Ingham Intermediate
School District

February 6, 2017

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER) which provides key information on the 2015-2016 education progress for the School to Work Transition Program. 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 Sarah Winslow at 517.244.1210.

The AER is available for your review electronically by visiting the following website, www.inghamisd.org or you may review a copy in Sarah Winslow's office in the Thorburn Education Center at Ingham Intermediate School District.

The state has identified some schools with the status of Reward, Focus or Priority. A reward school is one that is out-performing other schools in achievement, growth, or is performing better than other schools with a similar student population. A focus school is one that has a large achievement gap in 30% of its student achievement scores. A priority school is one whose achievement and growth is in the lowest five percent of all schools in the state. Our program has not been given one of these labels.

The students served in the School to Work Transition Program and all Ingham ISD Transition Programs have specific transition-related educational goals as identified in their Individualized Education Program (IEP.) The program focuses on work readiness, social skills, employability skills and work experience. The program teacher is highly trained and skilled at providing the best education experience possible to help students achieve the skills needed to become productive and independent citizens in their communities.

The program works with local Ingham county school districts and community partners to provide evidenced-based services to students as determined through the IEP process. We do not enroll students independent of local involvement. Any individual interested in the program would first contact the local special education director of their resident district.

The School to Work program is operated by Ingham Intermediate School District (IISD) and is located on the ISD campus in Mason, Michigan. The program serves students 17-26 years old and is focused on post-secondary transition and employability skills.

Mission Statement:
The School to Work program will prepare students to successfully transition into post-secondary life, including skills for employment.

Vision Statement:
All students will be able to live and work within their community as independently as possible.

Belief Statement:
All students can increase their individual skills to be active members of their communities.

Ingham ISD is pleased to have the opportunity to work local students and look forward to continued growth and educational success.

Sincerely,

Sarah Winslow
Director, Transition Programs
Ingham Intermediate School District

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	91.0%	47.3%	N/A	N/A
All Students	Mathematics	98.6%	62.1%	93.2%	32.7%	N/A	N/A
All Students	Science	98.1%	50.0%	90.6%	40.0%	N/A	N/A
All Students	Social Studies	98.1%	59.3%	87.8%	<30	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	<30	N/A	N/A
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30	N/A	N/A
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	N/A
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	N/A	N/A

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	93.9%	44.2%	N/A	N/A
White	Mathematics	98.9%	68.4%	95.4%	34.9%	N/A	N/A
White	Science	98.6%	57.1%	94.4%	<30	N/A	N/A
White	Social Studies	98.5%	65.8%	87.1%	<30	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	94.1%	<30	N/A	N/A
Economically Disadvantaged	Mathematics	98.2%	48.5%	96.0%	<30	N/A	N/A
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30	N/A	N/A
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	<30	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	N/A	N/A	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	86.2%	33.3%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	89.5%	16.7%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	<30	<30	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	N/A	N/A

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

Accountability Details Graduation Data

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

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	91.42%	N/A

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

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	0	2	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%	N/A	N/A

Teacher Quality - Provisional

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male Female	51 49	22 23	78 77	36 32	6 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 47 53 #	 36 10 ‡	 64 90 ‡	 17 49 ‡	 1 9 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	 72 15 6 4 1 # 3	 15 53 38 11 ‡ ‡ ‡	 85 47 62 89 ‡ ‡ ‡	 39 10 21 58 ‡ ‡ ‡	 5 &#35 3 19 ‡ ‡ &#8225
Student classified as having a disability SD Not SD	 12 88	 47 19	 53 81	 14 37	 1 5
Student is an English Language Learner ELL Not ELL	 5 95	 42 22	 58 78	 16 35	 1 5

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 8 Math

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

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 12 Math

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 4 Reading

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

 # Rounds to zero

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 8 Reading

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

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

NAEP Grade 12 Reading

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

 # Rounds to zero

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

MI School Data

Annual Education Report
SAIL (Skills for Adult Independent Living)

02/07/2017

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	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

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

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	91.0%	47.3%	<30	N/A
All Students	Mathematics	98.6%	62.1%	93.2%	32.7%	<30	N/A
All Students	Science	98.1%	50.0%	90.6%	40.0%	<30	N/A
All Students	Social Studies	98.1%	59.3%	87.8%	<30	<30	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	<30	N/A	N/A
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30	N/A	N/A
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	N/A
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	N/A
Asian	Science	99.3%	65.5%	<30	<30	<30	N/A
Asian	Social Studies	99.3%	76.0%	<30	N/A	<30	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	N/A	N/A

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	93.9%	44.2%	N/A	N/A
White	Mathematics	98.9%	68.4%	95.4%	34.9%	N/A	N/A
White	Science	98.6%	57.1%	94.4%	<30	N/A	N/A
White	Social Studies	98.5%	65.8%	87.1%	<30	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	94.1%	<30	<30	N/A
Economically Disadvantaged	Mathematics	98.2%	48.5%	96.0%	<30	<30	N/A
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30	<30	N/A
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30	<30	N/A
English Language Learners	ELA	98.8%	49.5%	<30	N/A	<30	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	N/A	<30	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	N/A	<30	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	N/A	<30	N/A
Students With Disabilities	ELA	97.2%	40.1%	86.2%	33.3%	<30	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	89.5%	16.7%	<30	N/A
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	N/A

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

Accountability Details Graduation Data

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

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

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	91.42%	87.85%

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

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

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	0	1	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	N/A	N/A	N/A

Teacher Quality - Provisional

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

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male Female	51 49	22 23	78 77	36 32	6 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	 47 53 #	 36 10 ‡	 64 90 ‡	 17 49 ‡	 1 9 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	 72 15 6 4 1 # 3	 15 53 38 11 ‡ ‡ ‡	 85 47 62 89 ‡ ‡ ‡	 39 10 21 58 ‡ ‡ ‡	 5 &#35 3 19 ‡ ‡ &#8225
Student classified as having a disability SD Not SD	 12 88	 47 19	 53 81	 14 37	 1 5
Student is an English Language Learner ELL Not ELL	 5 95	 42 22	 58 78	 16 35	 1 5

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

NAEP Grade 8 Math

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

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

NAEP Grade 12 Math

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

MI School Data

Annual Education Report
School to Work Transition Program

02/07/2017

NAEP Grade 4 Reading

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

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

NAEP Grade 8 Reading

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

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

NAEP Grade 12 Reading

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

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

NAEP Participation Data

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