

May 29, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Ingham Administrative Unit (Programs for students with ASD.) 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 Susan Meyer at 517.244.1410 for assistance.

The AER is available for you to review on our website in [Annual Education Reports](http://www.inghamisd.org/thelatest/public-information-and-reports/annualreports/) (www.inghamisd.org/thelatest/public-information-and-reports/annualreports/). You may review a copy from the Principal's office at your child's school.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward School is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus School is one that has a large achievement gap in thirty percent of its student achievement scores. A Priority School is one whose achievement and growth is in the lowest five percent of all schools in the state. Our programs have not been given one of these labels.

The programs for students with Autism Spectrum Disorder continue to strive to provide evidence-based practices that encompass socialization and independence skills. The program's teachers are highly-trained and skilled at providing the best educational experience possible to help the students learn the necessary skills to become productive and independent citizens in their communities.

The programs work with Ingham County school districts to provide evidence-based services to students, as determined through the Individual Education Plan (IEP) process. We do not enroll students independent of local involvement. If an individual is interested in the programming we provide, their first contact should be with the special education director in their local school district.

Our school improvement plan contains the following goals:

1. **Communication:** Students will increase their interactive communication skills through the utilization of visual supports.
2. **Integration with Typical Peers:** Students in the ASD program will increase the time they spend with neuro-typical peers in any educational setting.
3. **Independence:** Students will increase their dependency on systems and decrease their dependency on adults.



The aforementioned goals are aligned to the curriculum and also support our mission, vision and beliefs:

Vision Statement:

It is the vision of the programs for students with ASD to provide the quality programming necessary to improve outcomes for students with Autism Spectrum Disorder.

Mission Statement:

The ASD program staff has a mission to provide students with autism the necessary skills to increase independence, socialization and communication to their maximum potential.

Beliefs Statement:

The ASD program staff believe that all children with autism spectrum disorder will improve their communication, socialization and independence skills when taught using evidence-based practices.

The core curriculum can be accessed through your student's teacher or by contacting Susan Meyer at 517.244.1410. Additionally, please visit [Common Core State Standards Initiative](http://www.corestandards.org) (www.corestandards.org).

Lastly, one hundred percent of our students were represented by parents at Parent-Teacher conferences either at the school or outside of school over the last three school years. We value parental input and make every effort to meet parents at the most convenient location possible.

We are pleased to have the opportunity to continue to serve your child and look forward to continued growth and educational success.

Sincerely,

Susan Meyer
Director, ASD Programs and Itinerant Services

New Annual Education Report Ingham ISD ASD Programs (01719)

M-STEP Grades 3-11

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

New Annual Education Report Ingham ISD ASD Programs (01719)

SAT

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

New Annual Education Report Ingham ISD ASD Programs (01719)

MI -Access Functional Independence

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

New Annual Education Report Ingham ISD ASD Programs (01719)

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

New Annual Education Report Ingham ISD ASD Programs (01719)

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
ELA	3rd Grade Content	All Students	2016-17	54.8%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	50.1%	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	56.3%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	51.1%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	54.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	49.3%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	57.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	61.5%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	49.0%	*	*	*	*	*
Science	4th Grade Content	All Students	2017-18	63.5%	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	62.1%	*	*	*	*	*
Mathematics	4th Grade Content	White	2017-18	50.2%	*	*	*	*	*
Science	4th Grade Content	White	2017-18	64.7%	*	*	*	*	*

New Annual Education Report Ingham ISD ASD Programs (01719)

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
ELA	4th Grade Content	Male	2017-18	58.5%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	48.2%	*	*	*	*	*
Science	4th Grade Content	Male	2017-18	61.3%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	61.1%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	50.0%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	64.0%	*	*	*	*	*

New Annual Education Report Ingham ISD ASD Programs (01719)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Ingham ISD ASD Programs (01719)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Ingham ISD ASD Programs (01719)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	86.3%	0.0%	N/A	<10	<10	<10
All Students	Mathematics	98.8%	1.2%	38.72%	88.2%	11.8%	N/A	<10	<10	<10
All Students	Science	97.8%	2.2%	N/A	81.4%	18.6%	N/A	N/A	N/A	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	76.4%	23.6%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	80.6%	0.0%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	98.0%	2.0%	13.99%	80.6%	19.4%	N/A	N/A	N/A	N/A
Black or African American	Science	96.1%	3.9%	N/A	72.7%	27.3%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	77.3%	22.7%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	<10	<10	<10	N/A	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Mathematics	98.8%	1.2%	35.00%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	86.3%	0.0%	N/A	<10	<10	<10
White	Mathematics	99.0%	1.0%	45.19%	89.5%	10.5%	N/A	<10	<10	<10
White	Science	98.2%	1.8%	N/A	82.3%	17.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.1%	1.9%	38.15%	76.8%	23.2%	N/A	N/A	N/A	N/A
Female	ELA	98.8%	0.1%	51.36%	85.5%	0.0%	N/A	N/A	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	85.5%	14.5%	N/A	N/A	N/A	N/A
Female	Science	98.0%	2.0%	N/A	79.6%	20.4%	N/A	N/A	N/A	N/A
Female	Social Studies	97.9%	2.1%	29.94%	77.2%	22.8%	N/A	N/A	N/A	N/A
Male	ELA	98.6%	0.1%	43.47%	86.9%	0.0%	N/A	<10	<10	<10
Male	Mathematics	98.7%	1.3%	40.26%	90.5%	9.5%	N/A	<10	<10	<10
Male	Science	97.7%	2.3%	N/A	83.3%	16.7%	N/A	N/A	N/A	N/A
Male	Social Studies	97.5%	2.5%	35.10%	75.5%	24.5%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	84.8%	0.0%	N/A	<10	<10	<10
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	87.3%	12.7%	N/A	<10	<10	<10
Economically Disadvantaged	Science	96.9%	3.1%	N/A	82.2%	17.8%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	75.0%	25.0%	N/A	N/A	N/A	N/A
English Learners	ELA	98.4%	1.8%	23.27%	<10	<10	<10	N/A	N/A	N/A
English Learners	Mathematics	98.9%	1.1%	23.08%	<10	<10	<10	N/A	N/A	N/A
English Learners	Science	98.1%	1.9%	N/A	<10	<10	<10	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	<10	<10	<10	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	81.0%	0.0%	N/A	<10	<10	<10
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	85.7%	14.3%	N/A	<10	<10	<10
Students With Disabilities	Science	94.6%	5.4%	N/A	50.0%	50.0%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	38.5%	61.5%	N/A	N/A	N/A	N/A
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	N/A	N/A	N/A
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	N/A	N/A	N/A
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	100.0%	0.0%	N/A	N/A	N/A	N/A
Foster Care	Mathematics	94.6%	5.4%	17.49%	100.0%	0.0%	N/A	N/A	N/A	N/A
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

New Annual Education Report Ingham ISD ASD Programs (01719)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	88.89%

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

New Annual Education Report Ingham ISD ASD Programs (01719)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	<10	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	<10	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	<10	37.15%	46.29%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	<10	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	<10	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	<10	29.78%	36.89%	47.55%
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

New Annual Education Report Ingham ISD ASD Programs (01719)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Ingham ISD ASD Programs	91.67	N/A	N/A	N/A	N/A	N/A	N/A	91.67	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Ingham ISD ASD Programs (01719)	0	2	0	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Ingham ISD ASD Programs (01719)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

No Data to Display

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Ingham ISD ASD Programs (01719)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Ingham ISD ASD Programs (01719)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

New Annual Education Report Ingham ISD ASD Programs (01719)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

New Annual Education Report Ingham ISD ASD Programs (01719)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 Mathematics Achievement.

New Annual Education Report Ingham ISD ASD Programs (01719)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 Mathematics Achievement.

New Annual Education Report Ingham ISD ASD Programs (01719)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

New Annual Education Report Ingham ISD ASD Programs (01719)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

New Annual Education Report Ingham ISD ASD Programs (01719)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9