



Warren Consolidated Schools

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Angus Elementary School Annual Education Report (AER) Cover Letter

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Angus 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 Carlie McClenathan, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.wcskids.net/curriculum/annual_report/aer or you may review a copy in 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 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been identified as a "FOCUS" OR "PRIORITY" School this year.

Angus Elementary School is located in a neighborhood with a wide demographic range. We have a large population of students who speak English as their second language. We had a significant number of students enroll who were newcomers to the United States this year. These students spoke little or no English. Our full time teacher of English as a second language worked closely with them and their families. Another one of our major challenges is to meet the needs of our struggling students while at the same time providing accelerated and enrichment activities for our higher achieving students. In an attempt to provide extended

learning activities students were invited to participate in the following activities: Honors Choir, ABC News Broadcast, and a School Store.

Angus is a school-wide Title 1 building. Over 75% of Angus students qualify for free or reduced lunch. Our Title 1 programming allows for extended day and extended year programming for our most at risk students. It also provides additional staff to work with students during the regular school day.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Students are assigned to schools according to their address of residence within the district’s boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.
2. Our school improvement plan has focused on the areas of math, reading and science for the 2012-13 school year. Our goals included: 1) Angus students will demonstrate math skills that are at or above District and State Standards based on state, district and building level assessments; 2) Students will improve their reading comprehension and writing skills in the core subject areas of Reading, Math, Science, and Social Studies to grade level based on MEAP, Iowa Test, and district assessments; 3) Angus Students will demonstrate science knowledge at or above district, state and/or local standards based on a variety of assessment measures; 4) All students will demonstrate appropriate behavior throughout the school day in all areas of the school building.
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9th – 12th grade students in 11 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center’s program is a half day and students attend their home school for the remainder of the day.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th grade students. CPC

programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

Community High School and North Star Academy are alternative education programs for middle and high school students. Both programs are located at the Butcher Educational Center.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Common Core State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be assessed at www.wcskids.net.

5. The students of Angus Elementary School completed Iowa Assessment across all grade levels. The average standard score and grade equivalent for each grade level were as follows:

2012-2013	Fall ELA Total	Spring ELA Total	Growth
Kindergarten		131.1/K.9	
Grade 1	132.8/1.0	145.9/1.6	6 months
Grade 2	147.7/1.7	162.9/2.5	8 months
Grade 3	165.7/2.7	186.9/3.9	14 months
Grade 4	186.9/3.9	196.6/4.6	7 months
Grade 5	197.8/4.6	206.2/5.2	6 months

2012-2013	Fall Math	Spring Math	Growth
Kindergarten		129.8/K.8	
Grade 1	135.3/1.0	145.3/1.5	5 months
Grade 2	143.5/1.4	166.2/2.6	14 months
Grade 3	162.9/2.5	180.7/3.6	13 months

Grade 4	179.8/3.5	192.0/4.3	8 months
Grade 5	190.3/4.2	206.3/5.3	13 months

2012-2013	Fall Core Composite	Spring Core Composite	Growth
Kindergarten		130.6/K.8	
Grade 1	134.2/1.0	145.7/1.6	6 months
Grade 2	145.7/1.6	163.6/2.6	12 months
Grade 3	165.5/2.7	184.0/3.7	12 months
Grade 4	183.7/3.7	194.8/4.4	9 months
Grade 5	194.8/4.4	207.9/5.4	12 months

Angus students are tested for their reading skills using the Developmental Reading Assessment (DRA-2). Spring testing revealed the following:

2012-2013	Intervention	Below Level	At Level	Above Level
Kindergarten	10%	30%	20%	40%
1 st Grade	24%	20%	32%	24%
2 nd Grade	18%	12%	31%	39%
3 rd Grade	16%	24%	13%	47%
4 th Grade	5%	16%	20%	59%
5 th Grade	3%	11%	18%	68%

2011-2012	Intervention	Below Level	At Level	Above Level
Kindergarten	9%	11%	23%	57%
1 st Grade	24%	18%	25%	33%
2 nd Grade	15%	19%	17%	49%
3 rd Grade	20%	10%	18%	52%

4 th Grade	2%	10%	30%	58%
5 th Grade	26%	24%	16%	34%

6. Parent – Teacher Conference Information – Parent Participation at Fall and Spring Conferences.

	Fall	Spring
2011-2012	92%	79%
2012-2013	93%	84%
Change	+1%	+5%

Angus Elementary School is a diverse community of teachers and learners. The challenges facing us for the future include extending our use of data for progress monitoring and to make changes in the way that we react to student needs. We will continue to extend our use of Tier 1 and Tier 2 intervention using an MTSS model. Our staff is committed to maintaining the highest standards for all of our students. The classroom staff is supported by many individuals. They include our office staff, special education staff, kitchen staff, Title 1 staff, ESL staff, special subject staff and custodial staff.

Sincerely,

Lisa H. Fisk
Principal, 2012-13

Carlie McClenathan
Principal, 2013-14

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100%	36.3%	35.1%	18.5%	< 10	16.9%	27.7%	53.8%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	32.6%	29.6%	< 10	29.6%	22.2%	48.1%
Mathematics	3rd Grade	African American	2011-12	100%	14.5%	16.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	African American	2012-13	< 10	18%	20.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2011-12	100%	62.9%	45.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2012-13	100%	65.6%	45.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	40.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	< 10	40%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	36.8%	< 10	< 10	< 10	31.8%	52.3%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	32.7%	23.5%	< 10	23.5%	25%	51.5%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	35.2%	< 10	< 10	< 10	< 10	51.9%
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	31.8%	29.5%	< 10	29.5%	< 10	52.3%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	35%	< 10	< 10	< 10	< 10	55.3%
Mathematics	3rd Grade	Male	2012-13	100%	42%	33.3%	29.7%	< 10	29.7%	27%	43.2%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	27.2%	< 10	< 10	< 10	25.5%	62.7%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	25.1%	21.9%	< 10	21.9%	21.9%	56.3%

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2011-12	100%	21.9%	10.6%	< 10	< 10	< 10	< 10	76.2%
Mathematics	3rd Grade	English Language Learners	2012-13	100%	23%	11.4%	< 10	< 10	< 10	< 10	78.4%
Mathematics	3rd Grade	Students With Disabilities	2011-12	< 10	18.5%	10.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	< 10	21.5%	13.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	42.2%	32.8%	< 10	32.8%	20.9%	46.3%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	34.3%	30%	< 10	23.3%	20%	50%
Mathematics	4th Grade	African American	2011-12	< 10	15.9%	29.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2012-13	< 10	20%	23.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	100%	68.1%	52.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2012-13	100%	71.4%	39.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	53.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	< 10	44.3%	< 10	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	White	2011-12	100%	46.4%	43.2%	30.6%	< 10	30.6%	22.4%	46.9%
Mathematics	4th Grade	White	2012-13	100%	53%	35.6%	27.5%	< 10	< 10	< 10	50%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	41.5%	< 10	< 10	< 10	< 10	59.3%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	32.5%	< 10	< 10	< 10	< 10	44%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	43%	37.5%	< 10	37.5%	25%	37.5%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	36%	28.6%	< 10	< 10	< 10	54.3%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	30.7%	< 10	< 10	< 10	< 10	61%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	26.9%	23.4%	< 10	< 10	23.4%	53.2%
Mathematics	4th Grade	English Language Learners	2011-12	100%	20.9%	13.5%	< 10	< 10	< 10	< 10	70.8%
Mathematics	4th Grade	English Language Learners	2012-13	100%	24.4%	10.3%	< 10	< 10	< 10	< 10	75%
Mathematics	4th Grade	Students With Disabilities	2011-12	< 10	18.3%	19.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2012-13	< 10	23%	21.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	34.3%	19.2%	< 10	19.2%	24.7%	56.2%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	32.2%	30.2%	< 10	30.2%	31.7%	38.1%
Mathematics	5th Grade	African American	2011-12	< 10	17%	10.9%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	African American	2012-13	< 10	20.5%	23.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2011-12	< 10	71.4%	48.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	100%	74.7%	47.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2011-12	< 10	26.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	< 10	31.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	< 10	37.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	36.4%	17.2%	< 10	17.2%	25.9%	56.9%
Mathematics	5th Grade	White	2012-13	100%	52.4%	32%	31.7%	< 10	31.7%	31.7%	36.6%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	31.2%	< 10	< 10	< 10	32.3%	45.2%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	31%	< 10	< 10	< 10	< 10	42.3%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	37.2%	< 10	< 10	< 10	< 10	64.3%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	33.3%	32.4%	< 10	32.4%	32.4%	35.1%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	21.7%	< 10	< 10	< 10	21.2%	65.4%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	21.7%	< 10	< 10	< 10	36.1%	44.4%
Mathematics	5th Grade	English Language Learners	2011-12	100%	21.7%	11.1%	< 10	< 10	< 10	< 10	91.7%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	English Language Learners	2012-13	100%	22.9%	8.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Students With Disabilities	2011-12	< 10	16%	14.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Students With Disabilities	2012-13	< 10	19.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	62.4%	58.8%	58.7%	< 10	54%	30.2%	< 10
Reading	3rd Grade	All Students	2012-13	100%	66.5%	59.3%	60.8%	< 10	57%	29.1%	< 10
Reading	3rd Grade	African American	2011-12	100%	38.4%	48.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	African American	2012-13	< 10	44.8%	41.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2011-12	100%	73.7%	62.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2012-13	100%	79%	65%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	72.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2012-13	< 10	67.6%	57.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	59.9%	59.5%	< 10	54.8%	31%	< 10
Reading	3rd Grade	White	2012-13	100%	73%	60.5%	60.6%	< 10	59.1%	28.8%	< 10
Reading	3rd Grade	Female	2011-12	100%	65.9%	62.5%	66.7%	< 10	66.7%	< 10	< 10
Reading	3rd Grade	Female	2012-13	100%	70.2%	65.4%	62.8%	< 10	58.1%	23.3%	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Male	2011-12	100%	59%	55.2%	52.8%	< 10	44.4%	36.1%	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	53.4%	58.3%	< 10	55.6%	36.1%	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	48.7%	51%	< 10	44.9%	34.7%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	52%	51.6%	< 10	50%	35.5%	< 10
Reading	3rd Grade	English Language Learners	2011-12	100%	34.7%	21%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2012-13	100%	41.5%	28.9%	< 10	< 10	< 10	52.8%	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	23.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	< 10	37.9%	29.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	67.9%	47.7%	< 10	44.6%	38.5%	< 10
Reading	4th Grade	All Students	2012-13	100%	68.1%	58.9%	48.3%	< 10	45%	41.7%	< 10
Reading	4th Grade	African American	2011-12	< 10	45.1%	58.3%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2012-13	< 10	43%	47.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	100%	81%	69.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2012-13	100%	79.2%	64.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	< 10	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	71.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	69.9%	45.8%	< 10	41.7%	39.6%	< 10
Reading	4th Grade	White	2012-13	100%	75.1%	60.6%	45%	< 10	42.5%	45%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	73.7%	44.4%	< 10	44.4%	37%	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	63.8%	52%	< 10	52%	40%	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	61.9%	50%	< 10	44.7%	39.5%	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	54.2%	45.7%	< 10	40%	42.9%	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	58.8%	38.5%	< 10	38.5%	43.6%	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	49%	42.6%	< 10	38.3%	44.7%	< 10
Reading	4th Grade	English Language Learners	2011-12	100%	38.8%	33.5%	< 10	< 10	< 10	52.2%	< 10
Reading	4th Grade	English Language Learners	2012-13	100%	39.1%	20.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2011-12	< 10	35%	39.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	< 10	38.3%	38.2%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	All Students	2011-12	100%	68.8%	67.1%	56.9%	< 10	51.4%	25%	18.1%
Reading	5th Grade	All Students	2012-13	100%	70.4%	60.3%	64.5%	< 10	59.7%	25.8%	< 10
Reading	5th Grade	African American	2011-12	< 10	48.3%	53.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	47.8%	54.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2011-12	< 10	81.1%	75.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	100%	81.5%	68.7%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2011-12	< 10	57%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	< 10	68.7%	62.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	70.4%	62.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	68.2%	51.7%	< 10	46.6%	29.3%	19%
Reading	5th Grade	White	2012-13	100%	76.9%	60.5%	70.7%	< 10	63.4%	< 10	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	68.4%	71%	< 10	61.3%	< 10	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	67.4%	73.1%	< 10	69.2%	< 10	< 10
Reading	5th Grade	Male	2011-12	100%	65.9%	65.8%	46.3%	< 10	43.9%	29.3%	24.4%
Reading	5th Grade	Male	2012-13	100%	66.8%	53.3%	58.3%	< 10	52.8%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	55.4%	47.1%	< 10	45.1%	31.4%	21.6%

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	52.2%	57.1%	< 10	51.4%	28.6%	< 10
Reading	5th Grade	English Language Learners	2011-12	100%	36.9%	20.9%	< 10	< 10	< 10	52.2%	< 10
Reading	5th Grade	English Language Learners	2012-13	100%	36.3%	24.6%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2011-12	< 10	34.2%	31.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2012-13	< 10	36.6%	33.3%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	100%	15.3%	11.3%	< 10	< 10	< 10	22.4%	72.4%
Science	5th Grade	All Students	2012-13	100%	13.1%	11.9%	< 10	< 10	< 10	22.7%	72.7%
Science	5th Grade	African American	2011-12	< 10	3.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	African American	2012-13	< 10	2.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2011-12	< 10	28.9%	12.5%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	100%	26.6%	20.8%	< 10	< 10	< 10	< 10	71.4%
Science	5th Grade	Hispanic of Any Race	2011-12	< 10	6.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	< 10	5.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Two or More Races	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	100%	18.9%	12.6%	< 10	< 10	< 10	21.3%	72.1%
Science	5th Grade	White	2012-13	100%	16%	12.3%	< 10	< 10	< 10	25%	70.5%
Science	5th Grade	Female	2011-12	100%	13.6%	9.7%	< 10	< 10	< 10	< 10	69.7%
Science	5th Grade	Female	2012-13	100%	11.6%	10.8%	< 10	< 10	< 10	< 10	80.8%
Science	5th Grade	Male	2011-12	100%	17%	12.8%	< 10	< 10	< 10	< 10	74.4%
Science	5th Grade	Male	2012-13	100%	14.5%	12.9%	< 10	< 10	< 10	30%	67.5%
Science	5th Grade	Economically Disadvantaged	2011-12	100%	7%	5.2%	< 10	< 10	< 10	< 10	83.3%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	5.9%	< 10	< 10	< 10	< 10	81.6%
Science	5th Grade	English Language Learners	2011-12	100%	2.5%	< 10	< 10	< 10	< 10	< 10	100%
Science	5th Grade	English Language Learners	2012-13	100%	1.4%	< 10	< 10	< 10	< 10	< 10	88.2%
Science	5th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Students With Disabilities	2012-13	< 10	4.1%	< 10	< 10	< 10	< 10	< 10	< 10



Annual Education Report Angus Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2011-12	100%	56.4%	100%	100%	< 10	100%	< 10
Mathematics	3rd Grade	All Students	2012-13	< 10	63.7%	60%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	65.2%	100%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2012-13	< 10	68.3%	57.1%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2011-12	< 10	62.6%	100%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2012-13	< 10	66.4%	58.3%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	57.7%	100%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	< 10	62.4%	57.1%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	English Language Learners	2012-13	< 10	60.9%	80%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	60.9%	75%	< 10	75%	25%
Mathematics	4th Grade	All Students	2012-13	100%	57.5%	56.7%	< 10	< 10	< 10	60%
Mathematics	4th Grade	African American	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2012-13	< 10	80%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	61%	62.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	100%	63.6%	58.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	100%	58.9%	60%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2012-13	100%	57.9%	56.5%	< 10	< 10	< 10	60%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	54.6%	64.3%	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	55.5%	57.7%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	English Language Learners	2012-13	100%	54.7%	60%	< 10	< 10	< 10	75%
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	50%	< 10	< 10	< 10	66.7%
Mathematics	5th Grade	All Students	2012-13	100%	58.5%	48.6%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	67.5%	57.1%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	100%	64%	40.7%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2011-12	< 10	59.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	64%	80%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	100%	60.4%	45.8%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	42.9%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	< 10	55.7%	52%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2011-12	< 10	56.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2012-13	< 10	57.1%	41.7%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	42.1%	58.3%	66.7%	< 10	66.7%	33.3%
Reading	3rd Grade	All Students	2012-13	100%	39.3%	32%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	42.3%	62.5%	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	White	2012-13	100%	42.8%	38.9%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2012-13	< 10	41.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	100%	40.8%	55.6%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	38.3%	37.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	39.1%	66.7%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	34.6%	22.2%	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2011-12	< 10	40.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2012-13	< 10	31.3%	50%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	45.8%	36.4%	33.3%	< 10	33.3%	66.7%
Reading	4th Grade	All Students	2012-13	100%	46.3%	35.7%	< 10	< 10	< 10	80%
Reading	4th Grade	African American	2011-12	< 10	39.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	40%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2012-13	< 10	50%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	50.6%	36.4%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	100%	51.4%	46.4%	< 10	< 10	< 10	75%
Reading	4th Grade	Male	2011-12	100%	47.6%	39.1%	< 10	< 10	< 10	60%
Reading	4th Grade	Male	2012-13	100%	44%	29%	< 10	< 10	< 10	80%

Annual Education Report Angus Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	44.5%	35%	< 10	< 10	< 10	75%
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	43.3%	38.2%	< 10	< 10	< 10	75%
Reading	4th Grade	English Language Learners	2011-12	< 10	39.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	English Language Learners	2012-13	100%	39.3%	35.7%	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2011-12	100%	55%	61.9%	60%	40%	20%	40%
Reading	5th Grade	All Students	2012-13	100%	59.8%	56.1%	75%	< 10	< 10	< 10
Reading	5th Grade	African American	2011-12	< 10	47.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	50.4%	85.7%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	61.1%	61.5%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	100%	63.4%	50%	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2011-12	< 10	57.3%	50%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	56.8%	66.7%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	100%	57.4%	53.6%	75%	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	52.8%	60%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	58%	61.3%	< 10	< 10	< 10	< 10

**Annual Education Report
Angus Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	English Language Learners	2011-12	< 10	53.9%	62.5%	< 10	< 10	< 10	< 10
Reading	5th Grade	English Language Learners	2012-13	< 10	48%	53.3%	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	84%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	75.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	83.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	72.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	English Language Learners	2011-12	< 10	86.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	English Language Learners	2011-12	< 10	69.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	< 10	45.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	73.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	82.5%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	49.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	5th Grade	Male	2011-12	< 10	80.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	71.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2011-12	< 10	46.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	English Language Learners	2011-12	< 10	84.8%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	English Language Learners	2011-12	< 10	39.5%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Angus Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Angus Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Angus Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		< 30%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.7%	54.2%
Bottom 30%	District	Mathematics		< 30%
African American	District	Mathematics	99.9%	41.6%
American Indian	District	Mathematics	100%	31.8%
Asian	District	Mathematics	99.9%	67%
Hispanic of Any Race	District	Mathematics	99.1%	55.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	57.1%
Two or More Races	District	Mathematics	99.4%	46.3%
White	District	Mathematics	99.7%	54.9%
Economically Disadvantaged	District	Mathematics	99.7%	46.1%
English Language Learners	District	Mathematics	99.8%	31.9%
Students With Disabilities	District	Mathematics	99.1%	39%
All Students	School	Mathematics	100%	57.4%
Bottom 30%	School	Mathematics		< 30%
African American	School	Mathematics	100%	41.2%
Asian	School	Mathematics	100%	71.1%
Hispanic of Any Race	School	Mathematics	100%	< 30%
Native Hawaiian or Other Pacific Islander	School	Mathematics	100%	100%

Annual Education Report Angus Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	100%	< 30%
White	School	Mathematics	100%	57.2%
Economically Disadvantaged	School	Mathematics	100%	51%
English Language Learners	School	Mathematics	100%	44.3%
Students With Disabilities	School	Mathematics	100%	46%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.8%	80.7%
Bottom 30%	District	Reading		38.2%
African American	District	Reading	99.9%	72.2%
American Indian	District	Reading	100%	72.7%
Asian	District	Reading	99.9%	85.5%
Hispanic of Any Race	District	Reading	99.1%	85.2%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	90.5%
Two or More Races	District	Reading	99.4%	83.1%
White	District	Reading	99.8%	81.3%
Economically Disadvantaged	District	Reading	99.8%	75.3%
English Language Learners	District	Reading	99.9%	57.4%
Students With Disabilities	District	Reading	99.2%	58.2%
All Students	School	Reading	100%	81.2%

Annual Education Report Angus Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading		42%
African American	School	Reading	100%	64.7%
Asian	School	Reading	100%	92.1%
Hispanic of Any Race	School	Reading	100%	75%
Native Hawaiian or Other Pacific Islander	School	Reading	100%	100%
Two or More Races	School	Reading	100%	100%
White	School	Reading	100%	80.4%
Economically Disadvantaged	School	Reading	100%	76.1%
English Language Learners	School	Reading	100%	60.7%
Students With Disabilities	School	Reading	100%	54.1%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		< 30%
African American	Statewide	Science	94.8%	< 30%
American Indian	Statewide	Science	97.5%	< 30%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	< 30%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	< 30%
English Language Learners	Statewide	Science	98%	< 30%
Students With Disabilities	Statewide	Science	96.5%	< 30%
All Students	District	Science	99.5%	31.7%
Bottom 30%	District	Science		< 30%
African American	District	Science	99.8%	< 30%
American Indian	District	Science	100%	< 30%
Asian	District	Science	100%	42.5%
Hispanic of Any Race	District	Science	97.9%	30.8%
Native Hawaiian or Other Pacific Islander	District	Science	100%	33.3%
Two or More Races	District	Science	98.6%	< 30%

Annual Education Report Angus Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.4%	33.1%
Economically Disadvantaged	District	Science	99.5%	< 30%
English Language Learners	District	Science	99.5%	< 30%
Students With Disabilities	District	Science	98.8%	< 30%
All Students	School	Science	100%	< 30%
Bottom 30%	School	Science		< 30%
African American	School	Science	100%	< 30%
Asian	School	Science	100%	< 30%
Hispanic of Any Race	School	Science	100%	< 30%
Two or More Races	School	Science	100%	
White	School	Science	100%	< 30%
Economically Disadvantaged	School	Science	100%	< 30%
English Language Learners	School	Science	100%	< 30%
Students With Disabilities	School	Science	100%	< 30%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		< 30%
African American	Statewide	Social Studies	92.4%	< 30%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	< 30%
Students With Disabilities	Statewide	Social Studies	91.9%	< 30%
All Students	District	Social Studies	99.6%	50.4%
Bottom 30%	District	Social Studies		< 30%
African American	District	Social Studies	99.8%	37.1%
American Indian	District	Social Studies	100%	75%
Asian	District	Social Studies	100%	61.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Hispanic of Any Race	District	Social Studies	100%	41.7%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100%	50%
Two or More Races	District	Social Studies	100%	41.5%
White	District	Social Studies	99.6%	51.4%
Economically Disadvantaged	District	Social Studies	99.6%	39.4%
English Language Learners	District	Social Studies	99.6%	< 30%
Students With Disabilities	District	Social Studies	99.7%	< 30%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		< 30%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	< 30%
All Students	District	Writing	99.3%	68.5%
Bottom 30%	District	Writing		< 30%
African American	District	Writing	100%	58.6%
American Indian	District	Writing	100%	69.2%
Asian	District	Writing	99.4%	77.6%
Hispanic of Any Race	District	Writing	100%	68.6%
Native Hawaiian or Other Pacific Islander	District	Writing	100%	77.8%
Two or More Races	District	Writing	100%	63.8%
White	District	Writing	99.1%	69.1%
Economically Disadvantaged	District	Writing	99.1%	61.3%
English Language Learners	District	Writing	97.1%	31.7%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	District	Writing	98.9%	31.1%
All Students	School	Writing	100%	55.7%
Bottom 30%	School	Writing		< 30%
African American	School	Writing	100%	71.4%
Asian	School	Writing	100%	77.8%
Native Hawaiian or Other Pacific Islander	School	Writing	100%	100%
Two or More Races	School	Writing	100%	
White	School	Writing	100%	47.7%
Economically Disadvantaged	School	Writing	100%	50%
English Language Learners	School	Writing	100%	< 30%
Students With Disabilities	School	Writing	100%	< 30%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	77.5%
African American	District	66.2%
Asian	District	79.6%
White	District	79.6%
Economically Disadvantaged	District	71.4%
English Language Learners	District	51%
Students With Disabilities	District	58.1%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	95%
All Students	School	97%

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



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Warren Consolidated Schools	Angus Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	45

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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	6	26	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

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

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NAEP Grade 8 Math

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

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

Annual Education Report Angus Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

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

Annual Education Report Angus Elementary School

NAEP Grade 8 Reading

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

Rounds to zero

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

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Angus Elementary School**

NAEP Participation Data

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