



"If you seek a better school, look about you"

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February 20, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for C.J. Sullivan Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact John Nawrot, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.lanseschools.org/docs/Annual_Education_Report_Elementary.pdf, or you may review a copy in the main office at your child's school.

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

Our school has not been given one of these labels.

The most recent results of the M-STEP (Michigan Student Test of Educational Progress) indicate that English Language Arts continues to be an area of concern. Proficiency levels in both 3rd and 5th grade decreased from the previous administration of the assessment. C.J. Sullivan has taken the following steps to address these concerns: the recent implementation of a K-5 reading curriculum aligned to the Common Core State Standards, timely interventions for "at-risk" students including Reading Recovery, Six Minute Solution, and Phonics for Reading, and data review meetings to adjust instruction for students not on track to be reading by the end of third grade.

M-STEP results also indicate that mathematics is an area of concern as well. 3rd and 4th grade experienced an increase in proficiency from the previous year. However,

proficiency levels at 3rd-5th grade remain below the state averages. C.J. Sullivan Elementary is taking steps to unify the K-5 math curriculum and is in the process of evaluating for purchase a curriculum that would provide vertical alignment across grade levels as well as alignment to the Common Core State Standards.

Process for Assigning Pupils to the School

All district pupils in grades Kindergarten through 5th grade are assigned to C.J. Sullivan Elementary School as this is the only school within the district that serves this grade span of students.

School Improvement Plan

At C.J. Sullivan Elementary School, school improvement is an ongoing process that aims to support our belief that all students are capable of learning and should be afforded a safe, caring, and stimulating environment to do so. The school improvement team, comprised of teachers and administrators from the school, meets several times each year for the purpose of developing, reviewing, and evaluating goals, objectives, and strategies for the School Improvement Plan. This team also collects and analyses academic assessment data to guide instruction and evaluate progress toward student achievement goals.

The strategies and goal selected by the School Improvement Team are in varying stages of implementation. These strategies and goals were selected by the school improvement team because they represent research-based best practices and highly-effective strategies that will have a positive impact on student success.

75% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Reading by 6/9/17 as demonstrated on state assessments of reading.	In Progress
70% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Writing by 6/9/17 as demonstrated on state assessments of writing.	In Progress
70% of 3 rd , 4 th , and 5 th grade students will demonstrate proficiency in Mathematics by 6/9/17 as demonstrated on state assessments of mathematics.	In Progress
70% of 5 th grade students will demonstrate proficiency in Social Studies by 6/9/17 as demonstrated on state assessments of social studies.	In Progress
70% of 4 th grade students will demonstrate proficiency in Science by 6/9/17 as demonstrated on state assessments of science.	In Progress

All teachers at C.J. Sullivan Elementary will incorporate technology into their curriculum.	In Progress
All students and staff will participate in the PBIS/MTSS programs. The programs will be introduced in the fall of 2016 and continue through June 2019. Staff will implement the SWIS program to collect behavior data and administer DIBELS assessments three times a year for academic data.	In Progress

A copy of the full C.J. Sullivan Elementary School Improvement plan, including the strategies and activities to support achievement of the goals can be viewed at the following website:

Brief Description of the School

C.J. Sullivan Elementary School is a kindergarten through 5th grade school located in L'Anse, Michigan in the northwestern portion of Michigan's Upper Peninsula. The school serves approximately 250 students. The school features a 1:1 technology program for grades 1 to 5. Kindergarten students have 1:2 access to a Google Chromebook used to enhance the educational experience of students. C.J. Sullivan also implements a Reading Recovery program in the 1st grade that has demonstrated positive results with students.

Accessing a Copy of the Core Curriculum

At C.J. Sullivan Elementary School, students are taught the curriculum adopted by the State of Michigan. This includes English Language Arts and Mathematics curriculum aligned to the Common Core State Standards (CCSS) Science and Social Studies curriculum is based on the Michigan Department of Education (MDE) adopted standards, Michigan Science Standards (MSS) and Grade Level Content Expectations (GLCEs).

During the 2015-16 school year, teachers have worked to update curriculum maps and pacing guides aligned to the CCSS in the areas of Mathematics and English Language Arts. These documents can be viewed by contacting the C.J. Sullivan Elementary School office. Science and Social studies standards may also be viewed in the school office.

Parent Teacher Conference Participation

Conference	Students	Percentage	Conference	Students	Percentage
Fall 2014	233	86%	Spring 2015	72	27%

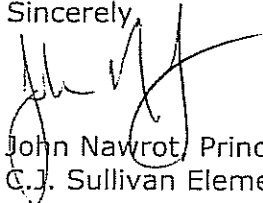
Fall 2015	240	89%	Spring 2016	60	22%
Fall 2016	217	88%	Spring 2017	*	*

Closing Remarks

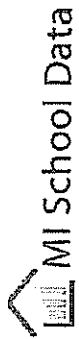
I would like to extend my appreciation to the students, parents, and staff of C.J. Sullivan Elementary School for the support shown and work put forth on numerous objectives. The work that has been accomplished with regard to the Hornet Hero PBIS program and other MiBLSI work has laid the foundation for continued success. It is my sincere belief that the structures that have been implemented during the past school year, and are continuing to be forged, will provide the foundation for each student to experience success at C.J. Sullivan Elementary School.

The teachers and administration remain committed to exposing students to a challenging and rigorous curriculum that will allow them to meet the needs of the future.

Sincerely,



John Nawrot, Principal
C.J. Sullivan Elementary School



Annual Education Report
Sullivan Elementary School
 02/13/2017

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
ELA	3rd Grade Content	All Students	2014-15	50.0%	36.6%	36.6%	19.5%	17.1%	36.6%	26.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	26.7%	26.7%	4.4%	22.2%	55.6%	17.8%
ELA	3rd Grade Content	American Indian or Alaska Native	2014-15	44.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	18.2%	18.2%	0.0%	18.2%	63.6%	18.2%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	43.3%	43.3%	20.0%	23.3%	33.3%	23.3%
ELA	3rd Grade Content	White	2015-16	53.9%	26.9%	26.9%	7.7%	19.2%	53.8%	19.2%
ELA	3rd Grade Content	Female	2014-15	54.7%	38.1%	38.1%	19.0%	19.0%	42.9%	19.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	33.3%	33.3%	8.3%	25.0%	58.3%	8.3%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	35.0%	35.0%	20.0%	15.0%	30.0%	35.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	19.0%	19.0%	0.0%	19.0%	52.4%	28.6%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	31.0%	31.0%	10.3%	20.7%	37.9%	31.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	29.2%	29.2%	0.0%	29.2%	50.0%	20.8%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	38.6%	38.6%	8.8%	29.8%	19.3%	42.1%
ELA	4th Grade Content	All Students	2015-16	46.3%	41.0%	41.0%	20.5%	20.5%	12.8%	46.2%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	30.0%	30.0%	10.0%	20.0%	10.0%	60.0%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	43.9%	43.9%	9.8%	34.1%	24.4%	31.7%



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ELA	4th Grade Content	White	2015-16	53.9%	46.4%	46.4%	25.0%	21.4%	17.9%	35.7%
ELA	4th Grade Content	Female	2014-15	51.5%	60.0%	60.0%	13.3%	46.7%	20.0%	20.0%
ELA	4th Grade Content	Female	2015-16	50.9%	47.4%	47.4%	26.3%	21.1%	15.8%	36.8%
ELA	4th Grade Content	Male	2014-15	41.8%	14.8%	14.8%	3.7%	11.1%	18.5%	66.7%
ELA	4th Grade Content	Male	2015-16	41.8%	35.0%	35.0%	15.0%	20.0%	10.0%	55.0%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.6%	30.6%	5.6%	25.0%	22.2%	47.2%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.3%	33.3%	11.1%	22.2%	14.8%	51.9%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	45.8%	45.8%	14.6%	31.3%	35.4%	18.8%
ELA	5th Grade Content	All Students	2015-16	50.6%	36.5%	36.5%	6.3%	30.2%	34.9%	28.6%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	30.0%	30.0%	30.0%	10.0%	20.0%	20.0%	20.0%	50.0%
ELA	5th Grade Content	White	2014-15	55.7%	50.0%	50.0%	50.0%	20.6%	29.4%	32.4%	32.4%	17.6%
ELA	5th Grade Content	White	2015-16	58.1%	40.9%	40.9%	40.9%	6.8%	34.1%	36.4%	36.4%	22.7%
ELA	5th Grade Content	Female	2014-15	54.3%	56.0%	56.0%	56.0%	28.0%	28.0%	28.0%	28.0%	16.0%
ELA	5th Grade Content	Female	2015-16	55.8%	62.5%	62.5%	62.5%	12.5%	50.0%	28.1%	28.1%	9.4%
ELA	5th Grade Content	Male	2014-15	43.3%	34.8%	34.8%	34.8%	0.0%	34.8%	43.5%	43.5%	21.7%
ELA	5th Grade Content	Male	2015-16	45.5%	9.7%	9.7%	9.7%	0.0%	9.7%	41.9%	41.9%	48.4%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	45.2%	45.2%	45.2%	12.9%	32.3%	35.5%	35.5%	19.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	30.8%	30.8%	30.8%	5.1%	25.6%	35.9%	35.9%	33.3%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	40.5%	40.5%	40.5%	26.2%	14.3%	42.9%	42.9%	16.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	46.7%	46.7%	46.7%	11.1%	35.6%	40.0%	40.0%	13.3%

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Mathematics	3rd Grade Content	American Indian or Alaska Native	2014-15	44.4%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	54.5%	54.5%	0.0%	54.5%	27.3%	18.2%	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	41.9%	41.9%	29.0%	12.9%	45.2%	12.9%	45.2%	12.9%	12.9%
Mathematics	3rd Grade Content	White	2015-16	53.2%	34.6%	34.6%	11.5%	23.1%	53.8%	11.5%	53.8%	11.5%	11.5%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	45.5%	45.5%	22.7%	22.7%	36.4%	18.2%	36.4%	18.2%	18.2%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	41.7%	41.7%	8.3%	33.3%	54.2%	4.2%	54.2%	4.2%	4.2%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	35.0%	35.0%	30.0%	5.0%	50.0%	15.0%	50.0%	15.0%	15.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	52.4%	52.4%	14.3%	38.1%	23.8%	23.8%	23.8%	23.8%	23.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	33.3%	33.3%	20.0%	13.3%	46.7%	20.0%	46.7%	20.0%	20.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	45.8%	45.8%	12.5%	33.3%	33.3%	20.8%	33.3%	20.8%	20.8%

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Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	29.3%	29.3%	24.1%	5.2%	17.9%	37.9%	32.8%	30.8%	30.8%	30.8%	30.8%	30.8%	30.8%	30.8%	30.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	30.8%	30.8%	31.9%	39.1%	27.1%	30.6%	38.2%	39.1%	39.1%	39.1%	39.1%	39.1%	39.1%	39.1%	39.1%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	36.6%	36.6%	49.3%	52.3%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%
Mathematics	4th Grade Content	White	2015-16	52.3%	32.1%	32.1%	52.3%	52.3%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%
Mathematics	4th Grade Content	Female	2014-15	40.3%	40.0%	40.0%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%	40.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	36.8%	36.8%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%	42.1%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Male	2014-15	42.4%	17.9%	17.9%	0.0%	17.9%	32.1%	50.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	25.0%	25.0%	15.0%	10.0%	40.0%	35.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	18.9%	18.9%	2.7%	16.2%	40.5%	40.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.9%	25.9%	11.1%	14.8%	33.3%	40.7%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	37.5%	37.5%	12.5%	25.0%	47.9%	14.6%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	19.4%	19.4%	4.8%	14.5%	33.9%	46.8%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	35.3%	35.3%	17.6%	17.6%	47.1%	17.6%

M-STEP Grades 3-11

Mathematics	5th Grade Content	White	2015-16	41.0%	25.0%	25.0%	6.8%	18.2%	38.6%	36.4%
Mathematics	5th Grade Content	Female	2014-15	32.6%	44.0%	44.0%	20.0%	24.0%	44.0%	12.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	29.0%	29.0%	6.5%	22.6%	41.9%	29.0%
Mathematics	5th Grade Content	Male	2014-15	34.1%	30.4%	30.4%	4.3%	26.1%	52.2%	17.4%
Mathematics	5th Grade Content	Male	2015-16	35.8%	9.7%	9.7%	3.2%	6.5%	25.8%	64.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	41.9%	41.9%	6.5%	35.5%	48.4%	9.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	13.2%	13.2%	2.6%	10.5%	36.8%	50.0%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	8.5%	8.5%	3.4%	5.1%	23.7%	67.8%
Science	4th Grade Content	All Students	2015-16	14.7%	15.4%	15.4%	12.8%	2.6%	25.6%	59.0%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11


Subject	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%	
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10	<10	
Science	4th Grade Content	White	2014-15	15.4%	12.2%	12.2%	4.9%	7.3%	31.7%	56.1%		
Science	4th Grade Content	White	2015-16	18.4%	17.9%	17.9%	14.3%	3.6%	25.0%	57.1%		
Science	4th Grade Content	Female	2014-15	10.4%	6.5%	6.5%	6.5%	0.0%	32.3%	61.3%		
Science	4th Grade Content	Female	2015-16	13.0%	15.8%	15.8%	10.5%	5.3%	26.3%	57.9%		
Science	4th Grade Content	Male	2014-15	14.3%	10.7%	10.7%	0.0%	10.7%	14.3%	75.0%		
Science	4th Grade Content	Male	2015-16	16.4%	15.0%	15.0%	15.0%	0.0%	25.0%	60.0%		
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.3%	5.3%	2.6%	2.6%	21.1%	73.7%		
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	7.4%	7.4%	7.4%	0.0%	25.9%	66.7%		
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10	<10	
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10	<10	
Social Studies	5th Grade Content	All Students	2014-15	22.2%	14.0%	14.0%	0.0%	14.0%	64.0%	22.0%		
Social Studies	5th Grade Content	All Students	2015-16	18.9%	11.1%	11.1%	1.6%	9.5%	69.8%	19.0%		

M-STEP Grades 3-11

Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	80.0%	20.0%
Social Studies	5th Grade Content	White	2014-15	26.9%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	58.3%	25.0%
Social Studies	5th Grade Content	White	2015-16	23.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	11.4%	68.2%	18.2%
Social Studies	5th Grade Content	Female	2014-15	20.6%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	68.0%	12.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	12.5%	81.3%	6.3%
Social Studies	5th Grade Content	Male	2014-15	23.8%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	60.0%	32.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	9.7%	9.7%	9.7%	9.7%	9.7%	9.7%	6.5%	58.1%	32.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	12.1%	12.1%	12.1%	12.1%	12.1%	12.1%	12.1%	66.7%	21.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	7.7%	7.7%	7.7%	7.7%	7.7%	7.7%	5.1%	69.2%	23.1%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%


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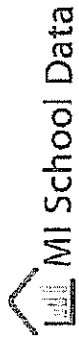
SAT

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

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	91.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	70.3%	<10	<10	<10	<10	<10



MI School Data

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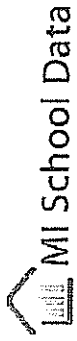
02/13/2017

MI-Access Functional Independence

ELA	4th Grade Content	Two or More Races	2014-15	75.0%	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	74.2%	<10	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	85.1%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10	<10



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MI-Access Supported Independence

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

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									



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.9%	65.8%	99.3%	64.5%
All Students	Mathematics	98.6%	62.1%	98.9%	54.1%	99.3%	52.5%
All Students	Science	98.1%	50.0%	95.0%	41.4%	100.0%	36.8%
All Students	Social Studies	98.1%	59.3%	69.5%	44.1%	100.0%	36.7%
Bottom 30%	ELA	N/A	25.1%	N/A	11.2%	N/A	16.7%
Bottom 30%	Mathematics	N/A	19.0%	N/A	10.3%	N/A	9.5%
Bottom 30%	Science	N/A	9.8%	N/A	2.3%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	98.7%	63.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	98.7%	53.5%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	90.0%	<30	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	54.6%	<30	<30	<30
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%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	N/A	N/A	N/A	N/A
Black or African American	Science	96.5%	23.9%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30



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Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.6%	68.6%	100.0%	67.0%
White	Mathematics	98.9%	68.4%	99.6%	55.3%	100.0%	52.1%
White	Science	98.6%	57.1%	96.7%	41.1%	<30	<30
White	Social Studies	98.5%	65.8%	71.5%	50.6%	100.0%	42.9%
Economically Disadvantaged	ELA	98.3%	56.8%	98.6%	59.3%	100.0%	61.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.1%	48.0%	98.9%	46.4%
Economically Disadvantaged	Science	97.5%	35.0%	91.5%	37.1%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	66.7%	34.5%	100.0%	30.6%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A



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Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	96.5%	29.6%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.5%	22.2%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	67.7%	<30	<30	<30



MI School Data
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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	94.64%	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%	97.73%	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.




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Accountability Details Attendance Data

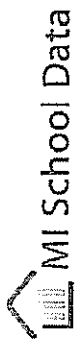
Student Group	Statewide	District	School
All Students	94.32%	94.61%	94.52%

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


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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										



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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
Sullivan Elementary School	Green	2	Green	2	Green	2	Green	2	Light	24



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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	19	3	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

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NAEP Grade 4 Math

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

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



MI School Data
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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black 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	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

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



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NAEP Grade 12 Math

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

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



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NAEP Grade 4 Reading

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



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NAEP Grade 8 Reading

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

Rounds to zero

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



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NAEP Grade 12 Reading

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

Rounds to zero

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



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NAEP Participation Data

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