

April 14, 2016

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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 Westview 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 the principal, Theresa Swalec, 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 our main office at your child's school.

Key challenges at Westview Elementary supported by the data in the AER report are:

The Michigan Department of Education's Accountability Scorecard for the 2014-15 school year will not be released to the public due to the state's transition to a new online assessment – M-STEP. Accountability Scorecard reporting will return for the 2015-16 school year. Students must meet the definition of Full Academic Year (FAY) students to be included in the accountability system. Students enrolled for only a brief period of time, and that have not yet benefitted from the school's instructional services, are excluded from accountability calculations related to performance. Since the decisions made based upon accountability classifications are often **high-stakes** decisions for schools, **test measurement error** is taken into account in calculating accountability. Students scoring as **provisional proficient** and **growth proficient** are added to the number of students that scored proficient using proficiency **cut scores**, and this change in proficiency calculation dramatically increases the number and percentage of students scoring proficient for accountability on the new state assessment for Westview. We look forward to sharing with you our 2015-16 accountability proficiency results in the fall of 2016.

- Westview students score lowest in the following two areas: science and math.
- Average reading scores for all grades are 36% which is 12% below the state average (proficiency cut scores).
- The percentage of students absent 10 or more days increased by 10% over the last school year.
- African American students are scoring lower in proficiency in all content areas (proficiency cut scores).

Key initiatives being undertaken in the school to accelerate student achievement and close persistent gaps in achievement are:

- Direct instruction – writing and grammar
- Assistive technology/applications
- Differentiated instruction
- Extended day/summer programs
- Investigative questioning

- Guided reading
- Comprehension – explicit instruction
- Writer’s Workshop
- Leveled readers in content areas, including science and social studies
- Multi-Tiered System of Supports (MTSS)
- Walk to read model
- Walk to phonics model
- MCC student tutors
- Title I reading specialists
- Interactive read alouds/Level Literacy Libraries
- Leveled Literacy Intervention – LLI
- Raz-Kids
- Genre units
- Graphic organizers/Thinking Maps
- McGraw Hill – *My Math* CCSS aligned curriculum and staff training
- Parent involvement events
- Positive Behavior Intervention Support (PBIS)/CHAMPS programming
- Student conferencing
- *Imagine It!* – phonics instruction, grades K – 2
- *Corrective Reading* interventions, Grades 3 – 5
- Sustained and ongoing professional development for administrator and staff

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The 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

Westview Elementary is in its third implementation year of the School Improvement Plan (MDE). Westview 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, our building follows a Professional Learning Communities (PLC) model as the process for school improvement. Through our PLCs, our building works collaboratively as grade level teams to monitor student progress, review curriculum and enhance core instruction, and promote professional development.

Westview’s 2015 – 2016 Target Goals include:

- All students at Westview Elementary will become proficient writers.
- All students at Westview Elementary will become proficient in math.
- All students at Westview Elementary will become proficient readers.
- All students at Westview Elementary will become proficient in science.
- All students at Westview Elementary will become proficient in social studies.
- All students at Westview Elementary will improve their social and learning behavior.

As a result of these six data supported goals, we expect to see increases in student achievement at Westview Elementary. A Response to Intervention (RtI)/Multi-Tiered System of Support (MTSS) is in place at all grade levels to target students who are in need of additional literacy and math support. Through the regular analysis of student data, students are targeted for RtI/MTSS specific support. Two Title I reading specialists are trained to support literacy instruction. Our *Corrective Reading* intervention program was implemented in 2013 – 2014 providing services for identified/eligible 31a/Title I students. *Imagine It!* phonics program was implemented in 2013 – 2014 for all K – 2 students. Based on the state’s English Language Proficiency Assessment (WIDA) results, students in grades 2 – 5 in need of additional support in language are seen by an English Language Learner (ELL) highly qualified/certified teacher or an ELL paraprofessional. In addition, extended-day math programs improve student achievement for Tier II and Tier III students not meeting grade-level expectations. Focusing on a well rounded educational experience, students are offered special classes in the areas of art, vocal music, math extension and writing extension (new in 2014 – 15). Student support services include resource rooms, speech therapy, occupational/physical therapy, a social worker and a psychologist.

The home-school connection is a high priority at Westview. Throughout the school year a wide variety of parent meetings are scheduled to familiarize parents with curriculum, assessments, academic and behavior interventions and school-wide discipline expectations. Title I parent meetings support parent partnerships. We want parents to be our partners in fostering student achievement and Westview’s staff works closely with parents to solidify this goal. Parents are also encouraged to volunteer at school in a variety of capacities such as, joining our parent group – PEP (Parents, Educators and Pupils), visiting classrooms and participating in district-wide committees. Parent newsletters provide tips and strategies that can be used to support children at home. In addition, *Raz-Kids*, an on-line tutorial, is also available to students free of charge and may be used to assist students at home. At the building level, a Title I Compact, reviewed and revised annually, is created in partnership with parents/guardians. A comprehensive district Parent Involvement Policy, reviewed annually by Fitzgerald’s Board of Education, and Westview’s building Parent Involvement Plan, reviewed annually by staff and parents, are in place.

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

1. Continue implementing the rigorous Michigan Department of Education’s accountability/school improvement process in the 2015 – 2016 school year;
2. Continue to update facilities and procedures to ensure a safe learning environment;
3. Provide timely and strategic academic and behavior supports for students;
4. Provide extended day/summer academic opportunities;
5. Implement professional development for staff to support curriculum and instruction;
6. Provide advanced and integrated technology access and instruction to improve digital citizenship, communication/collaboration, research, critical thinking and problem solving skills;
7. Continue parent, business and community involvement/engagement opportunities;
8. Provide child care before/after school for elementary students; and
9. Provide early childhood programs to meet the academic, social and emotional needs of students, ages 4 – 5.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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 staff to support 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
- Early Childhood Center offering Great Start Readiness Program (GSRP)
- 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 Center Line, 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 in grades 9 through 12 (Alternative)
- 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 our 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

Local Developmental Reading Assessment (DRA) Proficiency Percentages

Grade Level	May 2014	May 2015
Kindergarten	51%	50%
1 st	51%	43%
2 nd	51%	46%
3 rd	29%	46%
4 th	56%	57%
5 th	65%	64%

Local Math AIMSweb Proficiency Percentages: Math Computation

Grade Level	May 2014	May 2015
1 st	57%	49%
2 nd	57%	58%
3 rd	48%	32%
4 th	21%	26%
5 th	29%	43%

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

Parent – Teacher Conferences Fall 2013 – 2014

School	Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Westview	K	75	75	65	86.7%	86.7%
	1	77	76	64	84.2%	83.1%
	2	78	77	65	84.4%	83.3%
	3	61	61	48	78.7%	78.7%
	4	90	87	70	80.5%	77.8%
	5	57	57	51	89.5%	89.5%
	Total	458	452	380	84.1%	83.0%

Parent – Teacher Conferences Fall 2014 – 2015

School	Grade	Enrollment	Conferences Scheduled	Conferences Held	% Held of Scheduled	% Held of Enrollment
Westview	K	111	111	91	82%	82%
	1	109	110	94	85%	86%
	2	112	111	80	72%	71%
	3	97	96	70	73%	72%
	4	99	117	92	79%	77%
	5	22	98	73	74%	74%
	Sp. Ed	22	19	15	79%	68%
	Total	669	662	515	78%	77%

Westview is proud and appreciative of our students and their hard work and dedication that led to gains in academic achievement. Special thanks to the teachers, administration, support staff and parents for ensuring the students reached this goal. We are fortunate to be part of a community that cares so deeply about education and look forward to continuing our partnership with you.

Sincerely,



Theresa Swalec, Principal
Westview Elementary

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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%	44.6%	44.2%	7.7%	36.5%	42.3%	13.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	American Indian	2013-14	58.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	35.6%	27.3%	0%	27.3%	45.5%	27.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	53.1%	64.3%	14.3%	50%	35.7%	0%
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%	51.7%	45.8%	8.3%	37.5%	41.7%	12.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	52.5%	52%	4%	48%	44%	4%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	37.2%	37%	11.1%	25.9%	40.7%	22.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	43.1%	42.9%	7.1%	35.7%	42.9%	14.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	43.2%	52.9%	5.9%	47.1%	29.4%	17.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2012-13	66.5%	52.3%	64.2%	6.2%	58%	21%	14.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	47.9%	48.1%	0%	48.1%	30.9%	21%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2012-13	44.8%	43.5%	50%	0%	50%	31.8%	18.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	38.5%	35%	0%	35%	40%	25%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2012-13	79%	53.1%	66.7%	6.7%	60%	13.3%	20%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	47.2%	42.1%	0%	42.1%	26.3%	31.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2012-13	53.5%	58.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10
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	2012-13	73%	61.3%	69.2%	10.3%	59%	17.9%	12.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	58.9%	58.3%	0%	58.3%	25%	16.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2012-13	70.2%	50.6%	71%	9.7%	61.3%	16.1%	12.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	44.2%	53.3%	0%	53.3%	26.7%	20%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2012-13	63%	53.4%	60%	4%	56%	24%	16%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	50.4%	45.1%	0%	45.1%	33.3%	21.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2012-13	53.8%	50%	62.5%	3.1%	59.4%	21.9%	15.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	46.1%	46.2%	0%	46.2%	30.8%	23.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2012-13	41.5%	38.7%	60%	6.7%	53.3%	6.7%	33.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	25.8%	29.4%	0%	29.4%	23.5%	47.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2012-13	37.9%	36.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2012-13	68.1%	50.3%	58.3%	1.7%	56.7%	33.3%	8.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	62.8%	64.2%	9.4%	54.7%	28.3%	7.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2012-13	43%	35.8%	58.8%	0%	58.8%	29.4%	11.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	53.6%	66.7%	16.7%	50%	25%	8.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2012-13	79.2%	45.5%	40%	0%	40%	50%	10%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2013-14	80%	60.6%	54.5%	9.1%	45.5%	36.4%	9.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2012-13	57.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2012-13	68.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2012-13	75.1%	63.6%	60.7%	3.6%	57.1%	32.1%	7.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	68.4%	64%	4%	60%	28%	8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2012-13	71.1%	55.2%	71%	0%	71%	25.8%	3.2%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	67.1%	65.5%	6.9%	58.6%	27.6%	6.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2012-13	65.1%	44.6%	44.8%	3.4%	41.4%	41.4%	13.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	58.1%	62.5%	12.5%	50%	29.2%	8.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2012-13	55.1%	48.4%	56.9%	2%	54.9%	33.3%	9.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	62%	63.3%	8.2%	55.1%	28.6%	8.2%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2012-13	39.1%	33.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2013-14	39.2%	37.5%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2012-13	70.4%	58.5%	61.7%	8.3%	53.3%	25%	13.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	American Indian	2012-13	64.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2012-13	47.8%	45.6%	66.7%	0%	66.7%	20%	13.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Asian	2012-13	81.5%	75%	80%	20%	60%	10%	10%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2012-13	58.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2012-13	70.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2012-13	76.9%	69.1%	60%	10%	50%	30%	10%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2012-13	74.1%	65.7%	67.7%	9.7%	58.1%	25.8%	6.5%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2012-13	66.8%	48.6%	55.2%	6.9%	48.3%	24.1%	20.7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2012-13	57.9%	58.8%	65.1%	9.3%	55.8%	27.9%	7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	English Language Learners	2012-13	36.3%	41.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2012-13	36.6%	40%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	24.9%	30.8%	3.8%	26.9%	28.8%	40.4%
Mathematics	2nd Grade Content	American Indian	2013-14	33.7%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	18.2%	14.8%	20%	0%	20%	30%	50%
Mathematics	2nd Grade Content	Asian	2013-14	66%	34.4%	42.9%	7.1%	35.7%	28.6%	28.6%
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

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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	White	2013-14	46.6%	31.7%	32%	4%	28%	28%	40%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	31.3%	36%	4%	32%	20%	44%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	18.6%	25.9%	3.7%	22.2%	37%	37%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	21.6%	29.3%	2.4%	26.8%	29.3%	41.5%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	21.6%	29.4%	5.9%	23.5%	23.5%	47.1%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2012-13	40.9%	27.9%	31.7%	0%	31.7%	26.8%	41.5%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	28.4%	25.3%	2.4%	22.9%	18.1%	56.6%
Mathematics	3rd Grade Content	African American	2012-13	18%	13%	9.1%	0%	9.1%	31.8%	59.1%
Mathematics	3rd Grade Content	African American	2013-14	18.2%	11.9%	9.5%	0%	9.5%	14.3%	76.2%
Mathematics	3rd Grade Content	Asian	2012-13	65.6%	32.4%	25%	0%	25%	18.8%	56.3%
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	32.4%	30%	0%	30%	15%	55%

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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	Hispanic of Any Race	2012-13	25.7%	41.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2012-13	47.4%	37%	43.6%	0%	43.6%	28.2%	28.2%
Mathematics	3rd Grade Content	White	2013-14	52.9%	37.7%	25%	5.6%	19.4%	25%	50%
Mathematics	3rd Grade Content	Female	2012-13	39.8%	26.2%	34.4%	0%	34.4%	28.1%	37.5%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	25.3%	19.4%	0%	19.4%	12.9%	67.7%
Mathematics	3rd Grade Content	Male	2012-13	42%	29.1%	30%	0%	30%	26%	44%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	30.5%	28.8%	3.8%	25%	21.2%	50%
Mathematics	3rd Grade Content	Economically Disadvantaged	2012-13	26.8%	26.3%	30.8%	0%	30.8%	24.6%	44.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	27.5%	25.4%	1.5%	23.9%	19.4%	55.2%

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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	English Language Learners	2012-13	23%	21.2%	25%	0%	25%	18.8%	56.3%
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	12.5%	11.1%	0%	11.1%	11.1%	77.8%
Mathematics	3rd Grade Content	Students With Disabilities	2012-13	21.5%	15.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	9.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2012-13	46.1%	38.7%	39.3%	1.6%	37.7%	11.5%	49.2%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	34.4%	32.1%	0%	32.1%	24.5%	43.4%
Mathematics	4th Grade Content	African American	2012-13	20%	22.1%	29.4%	0%	29.4%	11.8%	58.8%
Mathematics	4th Grade Content	African American	2013-14	20%	22%	25%	0%	25%	41.7%	33.3%
Mathematics	4th Grade Content	Asian	2012-13	71.4%	54.5%	40%	0%	40%	10%	50%
Mathematics	4th Grade Content	Asian	2013-14	73.6%	42.4%	18.2%	0%	18.2%	27.3%	54.5%
Mathematics	4th Grade Content	Hispanic of Any Race	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	<10	<10	<10	<10	<10	<10

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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	Two or More Races	2012-13	44.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2012-13	53%	44.8%	41.4%	3.4%	37.9%	6.9%	51.7%
Mathematics	4th Grade Content	White	2013-14	51.7%	44.8%	44%	0%	44%	12%	44%
Mathematics	4th Grade Content	Female	2012-13	45.7%	35.4%	38.7%	0%	38.7%	9.7%	51.6%
Mathematics	4th Grade Content	Female	2013-14	44.7%	31%	23.3%	0%	23.3%	23.3%	53.3%
Mathematics	4th Grade Content	Male	2012-13	46.4%	42.4%	40%	3.3%	36.7%	13.3%	46.7%
Mathematics	4th Grade Content	Male	2013-14	45.7%	38.2%	43.5%	0%	43.5%	26.1%	30.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2012-13	31.1%	36.9%	42.3%	1.9%	40.4%	5.8%	51.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	32.6%	31.3%	0%	31.3%	25%	43.8%
Mathematics	4th Grade Content	English Language Learners	2012-13	24.4%	32.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2013-14	23.1%	16%	<10	<10	<10	<10	<10

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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	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2012-13	45.7%	36.1%	39%	0%	39%	22%	39%
Mathematics	5th Grade Content	American Indian	2012-13	34.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	African American	2012-13	20.5%	21.1%	26.7%	0%	26.7%	26.7%	46.7%
Mathematics	5th Grade Content	Asian	2012-13	74.7%	50%	40%	0%	40%	30%	30%
Mathematics	5th Grade Content	Hispanic of Any Race	2012-13	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2012-13	42.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2012-13	52.4%	46.3%	51.7%	0%	51.7%	17.2%	31%
Mathematics	5th Grade Content	Female	2012-13	43.9%	34.3%	40%	0%	40%	26.7%	33.3%
Mathematics	5th Grade Content	Male	2012-13	47.5%	38.5%	37.9%	0%	37.9%	17.2%	44.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2012-13	30.3%	37.3%	39.5%	0%	39.5%	25.6%	34.9%

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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	5th Grade Content	English Language Learners	2012-13	22.9%	16%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2012-13	19.9%	16.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	16.8%	6.9%	9.1%	0%	9.1%	25.5%	65.5%
Science	4th Grade Content	African American	2013-14	3.3%	6.1%	7.7%	0%	7.7%	30.8%	61.5%
Science	4th Grade Content	Asian	2013-14	30.1%	2.9%	9.1%	0%	9.1%	36.4%	54.5%
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	20.7%	9.7%	7.7%	0%	7.7%	23.1%	69.2%
Science	4th Grade Content	Female	2013-14	15.9%	5.6%	3.3%	0%	3.3%	23.3%	73.3%
Science	4th Grade Content	Male	2013-14	17.7%	8.4%	16%	0%	16%	28%	56%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	5.1%	8%	0%	8%	24%	68%
Science	4th Grade Content	English Language Learners	2013-14	2.9%	0%	<10	<10	<10	<10	<10

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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	Students With Disabilities	2013-14	5.6%	0%	<10	<10	<10	<10	<10
Science	5th Grade Content	All Students	2012-13	13.1%	3.1%	4.5%	0%	4.5%	24.2%	71.2%
Science	5th Grade Content	American Indian	2012-13	8.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade Content	African American	2012-13	2.6%	0%	0%	0%	0%	17.6%	82.4%
Science	5th Grade Content	Asian	2012-13	26.6%	3.7%	10%	0%	10%	40%	50%
Science	5th Grade Content	Hispanic of Any Race	2012-13	5.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade Content	Two or More Races	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	5th Grade Content	White	2012-13	16%	5.4%	5.9%	0%	5.9%	26.5%	67.6%
Science	5th Grade Content	Female	2012-13	11.6%	2.8%	3.1%	0%	3.1%	28.1%	68.8%
Science	5th Grade Content	Male	2012-13	14.5%	3.5%	5.9%	0%	5.9%	20.6%	73.5%
Science	5th Grade Content	Economically Disadvantaged	2012-13	5.8%	2.4%	2%	0%	2%	28.6%	69.4%
Science	5th Grade Content	English Language Learners	2012-13	1.4%	0%	<10	<10	<10	<10	<10

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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	5th Grade Content	Students With Disabilities	2012-13	4.1%	0%	0%	0%	0%	8.3%	91.7%



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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
Westview 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	2012-13	63.7%	54.5%	100%	0%	100%	0%
Mathematics	3rd	All Students	2013-14	61.9%	30.8%	28.6%	0%	28.6%	71.4%
Mathematics	3rd	American Indian	2013-14	65%	<10	<10	<10	<10	<10
Mathematics	3rd	African American	2013-14	52.5%	14.3%	33.3%	0%	33.3%	66.7%
Mathematics	3rd	Asian	2012-13	59.1%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2012-13	68.3%	100%	100%	0%	100%	0%
Mathematics	3rd	White	2013-14	66%	60%	33.3%	0%	33.3%	66.7%
Mathematics	3rd	Female	2012-13	58.4%	50%	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	20%	<10	<10	<10	<10
Mathematics	3rd	Male	2012-13	66.4%	57.1%	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	37.5%	40%	0%	40%	60%
Mathematics	3rd	Economically Disadvantaged	2012-13	62.4%	50%	100%	0%	100%	0%
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	27.3%	20%	0%	20%	80%
Mathematics	3rd	English Language Learners	2012-13	60.9%	<10	<10	<10	<10	<10
Mathematics	4th	All Students	2012-13	57.5%	85.7%	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	27.3%	33.3%	33.3%	0%	66.7%
Mathematics	4th	White	2012-13	63.6%	75%	<10	<10	<10	<10

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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	4th	White	2013-14	59.8%	25%	33.3%	33.3%	0%	66.7%
Mathematics	4th	Female	2013-14	53.7%	33.3%	<10	<10	<10	<10
Mathematics	4th	Male	2012-13	57.9%	100%	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	20%	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2012-13	55.5%	85.7%	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	27.3%	33.3%	33.3%	0%	66.7%
Mathematics	5th	All Students	2012-13	58.5%	50%	57.1%	0%	57.1%	42.9%
Mathematics	5th	All Students	2013-14	56.8%	38.5%	<10	<10	<10	<10
Mathematics	5th	African American	2012-13	47.4%	33.3%	<10	<10	<10	<10
Mathematics	5th	African American	2013-14	44.8%	28.6%	<10	<10	<10	<10
Mathematics	5th	White	2012-13	64%	57.1%	60%	0%	60%	40%
Mathematics	5th	White	2013-14	63%	25%	<10	<10	<10	<10
Mathematics	5th	Female	2012-13	55.1%	20%	<10	<10	<10	<10
Mathematics	5th	Male	2012-13	60.4%	71.4%	80%	0%	80%	20%
Mathematics	5th	Male	2013-14	58.9%	28.6%	<10	<10	<10	<10
Mathematics	5th	Economically Disadvantaged	2012-13	55.7%	54.5%	66.7%	0%	66.7%	33.3%

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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	5th	Economically Disadvantaged	2013-14	54.1%	38.5%	<10	<10	<10	<10
Mathematics	5th	English Language Learners	2012-13	57.1%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2012-13	39.3%	8.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	All Students	2013-14	38.7%	43.8%	28.6%	14.3%	14.3%	71.4%
Reading	3rd	American Indian	2013-14	50%	<10	<10	<10	<10	<10
Reading	3rd	African American	2013-14	30.4%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	Asian	2012-13	33.3%	<10	<10	<10	<10	<10
Reading	3rd	White	2012-13	42.8%	25%	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	60%	33.3%	33.3%	0%	66.7%
Reading	3rd	Female	2012-13	41.5%	33.3%	<10	<10	<10	<10
Reading	3rd	Female	2013-14	38.2%	42.9%	<10	<10	<10	<10
Reading	3rd	Male	2012-13	38.3%	0%	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	44.4%	40%	20%	20%	60%
Reading	3rd	Economically Disadvantaged	2012-13	34.6%	10%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	42.9%	20%	20%	0%	80%

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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
Reading	3rd	English Language Learners	2012-13	31.3%	<10	<10	<10	<10	<10
Reading	4th	All Students	2012-13	46.3%	37.5%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	28.6%	33.3%	0%	33.3%	66.7%
Reading	4th	White	2012-13	51.4%	25%	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	16.7%	33.3%	0%	33.3%	66.7%
Reading	4th	Female	2013-14	46.2%	0%	<10	<10	<10	<10
Reading	4th	Male	2012-13	44%	50%	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	44.4%	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2012-13	43.3%	37.5%	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	30.8%	33.3%	0%	33.3%	66.7%
Reading	5th	All Students	2012-13	59.8%	57.1%	66.7%	16.7%	50%	33.3%
Reading	5th	All Students	2013-14	59.8%	73.3%	<10	<10	<10	<10
Reading	5th	African American	2012-13	50.4%	50%	<10	<10	<10	<10
Reading	5th	African American	2013-14	48.5%	66.7%	<10	<10	<10	<10
Reading	5th	White	2012-13	63.4%	66.7%	75%	0%	75%	25%
Reading	5th	Female	2012-13	64.2%	25%	<10	<10	<10	<10

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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
Reading	5th	Male	2012-13	57.4%	70%	80%	20%	60%	20%
Reading	5th	Male	2013-14	56.7%	75%	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2012-13	58%	57.1%	66.7%	16.7%	50%	33.3%
Reading	5th	Economically Disadvantaged	2013-14	56.9%	71.4%	<10	<10	<10	<10

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Westview 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	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	African American	2013-14	70.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2012-13	77.5%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2012-13	81.7%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2012-13	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	African American	2012-13	73.2%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	African American	2013-14	71.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2012-13	80.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2012-13	84.9%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2012-13	77.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	3rd Grade Content	Female	2012-13	81.7%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Female	2013-14	77.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2012-13	77.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	83.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Male	2012-13	81.7%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2012-13	78.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2012-13	81.2%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2012-13	79.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	4th Grade Content	All Students	2012-13	75.1%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	4th Grade Content	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2012-13	76.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	59.2%	<10	<10	<10	<10	<10
Reading	4th Grade Content	African American	2012-13	75.6%	<10	<10	<10	<10	<10
Reading	4th Grade Content	African American	2013-14	70.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2013-14	38.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2012-13	80.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	4th Grade Content	White	2012-13	75.1%	<10	<10	<10	<10	<10
Reading	4th Grade Content	White	2013-14	76.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	52.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2012-13	75.3%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Female	2013-14	62.1%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Female	2012-13	74%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Female	2013-14	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2013-14	45.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2012-13	81.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2013-14	66.4%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Male	2012-13	75.6%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Male	2013-14	73.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2013-14	48.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2012-13	79.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2012-13	74.8%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2012-13	68.4%	<10	<10	<10	<10	<10
Reading	5th Grade Content	All Students	2012-13	79.7%	<10	<10	<10	<10	<10
Science	5th Grade Content	All Students	2012-13	50.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	African American	2012-13	63.6%	<10	<10	<10	<10	<10
Reading	5th Grade Content	African American	2012-13	74.4%	<10	<10	<10	<10	<10
Science	5th Grade Content	African American	2012-13	41.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2012-13	71.1%	<10	<10	<10	<10	<10
Reading	5th Grade Content	White	2012-13	82.1%	<10	<10	<10	<10	<10
Science	5th Grade Content	White	2012-13	55%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2012-13	65.1%	<10	<10	<10	<10	<10
Reading	5th Grade Content	Female	2012-13	80.8%	<10	<10	<10	<10	<10
Science	5th Grade Content	Female	2012-13	44.4%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Male	2012-13	70.2%	<10	<10	<10	<10	<10
Reading	5th Grade Content	Male	2012-13	79.1%	<10	<10	<10	<10	<10
Science	5th Grade Content	Male	2012-13	53.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2012-13	69.2%	<10	<10	<10	<10	<10
Reading	5th Grade Content	Economically Disadvantaged	2012-13	78.9%	<10	<10	<10	<10	<10
Science	5th Grade Content	Economically Disadvantaged	2012-13	51.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2012-13	68%	<10	<10	<10	<10	<10
Reading	5th Grade Content	English Language Learners	2012-13	76.4%	<10	<10	<10	<10	<10
Science	5th Grade Content	English Language Learners	2012-13	34.3%	<10	<10	<10	<10	<10

Annual Education Report
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MI -Access Supported Independence

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

Annual Education Report
Westview 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
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No Data to Display

Annual Education Report

Westview 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	99%	62.2%	98.7%	43.8%	99.5%	54.4%
All Students	Reading	99.1%	85.8%	98.9%	75.2%	99.1%	74.8%
All Students	Science	98.3%	42.9%	97.6%	23.8%	100%	22.6%
All Students	Social Studies	97.3%	57.3%	97.7%	37.7%	N/A	41%
All Students	Writing	98.5%	73.2%	98.7%	60%	100%	65.4%
Bottom 30%	Mathematics	N/A	18.9%	N/A	7.1%	N/A	12.4%
Bottom 30%	Reading	N/A	60.1%	N/A	36.2%	N/A	39.5%
Bottom 30%	Science	N/A	1.5%	N/A	0%	N/A	<30
Bottom 30%	Social Studies	N/A	9.1%	N/A	0%	N/A	<30
Bottom 30%	Writing	N/A	26.5%	N/A	0%	N/A	<30
American Indian	Mathematics	98.9%	54.1%	<30	<30	<30	<30
American Indian	Reading	99%	83.4%	<30	<30	<30	<30
American Indian	Science	98.4%	35.6%	<30	<30	N/A	N/A
American Indian	Social Studies	97.7%	49.7%	<30	<30	N/A	<30
American Indian	Writing	98.5%	63.2%	<30	<30	N/A	N/A
African American	Mathematics	97.5%	39.5%	98.1%	32.2%	100%	47.8%
African American	Reading	97.9%	72.2%	98.6%	67.7%	98.1%	71%
African American	Science	95.8%	14.9%	97%	12.5%	<30	<30
African American	Social Studies	93.6%	28.4%	96.9%	29.3%	N/A	<30
African American	Writing	96.4%	54.4%	98.5%	49.8%	<30	<30
Asian	Mathematics	99.6%	82.8%	99.1%	54%	100%	58.1%
Asian	Reading	99.5%	91.9%	99.1%	76.5%	100%	83.7%
Asian	Science	99.4%	61.1%	97.7%	34.2%	<30	<30
Asian	Social Studies	99.1%	74.4%	98%	53%	N/A	<30
Asian	Writing	99%	86%	98.1%	69.3%	<30	<30

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Mathematics	99.1%	51.5%	97.8%	47.5%	<30	<30
Hispanic of Any Race	Reading	99.2%	80.5%	97.8%	77.5%	<30	<30
Hispanic of Any Race	Science	98.5%	26.7%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.5%	42.7%	<30	<30	N/A	<30
Hispanic of Any Race	Writing	98.8%	64.3%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	99%	67.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Reading	98.8%	87.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.1%	48.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.9%	65.5%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Writing	99%	76.6%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	99.3%	60.4%	100%	47.6%	<30	<30
Two or More Races	Reading	99.4%	86.3%	100%	85.7%	<30	<30
Two or More Races	Science	98.9%	40.6%	<30	<30	<30	<30
Two or More Races	Social Studies	98.2%	53.8%	<30	<30	N/A	<30
Two or More Races	Writing	99.1%	72.8%	<30	<30	<30	<30
White	Mathematics	99.3%	67.9%	99.2%	50.4%	99%	58.5%

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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**
White	Reading	99.4%	89.3%	99%	80.9%	99%	73.9%
White	Science	98.9%	50.1%	98.2%	28.7%	100%	21.9%
White	Social Studies	98.2%	64.5%	98.1%	40.2%	N/A	40.6%
White	Writing	99%	77.8%	99.6%	65.7%	100%	65%
Economically Disadvantaged	Mathematics	98.6%	49.7%	98.6%	43.2%	100%	57.3%
Economically Disadvantaged	Reading	98.8%	78.5%	98.8%	73%	99.4%	72.3%
Economically Disadvantaged	Science	97.4%	26.4%	97.1%	21.3%	100%	21.4%
Economically Disadvantaged	Social Studies	95.8%	40.4%	97.2%	35.3%	N/A	41.3%
Economically Disadvantaged	Writing	97.8%	61.3%	98.3%	57.2%	100%	63.9%
English Language Learners	Mathematics	99.2%	46%	98.8%	38.3%	100%	36.2%
English Language Learners	Reading	99%	69.8%	98.8%	66.5%	100%	72.3%
English Language Learners	Science	98.4%	11.2%	96.7%	10.9%	<30	<30
English Language Learners	Social Studies	97.5%	22.7%	97.1%	27.4%	N/A	<30
English Language Learners	Writing	98%	51.1%	97.3%	50.8%	<30	<30
Students With Disabilities	Mathematics	98.1%	39.7%	99.5%	30.1%	100%	32.6%
Students With Disabilities	Reading	98.4%	56.2%	100%	38.5%	100%	41.3%
Students With Disabilities	Science	97.2%	16.1%	100%	12.7%	<30	<30
Students With Disabilities	Social Studies	92.3%	21.7%	98.3%	13.2%	N/A	<30
Students With Disabilities	Writing	97.7%	35.2%	100%	36.8%	<30	<30

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Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	77.0%	74.7%	N/A
American Indian	64.1%	N/A	N/A
African American	60.5%	78.6%	N/A
Asian	87.9%	83.3%	N/A
Hispanic of Any Race	67.3%	N/A	N/A
Migrant	70.5%	N/A	N/A
Native Hawaiian or Other Pacific Islander	69.2%	N/A	N/A
Two or More Races	73.9%	N/A	N/A
White	82.1%	70.3%	N/A
Female	81.5%	N/A	N/A
Male	72.7%	N/A	N/A
Economically Disadvantaged	63.9%	75.7%	N/A
English Language Learners	65.4%	N/A	N/A
Students With Disabilities	53.6%	41.2%	N/A
Homeless	54.2%	N/A	N/A
Bottom 30%	N/A	81.4%	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	94.3%	93.0%	93.0%

* 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
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No Data to Display

Annual Education Report
 Westview 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
Fitzgerald Public Schools	Westview Elementary School		Green	2	Green	2	Green	2	Yellow	1	Green	2	Yellow	45

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 Westview 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	0	11	33	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	3.4%	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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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	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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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	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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NAEP Grade 12 Math

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

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

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	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.

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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	#
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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NAEP Grade 12 Reading

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

Rounds to zero

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

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NAEP Participation Data

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