ERIE ELEMENTARY SCHOOL

CHIPPEWA VALLEY SCHOOLS

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August 14, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Erie Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Dr. Jerry Evanski, principal of Erie Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.chippewavalleyschools.org/schools/elementary-schools/erie/about-us/aer/ or you may review a copy from the office at Erie Elementary School.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of it's student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Erie Elementary School has not been given one of these labels.

The key challenges we face at Erie are incorporating the Core Curriculum, specifically in the area of math, and gathering and using data to support student learning.

To raise student achievement in the area of math, we focused intensely last year on the Common Core, using release time, PLC time and planning time to update curriculum maps, and finding appropriate rich tasks and investigations. We will be continuing our focusing on math this year as well.

We have common assessments in reading, writing and math, and have begun the data team process to analyze the data and create appropriate interventions for struggling students, and to challenge students already at grade level. We welcome the district's commitment to the NWEA assessments this year, as we continue to refine our ability to analyze data and expand our intervention offerings.

State law requires that we also report additional information, including the process for how pupils are assigned to each school, the status of our school improvement plan, how to get a copy of our core curriculum, and a summary of our MEAP assessments for the last two years.

Pupil Assignment

Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.

School Improvement

This year at Erie, we have worked hard to make progress on our three school improvement goals. They are:

1. All students will improve their ability to apply mathematical representations to everyday real-world situations.
2. All students will improve their informational reading skills.
3. All students will improve their informational writing skills

These goals were chosen after analyzing assessment data. We have implemented common assessments in all grades, kindergarten through fifth grade in reading, writing and math. We look at the results of those assessments regularly at data team meetings and staff meetings. The data is analyzed and used to create intervention groups for students who are below grade level, and groups to challenge students who may be at or above grade level.

We continue to find more ways to get parents and community involved in our school improvement process. In addition to our regular PTO meetings, redesigned web page, classroom and school newsletters, we also now have a Face Book page to have another avenue for parent communication.

Core Curriculum

Information regarding the core curriculum can be found by visiting the MDE website at http://www.michigan.gov/mde. Our curriculum is based upon GLCEs at grades K-8 and HSCEs at grades 9-12. As a school district we are currently transitioning over to the Core Curriculum Standards. These standards have been adopted by most of the states, and were recently adopted by the State of Michigan. Parents can also access the curriculum by visiting the Erie Elementary School main office and requesting a copy of curriculum maps for each grade level.

Student Achievement Data

Our student achievement data is supportive evidence that our school improvement efforts are succeeding.

The number of Erie third graders receiving a score of 1 or 2 on the reading portion of the MEAP was 60% in 2011. This fall, in 2012, 64% of our third graders were scored as proficient in reading. Third grade math scores went from 15% of third grade students achieving a score of 1 or 2 in 2011 to 22% of our students becoming proficient in 2012.

In 2011 73% of our fourth graders scored a 1 or 2 in the reading portion of the MEAP test. In 2012, 69% of our fourth graders were scored proficient in reading. 4th grade math scores went from 31% of our students scoring a 1 or 2 on the MEAP in 2011 to 30% of our students being proficient in math in 2012.

Fifth grade reading continued to climb from 75% proficient in 2011 to 84% proficient in 2012. In 2011, 36% of our students were proficient in math. That percentage stayed the same this year, as 36% of our students were proficient in 2012.

End of year assessments are given to students in grades K-2 district-wide. You can view aggregate results by clicking on the following link: K-2 Assessments

Our parent-teacher conferences are well-attended with over 95% of our parents in attendance.

At Erie Elementary School, we continue to strive to create an optimal learning environment for the students. Our parent support is phenomenal. We had PTO and community support many of our all-school and community events, such as our Festival of the Arts, music programs, Jump Rope for Heart and Fun Day. We are very pleased that we were awarded a $60,000 grant to implement The Leader in Me program at Erie next year. The dedication of the staff and parents is evidenced by the fact that 100% of the staff and all of the PTO officers that have committed to being trained over the summer on this program.

Thank you to all staff, students, parents and community members for supporting Erie Elementary and making it another spectacular year for our students.

Sincerely,

Dr. Jerry Evanski
Principal
Erie Elementary School

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100	36.3	35	15.2	0	15.2	26.6	58.2
Mathematics	3rd Grade	All Students	2012-13	100	40.9	34.9	22.2	0	22.2	34.6	43.2
Mathematics	3rd Grade	African American	2011-12	100	14.5	14.9	0	0	0	0	100
Mathematics	3rd Grade	African American	2012-13	100	18	25.3	20	0	20	0	80
Mathematics	3rd Grade	American Indian	2011-12	100	28.8	0	0	0	0	100	0
Mathematics	3rd Grade	Asian	2011-12	100	62.9	32	0	0	0	0	100
Mathematics	3rd Grade	Asian	2012-13	100	65.6	40	0	0	0	0	100
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100	23	14.7	0	0	0	40	60
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	100	25.7	22.7	0	0	0	50	50
Mathematics	3rd Grade	Two or More Races	2011-12	100	34.4	28.6	20	0	20	20	60
Mathematics	3rd Grade	Two or More Races	2012-13	100	40	34	0	0	0	50	50
Mathematics	3rd Grade	White	2011-12	100	42.3	37.6	18	0	18	27.9	54.1
Mathematics	3rd Grade	White	2012-13	100	47.4	36	23.9	0	23.9	36.6	39.4
Mathematics	3rd Grade	Female	2011-12	100	34.9	33	10.8	0	10.8	29.7	59.5
Mathematics	3rd Grade	Female	2012-13	100	39.8	32.1	12.5	0	12.5	35	52.5
Mathematics	3rd Grade	Male	2011-12	100	37.6	36.8	19	0	19	23.8	57.1
Mathematics	3rd Grade	Male	2012-13	100	42	37.5	31.7	0	31.7	34.1	34.1

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Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100	23	19.2	3.8	0	3.8	30.8	65.4
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	26.8	24.6	14.8	0	14.8	25.9	59.3
Mathematics	3rd Grade	English Language Learners	2011-12	100	21.9	15.9	0	0	0	0	100
Mathematics	3rd Grade	English Language Learners	2012-13	100	23	13.7	0	0	0	37.5	62.5
Mathematics	3rd Grade	Students With Disabilities	2011-12	100	18.5	11.5	0	0	0	28.6	71.4
Mathematics	3rd Grade	Students With Disabilities	2012-13	100	21.5	17.8	16.7	0	16.7	0	83.3
Mathematics	4th Grade	All Students	2011-12	100	39.9	40.1	30.6	0	30.6	26.5	42.9
Mathematics	4th Grade	All Students	2012-13	100	46.1	45.6	31.4	1.2	30.2	15.1	53.5
Mathematics	4th Grade	African American	2011-12	100	15.9	12.9	0	0	0	50	50
Mathematics	4th Grade	African American	2012-13	100	20	25.9	0	0	0	0	100
Mathematics	4th Grade	American Indian	2012-13	100	39.8	25	100	0	100	0	0
Mathematics	4th Grade	Asian	2011-12	100	68.1	53.5	100	0	100	0	0
Mathematics	4th Grade	Asian	2012-13	100	71.4	37.9	0	0	0	0	100
Mathematics	4th Grade	Hispanic of Any Race	2011-12	100	26.1	13.2	0	0	0	0	100

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Mathematics	4th Grade	Hispanic of Any Race	2012-13	100	33.3	36.1	40	0	40	20	40
Mathematics	4th Grade	Two or More Races	2011-12	100	38.6	50	100	0	100	0	0
Mathematics	4th Grade	Two or More Races	2012-13	100	44.3	44.2	40	0	40	20	40
Mathematics	4th Grade	White	2011-12	100	46.4	42	30.7	0	30.7	27.3	42
Mathematics	4th Grade	White	2012-13	100	53	47.5	31.4	1.4	30	15.7	52.9
Mathematics	4th Grade	Female	2011-12	100	38.5	40.4	29.5	0	29.5	27.3	43.2
Mathematics	4th Grade	Female	2012-13	100	45.7	44.7	35	2.5	32.5	22.5	42.5
Mathematics	4th Grade	Male	2011-12	100	41.2	39.7	31.5	0	31.5	25.9	42.6
Mathematics	4th Grade	Male	2012-13	100	46.4	46.5	28.3	0	28.3	8.7	63
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100	25.3	21.1	9.7	0	9.7	22.6	67.7
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100	31.1	34.5	14.8	0	14.8	11.1	74.1
Mathematics	4th Grade	English Language Learners	2011-12	100	20.9	8.4	0	0	0	0	100
Mathematics	4th Grade	English Language Learners	2012-13	100	24.4	18.6	0	0	0	20	80
Mathematics	4th Grade	Students With Disabilities	2011-12	100	18.3	23.1	18.2	0	18.2	9.1	72.7
Mathematics	4th Grade	Students With Disabilities	2012-13	100	23	20	12.5	0	12.5	0	87.5

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Mathematics	5th Grade	All Students	2011-12	100	39.6	41.2	36	2.2	33.7	28.1	36
Mathematics	5th Grade	All Students	2012-13	100	45.7	48	36.4	0.9	35.5	17.8	45.8
Mathematics	5th Grade	African American	2011-12	100	17	25.3	41.7	0	41.7	25	33.3
Mathematics	5th Grade	African American	2012-13	100	20.5	26.6	0	0	0	0	100
Mathematics	5th Grade	Asian	2012-13	100	74.7	68.2	100	0	100	0	0
Mathematics	5th Grade	Hispanic of Any Race	2011-12	100	26.2	23.4	50	0	50	50	0
Mathematics	5th Grade	Hispanic of Any Race	2012-13	100	31.7	32.4	0	0	0	0	100
Mathematics	5th Grade	Native Hawaiian or Other Pacific Islander	2011-12	100	44.8	100	100	0	100	0	0
Mathematics	5th Grade	Two or More Races	2011-12	100	37.2	35.5	0	0	0	100	0
Mathematics	5th Grade	Two or More Races	2012-13	100	42.7	37.5	100	0	100	0	0
Mathematics	5th Grade	White	2011-12	100	45.7	43.4	34.7	2.8	31.9	26.4	38.9
Mathematics	5th Grade	White	2012-13	100	52.4	49.7	37.4	1	36.4	19.2	43.4
Mathematics	5th Grade	Female	2011-12	100	37.5	39.9	28.9	2.2	26.7	33.3	37.8
Mathematics	5th Grade	Female	2012-13	100	43.9	45.9	34.7	0	34.7	16.3	49
Mathematics	5th Grade	Male	2011-12	100	41.6	42.6	43.2	2.3	40.9	22.7	34.1
Mathematics	5th Grade	Male	2012-13	100	47.5	50.1	37.9	1.7	36.2	19	43.1

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Mathematics	5th Grade	Economically Disadvantaged	2011-12	100	24.9	21.9	12.5	0	12.5	33.3	54.2
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100	30.3	34	15.2	0	15.2	12.1	72.7
Mathematics	5th Grade	English Language Learners	2011-12	100	21.7	13	0	0	0	0	100
Mathematics	5th Grade	English Language Learners	2012-13	100	22.9	17.5	7.7	0	7.7	0	92.3
Mathematics	5th Grade	Students With Disabilities	2011-12	100	16	18.6	50	16.7	33.3	16.7	33.3
Mathematics	5th Grade	Students With Disabilities	2012-13	100	19.9	20.6	14.3	0	14.3	0	85.7
Reading	3rd Grade	All Students	2011-12	98.8	62.4	67.2	60.5	9.9	50.6	32.1	7.4
Reading	3rd Grade	All Students	2012-13	100	66.5	73.1	64.2	4.9	59.3	29.6	6.2
Reading	3rd Grade	African American	2011-12	100	38.4	53.7	66.7	0	66.7	16.7	16.7
Reading	3rd Grade	African American	2012-13	100	44.8	57.5	80	20	60	20	0
Reading	3rd Grade	American Indian	2011-12	100	59.3	33.3	100	100	0	0	0
Reading	3rd Grade	Asian	2011-12	100	73.7	64	0	0	0	100	0
Reading	3rd Grade	Asian	2012-13	100	79	66.7	100	0	100	0	0
Reading	3rd Grade	Hispanic of Any Race	2011-12	100	47.6	58.8	80	20	60	20	0

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Reading	3rd Grade	Hispanic of Any Race	2012-13	100	53.5	62.8	50	0	50	50	0
Reading	3rd Grade	Two or More Races	2011-12	100	63	68.3	80	0	80	20	0
Reading	3rd Grade	Two or More Races	2012-13	100	67.6	80.9	100	0	100	0	0
Reading	3rd Grade	White	2011-12	98.4	69.8	68.6	57.1	9.5	47.6	34.9	7.9
Reading	3rd Grade	White	2012-13	100	73	74.3	62	4.2	57.7	31	7
Reading	3rd Grade	Female	2011-12	100	65.9	68.8	63.2	10.5	52.6	34.2	2.6
Reading	3rd Grade	Female	2012-13	100	70.2	77	55	2.5	52.5	37.5	7.5
Reading	3rd Grade	Male	2011-12	97.7	59	65.7	58.1	9.3	48.8	30.2	11.6
Reading	3rd Grade	Male	2012-13	100	63	69.4	73.2	7.3	65.9	22	4.9
Reading	3rd Grade	Economically Disadvantaged	2011-12	100	49.5	54.7	40.7	7.4	33.3	44.4	14.8
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	53.8	61.6	51.9	7.4	44.4	37	11.1
Reading	3rd Grade	English Language Learners	2011-12	80	34.7	34.6	0	0	0	75	25
Reading	3rd Grade	English Language Learners	2012-13	100	41.5	53	25	0	25	75	0
Reading	3rd Grade	Students With Disabilities	2011-12	100	34.3	33.8	28.6	0	28.6	28.6	42.9
Reading	3rd Grade	Students With Disabilities	2012-13	100	37.9	45	33.3	0	33.3	33.3	33.3

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Reading	4th Grade	All Students	2011-12	100	67.7	76.7	73.2	6.2	67	19.6	7.2
Reading	4th Grade	All Students	2012-13	100	68.1	76.5	69	2.4	66.7	23.8	7.1
Reading	4th Grade	African American	2011-12	100	45.1	56.1	50	0	50	25	25
Reading	4th Grade	African American	2012-13	100	43	63.2	100	0	100	0	0
Reading	4th Grade	American Indian	2012-13	100	66.4	25	100	0	100	0	0
Reading	4th Grade	Asian	2011-12	100	81	76.7	100	0	100	0	0
Reading	4th Grade	Asian	2012-13	100	79.2	78.6	0	0	0	100	0
Reading	4th Grade	Hispanic of Any Race	2011-12	100	54.1	63.2	0	0	0	100	0
Reading	4th Grade	Hispanic of Any Race	2012-13	100	57.5	55.6	80	0	80	20	0
Reading	4th Grade	Two or More Races	2011-12	100	66.6	77.1	100	50	50	0	0
Reading	4th Grade	Two or More Races	2012-13	100	68.7	76.2	100	0	100	0	0
Reading	4th Grade	White	2011-12	100	74.4	78.6	75.9	5.7	70.1	17.2	6.9
Reading	4th Grade	White	2012-13	100	75.1	78.3	64.7	2.9	61.8	26.5	8.8
Reading	4th Grade	Female	2011-12	100	71.7	81.2	75	6.8	68.2	18.2	6.8
Reading	4th Grade	Female	2012-13	100	71.1	78.5	60	2.5	57.5	32.5	7.5
Reading	4th Grade	Male	2011-12	100	63.7	72.3	71.7	5.7	66	20.8	7.5
Reading	4th Grade	Male	2012-13	100	65.1	74.6	77.3	2.3	75	15.9	6.8

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Reading	4th Grade	Economically Disadvantaged	2011-12	100	55	61.4	41.9	0	41.9	38.7	19.4
Reading	4th Grade	Economically Disadvantaged	2012-13	100	55.1	64.3	48.1	0	48.1	37	14.8
Reading	4th Grade	English Language Learners	2011-12	100	38.8	54.4	44.4	0	44.4	33.3	22.2
Reading	4th Grade	English Language Learners	2012-13	100	39.1	49.4	40	0	40	40	20
Reading	4th Grade	Students With Disabilities	2011-12	100	35	48.5	50	0	50	10	40
Reading	4th Grade	Students With Disabilities	2012-13	100	38.3	54.2	50	0	50	50	0
Reading	5th Grade	All Students	2011-12	100	68.8	77	75	20.5	54.5	20.5	4.5
Reading	5th Grade	All Students	2012-13	100	70.4	79.6	69.8	12.3	57.5	19.8	10.4
Reading	5th Grade	African American	2011-12	100	48.3	65.6	75	16.7	58.3	16.7	8.3
Reading	5th Grade	African American	2012-13	100	47.8	60.8	75	0	75	0	25
Reading	5th Grade	Asian	2012-13	100	81.5	81.8	100	0	100	0	0
Reading	5th Grade	Hispanic of Any Race	2011-12	100	57	63	100	50	50	0	0
Reading	5th Grade	Hispanic of Any Race	2012-13	100	58.1	70.3	50	0	50	0	50

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Reading	5th Grade	Native Hawaiian or Other Pacific Islander	2011-12	100	81.3	100	100	0	100	0	0
Reading	5th Grade	Two or More Races	2011-12	100	68.7	77.4	50	0	50	50	0
Reading	5th Grade	Two or More Races	2012-13	100	70.4	72.5	100	0	100	0	0
Reading	5th Grade	White	2011-12	100	74.8	78.6	74.6	21.1	53.5	21.1	4.2
Reading	5th Grade	White	2012-13	100	76.9	81.6	69.4	13.3	56.1	21.4	9.2
Reading	5th Grade	Female	2011-12	100	71.7	79.9	75.6	13.3	62.2	20	4.4
Reading	5th Grade	Female	2012-13	100	74.1	82.1	64.6	18.8	45.8	25	10.4
Reading	5th Grade	Male	2011-12	100	65.9	74	74.4	27.9	46.5	20.9	4.7
Reading	5th Grade	Male	2012-13	100	66.8	77	74.1	6.9	67.2	15.5	10.3
Reading	5th Grade	Economically Disadvantaged	2011-12	100	56.1	63.4	73.9	8.7	65.2	21.7	4.3
Reading	5th Grade	Economically Disadvantaged	2012-13	100	57.9	65.9	53.1	3.1	50	28.1	18.8
Reading	5th Grade	English Language Learners	2011-12	100	36.9	43.3	0	0	0	50	50
Reading	5th Grade	English Language Learners	2012-13	100	36.3	52.6	36.4	0	36.4	36.4	27.3
Reading	5th Grade	Students With Disabilities	2011-12	100	34.2	38.2	60	20	40	40	0

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Reading	5th Grade	Students With Disabilities	2012-13	100	36.6	44.4	14.3	0	14.3	14.3	71.4
Science	5th Grade	All Students	2011-12	100	15.3	15.8	15.4	5.5	9.9	31.9	52.7
Science	5th Grade	All Students	2012-13	100	13.1	11.3	6.3	0.9	5.4	33	60.7
Science	5th Grade	African American	2011-12	100	3.2	6.4	25	0	25	25	50
Science	5th Grade	African American	2012-13	100	2.6	2.4	0	0	0	20	80
Science	5th Grade	Asian	2012-13	100	26.6	13.3	0	0	0	0	100
Science	5th Grade	Hispanic of Any Race	2011-12	100	6.2	4.1	50	50	0	0	50
Science	5th Grade	Hispanic of Any Race	2012-13	100	5.4	5.1	0	0	0	0	100
Science	5th Grade	Native Hawaiian or Other Pacific Islander	2011-12	100	21.2	33.3	0	0	0	0	100
Science	5th Grade	Two or More Races	2011-12	100	14.2	6.1	0	0	0	50	50
Science	5th Grade	Two or More Races	2012-13	100	12.2	7.5	0	0	0	0	100
Science	5th Grade	White	2011-12	100	18.9	17.7	13.5	5.4	8.1	33.8	52.7
Science	5th Grade	White	2012-13	100	16	12.3	6.9	1	5.9	35.3	57.8
Science	5th Grade	Female	2011-12	100	13.6	15.6	6.7	2.2	4.4	37.8	55.6
Science	5th Grade	Female	2012-13	100	11.6	9.9	4	2	2	28	68

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Erie Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Male	2011-12	100	17	16	23.9	8.7	15.2	26.1	50
Science	5th Grade	Male	2012-13	100	14.5	12.7	8.1	0	8.1	37.1	54.8
Science	5th Grade	Economically Disadvantaged	2011-12	100	7	9	8.3	0	8.3	33.3	58.3
Science	5th Grade	Economically Disadvantaged	2012-13	100	5.8	4.1	2.9	0	2.9	20	77.1
Science	5th Grade	English Language Learners	2011-12	100	2.5	1.4	0	0	0	0	100
Science	5th Grade	English Language Learners	2012-13	100	1.4	0	0	0	0	7.7	92.3
Science	5th Grade	Students With Disabilities	2011-12	100	5.5	4.4	12.5	0	12.5	37.5	50
Science	5th Grade	Students With Disabilities	2012-13	100	4.1	2.9	0	0	0	16.7	83.3

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Michigan Merit Examination (MME)

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

No Data to Display

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Erie Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
Mathematics	3rd Grade	All Students	2012-13	100	63.7	73.9	50	0	50	50
Mathematics	3rd Grade	African American	2012-13	100	56.5	60	100	0	100	0
Mathematics	3rd Grade	White	2012-13	100	68.3	75	0	0	0	100
Mathematics	3rd Grade	Male	2012-13	100	66.4	92.9	50	0	50	50
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	62.4	92.3	100	0	100	0
Mathematics	4th Grade	All Students	2011-12	100	55.1	56.7	75	0	75	25
Mathematics	4th Grade	African American	2011-12	100	49	80	100	0	100	0
Mathematics	4th Grade	Asian	2011-12	100	60	100	100	0	100	0
Mathematics	4th Grade	White	2011-12	100	61	42.1	0	0	0	100
Mathematics	4th Grade	Female	2011-12	100	53.4	50	100	0	100	0
Mathematics	4th Grade	Male	2011-12	100	58.9	53.8	50	0	50	50
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100	54.6	55.6	50	0	50	50
Mathematics	5th Grade	All Students	2011-12	100	59.9	48.5	100	0	100	0
Mathematics	5th Grade	All Students	2012-13	100	58.5	66.7	40	20	20	60
Mathematics	5th Grade	African American	2012-13	100	47.4	66.7	0	0	0	100
Mathematics	5th Grade	Asian	2012-13	100	55.9	100	100	0	100	0
Mathematics	5th Grade	White	2011-12	100	67.5	52.4	100	0	100	0
Mathematics	5th Grade	White	2012-13	100	64	66.7	33.3	33.3	0	66.7
Mathematics	5th Grade	Female	2012-13	100	55.1	63.6	100	0	100	0
Mathematics	5th Grade	Male	2011-12	100	64	44.4	100	0	100	0

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
Mathematics	5th Grade	Male	2012-13	100	60.4	68	25	25	0	75
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100	55.7	63.6	0	0	0	100
Reading	3rd Grade	All Students	2012-13	100	39.3	56.3	0	0	0	100
Reading	3rd Grade	African American	2012-13	100	34.2	42.9	0	0	0	100
Reading	3rd Grade	White	2012-13	100	42.8	56.5	0	0	0	100
Reading	3rd Grade	Male	2012-13	100	38.3	65.2	0	0	0	100
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	34.6	61.1	0	0	0	100
Reading	4th Grade	All Students	2011-12	100	45.8	52.3	80	20	60	20
Reading	4th Grade	All Students	2012-13	100	46.3	45.5	50	0	50	50
Reading	4th Grade	African American	2011-12	100	39.7	42.9	100	0	100	0
Reading	4th Grade	Asian	2011-12	100	40	0	0	0	0	100
Reading	4th Grade	White	2011-12	100	50.6	57.1	100	50	50	0
Reading	4th Grade	White	2012-13	100	51.4	52.4	50	0	50	50
Reading	4th Grade	Female	2011-12	100	46.6	46.7	0	0	0	100
Reading	4th Grade	Male	2011-12	100	47.6	59.1	100	33.3	66.7	0
Reading	4th Grade	Male	2012-13	100	44	45.8	50	0	50	50
Reading	4th Grade	Economically Disadvantaged	2011-12	100	44.5	57.7	100	0	100	0
Reading	4th Grade	English Language Learners	2011-12	100	39.2	50	100	0	100	0

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
Reading	5th Grade	All Students	2011-12	66.7	55	70.5	50	0	50	50
Reading	5th Grade	All Students	2012-13	100	59.8	62.5	40	20	20	60
Reading	5th Grade	African American	2012-13	100	50.4	66.7	0	0	0	100
Reading	5th Grade	Asian	2012-13	100	52.6	0	0	0	0	100
Reading	5th Grade	White	2011-12	66.7	61.1	75.9	50	0	50	50
Reading	5th Grade	White	2012-13	100	63.4	64.5	66.7	33.3	33.3	33.3
Reading	5th Grade	Female	2012-13	100	64.2	53.8	0	0	0	100
Reading	5th Grade	Male	2011-12	66.7	56.8	69.2	50	0	50	50
Reading	5th Grade	Male	2012-13	100	57.4	66.7	50	25	25	50
Reading	5th Grade	Economically Disadvantaged	2011-12	100	52.8	66.7	0	0	0	100
Reading	5th Grade	Economically Disadvantaged	2012-13	100	58	66.7	50	0	50	50
Reading	5th Grade	English Language Learners	2012-13	100	48	50	100	0	100	0

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MI-Access Functional Independence

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

No Data to Display

Annual Education Report
Erie Elementary School

MI-Access Supported Independence

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

No Data to Display

Annual Education Report
Erie Elementary School

MI-Access Participation

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

No Data to Display

Annual Education Report
Erie Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.7%	67.2%
Bottom 30%	District	Mathematics		11.5%
African American	District	Mathematics	99.9%	50.3%
American Indian	District	Mathematics	100.0%	68.4%
Asian	District	Mathematics	100.0%	78.8%
Hispanic of Any Race	District	Mathematics	99.0%	52.4%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100.0%	84.6%
Two or More Races	District	Mathematics	99.3%	60.6%
White	District	Mathematics	99.7%	69.0%
Economically Disadvantaged	District	Mathematics	99.4%	55.2%
English Language Learners	District	Mathematics	99.5%	44.7%
Students With Disabilities	District	Mathematics	99.3%	43.5%
All Students	School	Mathematics	100.0%	59.8%
Bottom 30%	School	Mathematics		12.5%
African American	School	Mathematics	100.0%	50.0%
American Indian	School	Mathematics	100.0%	100.0%
Asian	School	Mathematics	100.0%	50.0%
Hispanic of Any Race	School	Mathematics	100.0%	50.0%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	School	Mathematics		100.0%
Two or More Races	School	Mathematics	100.0%	70.0%
White	School	Mathematics	100.0%	60.6%
Economically Disadvantaged	School	Mathematics	100.0%	45.1%
English Language Learners	School	Mathematics	100.0%	23.1%
Students With Disabilities	School	Mathematics	100.0%	26.5%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	89.6%
Bottom 30%	District	Reading		66.6%
African American	District	Reading	99.9%	78.1%
American Indian	District	Reading	100.0%	94.7%
Asian	District	Reading	100.0%	91.4%
Hispanic of Any Race	District	Reading	99.3%	85.9%
Native Hawaiian or Other Pacific Islander	District	Reading	100.0%	100.0%
Two or More Races	District	Reading	99.7%	88.5%
White	District	Reading	99.6%	90.6%
Economically Disadvantaged	District	Reading	99.3%	83.3%
English Language Learners	District	Reading	98.0%	75.5%
Students With Disabilities	District	Reading	99.7%	66.2%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Reading	99.6%	88.2%
Bottom 30%	School	Reading		64.4%
African American	School	Reading	100.0%	78.6%
American Indian	School	Reading	100.0%	100.0%
Asian	School	Reading	100.0%	75.0%
Hispanic of Any Race	School	Reading	100.0%	90.0%
Native Hawaiian or Other Pacific Islander	School	Reading		100.0%
Two or More Races	School	Reading	100.0%	100.0%
White	School	Reading	99.6%	88.7%
Economically Disadvantaged	School	Reading	98.9%	76.7%
English Language Learners	School	Reading	96.2%	73.1%
Students With Disabilities	School	Reading	100.0%	45.7%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.5%	38.6%
Bottom 30%	District	Science		.6%
African American	District	Science	99.7%	14.6%
American Indian	District	Science	100.0%	40.0%
Asian	District	Science	100.0%	46.9%
Hispanic of Any Race	District	Science	99.1%	18.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Science	100.0%	66.7%
Two or More Races	District	Science	98.4%	41.5%
White	District	Science	99.5%	41.2%
Economically Disadvantaged	District	Science	99.2%	24.9%
English Language Learners	District	Science	98.5%	9.0%
Students With Disabilities	District	Science	99.0%	18.5%
All Students	School	Science	100.0%	22.8%
Bottom 30%	School	Science		0%
African American	School	Science	100.0%	0%
Asian	School	Science	100.0%	0%
Hispanic of Any Race	School	Science	100.0%	0%
Two or More Races	School	Science	100.0%	50.0%
White	School	Science	100.0%	24.7%
Economically Disadvantaged	School	Science	100.0%	3.3%
English Language Learners	School	Science	100.0%	0%
Students With Disabilities	School	Science	100.0%	8.3%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	99.3%	62.7%
Bottom 30%	District	Social Studies		6.1%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	District	Social Studies	99.3%	40.8%
American Indian	District	Social Studies	100.0%	66.7%
Asian	District	Social Studies	98.9%	70.0%
Hispanic of Any Race	District	Social Studies	99.2%	45.3%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100.0%	50.0%
Two or More Races	District	Social Studies	99.2%	55.1%
White	District	Social Studies	99.4%	65.6%
Economically Disadvantaged	District	Social Studies	98.8%	46.2%
English Language Learners	District	Social Studies	98.3%	33.1%
Students With Disabilities	District	Social Studies	98.8%	24.9%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.5%	76.1%
Bottom 30%	District	Writing		24.9%
African American	District	Writing	99.7%	53.0%
American Indian	District	Writing	100.0%	81.8%
Asian	District	Writing	100.0%	81.2%
Hispanic of Any Race	District	Writing	99.1%	58.3%
Native Hawaiian or Other Pacific Islander	District	Writing	100.0%	75.0%
Two or More Races	District	Writing	100.0%	70.9%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Writing	99.5%	78.7%
Economically Disadvantaged	District	Writing	99.2%	63.1%
English Language Learners	District	Writing	100.0%	54.7%
Students With Disabilities	District	Writing	97.9%	35.9%
All Students	School	Writing	100.0%	44.7%
Bottom 30%	School	Writing		0%
African American	School	Writing	100.0%	50.0%
American Indian	School	Writing	100.0%	100.0%
Asian	School	Writing	100.0%	0%
Hispanic of Any Race	School	Writing	100.0%	50.0%
Two or More Races	School	Writing	100.0%	60.0%
White	School	Writing	100.0%	42.4%
Economically Disadvantaged	School	Writing	100.0%	29.2%
English Language Learners	School	Writing	100.0%	0%
Students With Disabilities	School	Writing	100.0%	14.3%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	86.9%
African American	District	75.9%
Two or More Races	District	75.0%
White	District	88.7%
Economically Disadvantaged	District	74.0%
English Language Learners	District	87.5%
Students With Disabilities	District	73.8%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.0%
All Students	District	96.0%
All Students	School	96.0%

** 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

No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Chippewa Valley Schools	Erie Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	28

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	23	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	35	47	17	1
Not Eligible	56	11	41	41	8
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Two or More Races	2	23	50	21	6
Student classified as having a disability					
SD	13	50	37	13	1
Not SD	87	18	44	32	5
Student is an English Language Learner					
ELL	4	47	41	11	1
Not ELL	96	21	44	31	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 Program (NAEP) 2011 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	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility					
Eligible	42	45	39	15	2
Not Eligible	58	18	41	32	9
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability					
SD	12	70	23	5	1
Not SD	88	25	41	27	6
Student is an English Language Learner					
ELL	2	57	27	7	10
Not ELL	98	29	40	25	6

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 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	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		36	31	19	14
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility					
Eligible	42	35	46	18	0
Not Eligible	58	14	44	37	4
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability					
SD	12	67	27	6	0
Not SD	88	19	46	31	3
Student is an English Language Learner					
ELL	2	52	40	8	0
Not ELL	98	22	45	30	3

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	85 75	2.0 3.1	73 93	3.3 2.4
8	Math Reading	73 63	2.5 3.3	83 79	4.7 4.5