014-15	44.7%	26.5%	26.5%	7.3%	19.2%	29.1%	44.4%
ELA	6th Grade Content	All Students	2015-16	45.0%	25.7%	25.7%	4.6%	21.1%	25.1%	49.1%
ELA	6th Grade Content	Asian	2014-15	70.9%	50.0%	50.0%	10.7%	39.3%	17.9%	32.1%
ELA	6th Grade Content	Asian	2015-16	70.4%	51.4%	51.4%	5.7%	45.7%	20.0%	28.6%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	12.7%	12.7%	4.8%	7.9%	30.2%	57.1%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	4.8%	4.8%	3.2%	1.6%	29.0%	66.1%
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	30.6%	30.6%	8.2%	22.4%	34.7%	34.7%
ELA	6th Grade Content	White	2015-16	51.9%	27.7%	27.7%	4.6%	23.1%	23.1%	49.2%

M-STEP Grades 3-11

ELA	6th Grade Content	Female	2014-15	51.1%	27.1%	27.1%	5.9%	21.2%	32.9%	40.0%
ELA	6th Grade Content	Female	2015-16	49.8%	30.3%	30.3%	6.1%	24.2%	22.7%	47.0%
ELA	6th Grade Content	Male	2014-15	38.6%	25.8%	25.8%	9.1%	16.7%	24.2%	50.0%
ELA	6th Grade Content	Male	2015-16	40.4%	22.9%	22.9%	3.7%	19.3%	26.6%	50.5%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	25.0%	25.0%	6.6%	18.4%	27.9%	47.1%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	25.0%	25.0%	5.0%	20.0%	23.8%	51.3%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	25.0%	25.0%	5.0%	20.0%	30.0%	45.0%
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	3.2%	3.2%	0.0%	3.2%	9.7%	87.1%
ELA	7th Grade Content	All Students	2014-15	49.1%	26.9%	26.9%	2.4%	24.6%	30.5%	42.5%
ELA	7th Grade Content	All Students	2015-16	47.1%	29.9%	29.9%	7.1%	22.7%	29.9%	40.3%
ELA	7th Grade Content	American Indian or Alaska Native	2014-15	39.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	73.9%	48.0%	48.0%	8.0%	40.0%	40.0%	12.0%

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ELA	7th Grade Content	Asian	2015-16	71.6%	46.7%	46.7%	20.0%	26.7%	20.0%	33.3%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	16.2%	16.2%	0.0%	16.2%	25.0%	58.8%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	14.3%	14.3%	1.6%	12.7%	33.3%	52.4%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	37.3%	37.3%	3.4%	33.9%	33.9%	28.8%
ELA	7th Grade Content	White	2015-16	53.7%	39.6%	39.6%	6.3%	33.3%	33.3%	27.1%
ELA	7th Grade Content	Female	2014-15	56.3%	39.5%	39.5%	4.9%	34.6%	28.4%	32.1%
ELA	7th Grade Content	Female	2015-16	53.8%	29.8%	29.8%	9.5%	20.2%	35.7%	34.5%
ELA	7th Grade Content	Male	2014-15	42.2%	15.1%	15.1%	0.0%	15.1%	32.6%	52.3%
ELA	7th Grade Content	Male	2015-16	40.6%	30.0%	30.0%	4.3%	25.7%	22.9%	47.1%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	27.1%	27.1%	2.1%	25.0%	29.9%	43.1%

M-STEP Grades 3-11

ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	27.9%	27.9%	7.1%	20.7%	29.3%	42.9%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	17.4%	17.4%	0.0%	17.4%	43.5%	39.1%
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	25.0%	25.0%	5.0%	20.0%	20.0%	55.0%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	7.4%	7.4%	0.0%	7.4%	29.6%	63.0%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	0.0%	0.0%	0.0%	0.0%	4.5%	95.5%
ELA	8th Grade Content	All Students	2014-15	47.6%	32.4%	32.4%	6.6%	25.8%	39.0%	28.6%
ELA	8th Grade Content	All Students	2015-16	48.9%	28.1%	28.1%	4.4%	23.8%	31.9%	40.0%
ELA	8th Grade Content	Asian	2014-15	71.4%	44.4%	44.4%	11.1%	33.3%	29.6%	25.9%
ELA	8th Grade Content	Asian	2015-16	73.6%	47.8%	47.8%	4.3%	43.5%	30.4%	21.7%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	20.3%	20.3%	4.3%	15.9%	46.4%	33.3%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	13.8%	13.8%	1.5%	12.3%	36.9%	49.2%
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10

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ELA	8th Grade Content	Two or More Races	2014-15	44.7%	27.3%	27.3%	9.1%	18.2%	45.5%	27.3%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	41.4%	41.4%	7.1%	34.3%	32.9%	25.7%
ELA	8th Grade Content	White	2015-16	55.2%	40.0%	40.0%	8.3%	31.7%	26.7%	33.3%
ELA	8th Grade Content	Female	2014-15	54.2%	39.4%	39.4%	9.6%	29.8%	37.2%	23.4%
ELA	8th Grade Content	Female	2015-16	54.9%	38.3%	38.3%	7.4%	30.9%	29.6%	32.1%
ELA	8th Grade Content	Male	2014-15	41.2%	25.0%	25.0%	3.4%	21.6%	40.9%	34.1%
ELA	8th Grade Content	Male	2015-16	43.0%	17.7%	17.7%	1.3%	16.5%	34.2%	48.1%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	28.7%	28.7%	4.5%	24.2%	40.8%	30.6%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	26.2%	26.2%	2.8%	23.4%	32.6%	41.1%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	22.2%	22.2%	0.0%	22.2%	33.3%	44.4%
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	13.0%	13.0%	0.0%	13.0%	34.8%	52.2%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	3.7%	3.7%	0.0%	3.7%	7.4%	88.9%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	3.7%	3.7%	0.0%	3.7%	18.5%	77.8%

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Mathematics	6th Grade Content	All Students	2014-15	33.3%	15.4%	15.4%	4.7%	10.7%	33.6%	51.0%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	11.7%	11.7%	2.8%	8.9%	27.9%	60.3%
Mathematics	6th Grade Content	Asian	2014-15	65.2%	32.3%	32.3%	9.7%	22.6%	25.8%	41.9%
Mathematics	6th Grade Content	Asian	2015-16	64.5%	24.3%	24.3%	5.4%	18.9%	43.2%	32.4%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	4.9%	4.9%	0.0%	4.9%	24.6%	70.5%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	4.8%	4.8%	1.6%	3.2%	11.1%	84.1%
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	19.1%	19.1%	8.5%	10.6%	46.8%	34.0%
Mathematics	6th Grade Content	White	2015-16	39.2%	13.6%	13.6%	3.0%	10.6%	30.3%	56.1%
Mathematics	6th Grade Content	Female	2014-15	34.1%	17.1%	17.1%	6.1%	11.0%	34.1%	48.8%
Mathematics	6th Grade Content	Female	2015-16	31.4%	8.7%	8.7%	2.9%	5.8%	30.4%	60.9%

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Mathematics	6th Grade Content	Male	2014-15	32.5%	13.4%	13.4%	3.0%	10.4%	32.8%	53.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	13.6%	13.6%	2.7%	10.9%	26.4%	60.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	15.6%	15.6%	4.4%	11.1%	32.6%	51.9%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	11.7%	11.7%	3.1%	8.6%	27.6%	60.7%
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	13.0%	13.0%	0.0%	13.0%	26.1%	60.9%
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	0.0%	0.0%	0.0%	0.0%	39.3%	60.7%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	0.0%	0.0%	0.0%	0.0%	5.3%	94.7%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	0.0%	0.0%	0.0%	0.0%	3.2%	96.8%
Mathematics	7th Grade Content	All Students	2014-15	33.3%	13.6%	13.6%	3.1%	10.5%	28.4%	58.0%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	11.5%	11.5%	4.5%	7.1%	26.9%	61.5%
Mathematics	7th Grade Content	American Indian or Alaska Native	2014-15	22.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	66.4%	28.0%	28.0%	8.0%	20.0%	40.0%	32.0%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	25.0%	25.0%	9.4%	15.6%	31.3%	43.8%

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Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	3.1%	3.1%	0.0%	3.1%	24.6%	72.3%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	3.2%	3.2%	1.6%	1.6%	15.9%	81.0%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	20.7%	20.7%	5.2%	15.5%	34.5%	44.8%
Mathematics	7th Grade Content	White	2015-16	41.6%	12.5%	12.5%	6.3%	6.3%	39.6%	47.9%
Mathematics	7th Grade Content	Female	2014-15	33.0%	15.2%	15.2%	6.3%	8.9%	31.6%	53.2%
Mathematics	7th Grade Content	Female	2015-16	34.5%	10.5%	10.5%	3.5%	7.0%	24.4%	65.1%
Mathematics	7th Grade Content	Male	2014-15	33.5%	12.0%	12.0%	0.0%	12.0%	25.3%	62.7%
Mathematics	7th Grade Content	Male	2015-16	36.1%	12.9%	12.9%	5.7%	7.1%	30.0%	57.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	13.6%	13.6%	2.9%	10.7%	28.6%	57.9%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	12.0%	12.0%	4.9%	7.0%	24.6%	63.4%

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Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	12.5%	12.5%	0.0%	12.5%	29.2%	58.3%
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	9.1%	9.1%	0.0%	9.1%	31.8%	59.1%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	7.7%	7.7%	0.0%	7.7%	11.5%	80.8%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	14.8%	14.8%	2.2%	12.6%	23.6%	61.5%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	14.2%	14.2%	4.3%	9.9%	19.1%	66.7%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	22.2%	22.2%	3.7%	18.5%	18.5%	59.3%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	28.0%	28.0%	8.0%	20.0%	44.0%	28.0%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	5.8%	5.8%	0.0%	5.8%	23.2%	71.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	4.7%	4.7%	0.0%	4.7%	14.1%	81.3%
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	9.1%	9.1%	0.0%	9.1%	27.3%	63.6%

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Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	18.6%	18.6%	4.3%	14.3%	27.1%	54.3%
Mathematics	8th Grade Content	White	2015-16	38.3%	21.7%	21.7%	8.3%	13.3%	18.3%	60.0%
Mathematics	8th Grade Content	Female	2014-15	32.6%	20.4%	20.4%	1.1%	19.4%	20.4%	59.1%
Mathematics	8th Grade Content	Female	2015-16	34.1%	15.9%	15.9%	3.7%	12.2%	20.7%	63.4%
Mathematics	8th Grade Content	Male	2014-15	31.8%	9.0%	9.0%	3.4%	5.6%	27.0%	64.0%
Mathematics	8th Grade Content	Male	2015-16	31.4%	12.5%	12.5%	5.0%	7.5%	17.5%	70.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	12.7%	12.7%	1.9%	10.8%	21.7%	65.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	11.9%	11.9%	2.1%	9.8%	20.3%	67.8%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	0.0%	0.0%	0.0%	0.0%	22.2%	77.8%
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	11.5%	11.5%	0.0%	11.5%	15.4%	73.1%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	0.0%	0.0%	0.0%	0.0%	7.4%	92.6%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	3.6%	3.6%	0.0%	3.6%	7.1%	89.3%
Science	7th Grade Content	All Students	2014-15	22.7%	6.5%	6.5%	0.6%	5.9%	20.7%	72.8%

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Science	7th Grade Content	All Students	2015-16	23.9%	7.8%	7.8%	3.2%	4.5%	14.9%	77.3%
Science	7th Grade Content	American Indian or Alaska Native	2014-15	16.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2014-15	43.1%	4.0%	4.0%	0.0%	4.0%	40.0%	56.0%
Science	7th Grade Content	Asian	2015-16	41.9%	9.4%	9.4%	3.1%	6.3%	18.8%	71.9%
Science	7th Grade Content	Black or African American	2014-15	5.0%	2.9%	2.9%	0.0%	2.9%	13.0%	84.1%
Science	7th Grade Content	Black or African American	2015-16	5.4%	3.2%	3.2%	1.6%	1.6%	9.7%	87.1%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	13.3%	13.3%	1.7%	11.7%	25.0%	61.7%
Science	7th Grade Content	White	2015-16	28.9%	10.4%	10.4%	4.2%	6.3%	20.8%	68.8%
Science	7th Grade Content	Female	2014-15	20.8%	4.8%	4.8%	1.2%	3.6%	24.1%	71.1%
Science	7th Grade Content	Female	2015-16	22.6%	7.1%	7.1%	1.2%	5.9%	10.6%	82.4%

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Science	7th Grade Content	Male	2014-15	24.6%	8.1%	8.1%	0.0%	8.1%	17.4%	74.4%
Science	7th Grade Content	Male	2015-16	25.1%	8.7%	8.7%	5.8%	2.9%	20.3%	71.0%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	6.2%	6.2%	0.7%	5.5%	19.9%	74.0%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	7.9%	7.9%	3.6%	4.3%	13.6%	78.6%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Science	7th Grade Content	English Language Learners	2015-16	3.5%	0.0%	0.0%	0.0%	0.0%	13.6%	86.4%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	0.0%	0.0%	0.0%	0.0%	10.7%	89.3%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	11.5%	11.5%	0.0%	11.5%	37.7%	50.8%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	9.9%	9.9%	1.2%	8.7%	39.1%	50.9%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	14.3%	14.3%	0.0%	14.3%	42.9%	42.9%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	16.0%	16.0%	0.0%	16.0%	56.0%	28.0%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	8.7%	8.7%	0.0%	8.7%	26.1%	65.2%

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Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	1.6%	1.6%	0.0%	1.6%	37.5%	60.9%
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	18.2%	18.2%	0.0%	18.2%	45.5%	36.4%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	12.9%	12.9%	0.0%	12.9%	44.3%	42.9%
Social Studies	8th Grade Content	White	2015-16	34.3%	18.6%	18.6%	3.4%	15.3%	33.9%	47.5%
Social Studies	8th Grade Content	Female	2014-15	25.2%	11.7%	11.7%	0.0%	11.7%	36.2%	52.1%
Social Studies	8th Grade Content	Female	2015-16	26.0%	6.1%	6.1%	0.0%	6.1%	40.2%	53.7%
Social Studies	8th Grade Content	Male	2014-15	34.0%	11.2%	11.2%	0.0%	11.2%	39.3%	49.4%
Social Studies	8th Grade Content	Male	2015-16	32.6%	13.9%	13.9%	2.5%	11.4%	38.0%	48.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	9.5%	9.5%	0.0%	9.5%	35.4%	55.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	7.7%	7.7%	0.7%	7.0%	40.1%	52.1%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	5.3%	5.3%	0.0%	5.3%	26.3%	68.4%

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Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	3.8%	3.8%	0.0%	3.8%	30.8%	65.4%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	0.0%	0.0%	0.0%	0.0%	14.8%	85.2%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	3.7%	3.7%	0.0%	3.7%	3.7%	92.6%

SAT

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

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	64.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	70.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	69.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	71.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	72.5%	<10	<10	<10	<10	<10

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ELA	6th Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	68.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	69.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	69.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	53.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	53.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2014-15	38.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	62.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	58.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	39.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	32.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	72.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.4%	<10	<10	<10	<10	<10

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Science	7th Grade Content	White	2014-15	57.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	57.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	66.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	70.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	54.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10	<10

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ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Language Learners	2014-15	62.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2014-15	61.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2014-15	42.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Formerly Limited English Proficiency	2014-15	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Formerly Limited English Proficiency	2014-15	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Formerly Limited English Proficiency	2014-15	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	90.0%	90.0%	70.0%	20.0%	10.0%
ELA	8th Grade Content	All Students	2015-16	88.2%	90.9%	90.9%	63.6%	27.3%	9.1%

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Mathematics	8th Grade Content	All Students	2014-15	65.2%	70.0%	70.0%	30.0%	40.0%	30.0%
Mathematics	8th Grade Content	All Students	2015-16	64.5%	54.5%	54.5%	18.2%	36.4%	45.5%
Social Studies	8th Grade Content	All Students	2014-15	43.7%	40.0%	40.0%	10.0%	30.0%	60.0%
Social Studies	8th Grade Content	All Students	2015-16	43.3%	63.6%	63.6%	9.1%	54.5%	36.4%
ELA	8th Grade Content	Asian	2014-15	82.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	80.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2014-15	63.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	61.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2014-15	46.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	38.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	81.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	58.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	38.2%	<10	<10	<10	<10	<10

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Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2015-16	88.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	63.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	44.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	86.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	88.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	67.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	68.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	46.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	45.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	87.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	60.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	43.3%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	90.0%	90.0%	70.0%	20.0%	10.0%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	70.0%	70.0%	30.0%	40.0%	30.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	40.0%	40.0%	10.0%	30.0%	60.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Language Learners	2014-15	82.4%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	8th Grade Content	English Language Learners	2015-16	78.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Language Learners	2014-15	68.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Language Learners	2015-16	67.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2014-15	31.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2015-16	34.6%	<10	<10	<10	<10	<10

MI-Access Supported Independence

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

MI-Access Participation

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

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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**
All Students	ELA	98.7%	69.6%	99.3%	52.4%	99.0%	52.6%
All Students	Mathematics	98.6%	62.1%	99.3%	37.9%	99.0%	34.7%
All Students	Science	98.1%	50.0%	99.1%	29.4%	98.8%	26.6%
All Students	Social Studies	98.1%	59.3%	99.3%	46.5%	98.8%	35.9%
Bottom 30%	ELA	N/A	25.1%	N/A	3.9%	N/A	3.5%
Bottom 30%	Mathematics	N/A	19.0%	N/A	1.7%	N/A	2.1%
Bottom 30%	Science	N/A	9.8%	N/A	1.8%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.6%	N/A	0.0%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	98.7%	65.6%	96.9%	62.8%
Asian	Mathematics	99.4%	83.7%	98.7%	60.6%	96.9%	59.3%
Asian	Science	99.3%	65.5%	99.0%	39.4%	96.9%	30.0%
Asian	Social Studies	99.3%	76.0%	99.0%	61.2%	<30	<30
Black or African American	ELA	97.7%	46.9%	99.4%	42.4%	99.5%	39.5%
Black or African American	Mathematics	97.4%	37.3%	99.6%	26.5%	100.0%	19.4%
Black or African American	Science	96.5%	23.9%	99.5%	21.8%	100.0%	16.4%
Black or African American	Social Studies	96.6%	33.6%	99.6%	36.1%	100.0%	29.0%
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	60.0%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	38.0%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	97.7%	43.9%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.7%	31.7%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.6%	56.3%	99.4%	59.8%
White	Mathematics	98.9%	68.4%	99.4%	39.0%	98.9%	38.5%
White	Science	98.6%	57.1%	99.1%	31.5%	100.0%	35.3%
White	Social Studies	98.5%	65.8%	99.0%	50.8%	98.4%	40.0%
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	50.3%	98.9%	50.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	37.2%	98.9%	33.9%
Economically Disadvantaged	Science	97.5%	35.0%	99.0%	29.2%	98.6%	27.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.2%	45.5%	98.7%	34.0%
English Language Learners	ELA	98.8%	49.5%	99.0%	48.7%	97.5%	43.3%
English Language Learners	Mathematics	99.0%	48.4%	99.0%	45.1%	97.5%	38.4%



MI School Data

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Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	98.8%	18.0%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	100.0%	34.7%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	98.7%	29.6%	99.0%	29.2%
Students With Disabilities	Mathematics	97.1%	36.5%	98.7%	17.9%	99.0%	15.6%
Students With Disabilities	Science	97.0%	26.5%	100.0%	15.3%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	100.0%	23.9%	100.0%	16.7%



MI School Data

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	72.51%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	82.05%	N/A
Black or African American	67.31%	75.51%	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	65.15%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	68.82%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.41%	98.39%

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

Accountability Status District Data

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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
P.D. Chatterton Middle School	Green	2	Green	2	Green	2	Green	2	Lime	56



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	3	31	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

Annual Education Report P.D. Chatterton Middle School

02/13/2017

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

02/13/2017

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

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NAEP Grade 4 Reading

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

Rounds to zero

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

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



MI School Data

Annual Education Report P.D. Chatterton Middle School

02/13/2017

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

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



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0