



Tecumseh Public Schools

Herrick Park Elementary

600 Herrick Park Drive

517.423.2324

[Tecumseh Public Schools Website](#)



School Annual Education Report (AER) Cover Letter

March 13, 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 the Herrick Park 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 Robyn Francis, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Herrick Park Elementary](#), or you may review a copy in the main office at Herrick Park Elementary.

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.

We continually reassess our programming to ensure that all learners are being challenged and encouraged to work to their highest potential. We work to identify learners in need of support using various assessments such as NWEA Reading and Math, DIBELS Next, Fountas & Pinnell Benchmark Leveling Assessment, and Grade Level Common Assessments. We are fortunate to have not only knowledgeable and caring general education teachers, but a support network that includes a certified Reading Specialist, itinerant staff to help meet the needs of special education students, an Interventionist to assist students with reading, and Academic Support Coach to assist students with math, and a T.E.A.M. Coordinator who works with students who have been identified as Gifted and Talented. This team of support

personnel, along with our general education teachers utilize a Multi-Tier System of Support to ensure that all of our learner's individual needs are met. We meet regularly to review student progress data and discuss ways in which individual learners' needs can best be addressed. There is a strong focus on the needs of our learners achieving in the bottom 30% of our student population. Our learners also have Art, Music, and/or Physical Education classes daily. Teachers and support staff work diligently to ensure that all learners succeed.

State law requires that we also report additional information.

Tecumseh Public Schools has a School Board adopted policy that helps administration determine school placements. Each year we look at classroom sizes and compare classroom numbers. The Policy helps when administration has determined a need to move students. Students are assigned to Herrick Park based on their home location; building or school of choice application for attendance and/or their need for a special education.

Herrick Park Elementary is constantly striving to improve. Through our School Improvement Planning Process, we identified three academic areas in which to focus our improvement efforts.

Our 2015-16 School Improvement Goals:

80% of kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in understanding of math concepts and processes by making adequate growth in Mathematics by 6/10/2016 as measured by the Envision pre and posttest in first through fourth grades and the common assessment in kindergarten. 93% of students demonstrated proficiency in understanding of math concepts and processes by making adequate growth in Mathematics as measured by the Envision pre and posttests.

85% of kindergarten, first, and second grade students will demonstrate a proficiency by making adequate growth in English Language Arts by 6/10/16 as measured by the Fountas and Pinnell Benchmark Leveling Kit. 87% of kindergarten, first, and second grade students demonstrated proficiency by making adequate growth as measured by the Fountas and Pinnell Benchmark Leveling Kit.

85% of third and fourth grade students will demonstrate a proficiency by making adequate growth in English Language Arts by 6/10/16 as measured by the NWEA Reading Assessment. 88% of Third and fourth grade students demonstrated proficiency by making growth in ELA as measured by the NWEA Reading assessment, and 58% made expected growth.

80% of all students will demonstrate behavior by engaging in scientific method and responding in writing to show an increased understanding of the process in science by 6/10/2016 as measured by scientific method graphic organizer assessment, and teachers will increase the number of hands-on science experiments in which students will participate. Teachers reported 1 to 3 hands-on experiments per month and an increase in student understanding of scientific concepts. There is no numerical data to report from the scientific method graphic organizer.

2015-16 Specialized Schools Annual Report

The students of Tecumseh Public Schools receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Tecumseh Public Schools attended LISD classroom programs during the 2015-16 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from Tecumseh Public Schools attended Laura Haviland during the 2015-16 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. 16 students from Tecumseh Public Schools attended these programs during the 2015-16 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Students from Tecumseh Public Schools attended the LISD PREP Academy during the 2015-16 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 131 students from Tecumseh Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2015-16. This equals 21% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2015 study of 2014 graduates) showed 71.1% were continuing their education. Of those continuing their education, 71.3% were continuing in a field related to their LISD TECH Center program. In addition, 89.4% were working (full-time or part-time) with 7.6% reporting they were seeking employment. Of those working full-time, 71.4% were in a field related to their LISD TECH Center program.

Local districts operate special education classrooms open to students from other districts. Clinton Community Schools, Britton-Deerfield Schools, and Onsted Community Schools placed students with Tecumseh Public Schools during the 2015-16 school year.

Tecumseh Public Schools uses the Common Core State Standards for the core curricular areas. You can view the Common Core State Standards on our website at [TPS Common Core Resources](#).

Students in grades kindergarten through second grade are monitored using the Fountas & Pinnell Benchmark Assessment for Reading. The 2015-16 results are:

<u>Grade</u>	<u>Benchmark</u>	<u>Expected Growth</u>
Kind.	96%	91%
1 st	92%	89%
2 nd	96%	81%
Total	93%	87%

Students in second through fourth grades take the NWEA Reading and Math tests three times during the school year. We monitor student growth as well as proficiency based on the national norm. The 2015-16 End-of-Year results for NWEA Reading are:

<u>Grade</u>	<u>Proficient</u>	<u>Growth</u>	<u>Expected Growth</u>
2 nd	68%	96%	73%
3 rd	81%	93%	61%
4 th	56%	80%	41%
Total	68%	90%	58%

The 2015-16 End-of-Year results for NWEA Math are:

<u>Grade</u>	<u>Proficient</u>	<u>Growth</u>	<u>Expected Growth</u>
2 nd	62%	100%	79%
3 rd	79%	100%	52%
4 th	36%	92%	42%
Total	60%	97%	57%

Herrick Park is proud of the relationships we build with the families of our students. One of the many ways we interact with families to enhance students' academic experience is through parent-teacher conferences. During the 2015-16 school year, we had 96% of parents attend conferences in the fall, and 95% of parents attend conference in the spring.

Our vision continues to be that "We are a community that puts the academic, social, and emotional needs of CHILDREN FIRST!" We are pleased to continue to ensure a safe environment with strong community support that allows our learners to grow and learn together. We are proud of the efforts of our staff and families which have had a profound impact on the lives of the children in our care. We will continue to work to improve the lives of our learners now, and for their futures.

Sincerely,

Robyn M. Francis, Ed.S.,
Principal

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%	51.4%	52.9%	27.5%	25.5%	35.3%	11.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	54.1%	64.6%	39.6%	25.0%	25.0%	10.4%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	63.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	52.3%	53.1%	26.5%	26.5%	34.7%	12.2%
ELA	3rd Grade Content	White	2015-16	53.9%	53.6%	67.4%	41.9%	25.6%	20.9%	11.6%
ELA	3rd Grade Content	Female	2014-15	54.7%	60.2%	61.9%	23.8%	38.1%	23.8%	14.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	59.6%	68.0%	44.0%	24.0%	28.0%	4.0%
ELA	3rd Grade Content	Male	2014-15	45.5%	44.1%	46.7%	30.0%	16.7%	43.3%	10.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	49.5%	60.9%	34.8%	26.1%	21.7%	17.4%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	39.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	49.3%	75.0%	41.7%	33.3%	16.7%	8.3%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	20.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	31.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	54.0%	52.5%	17.5%	35.0%	25.0%	22.5%
ELA	4th Grade Content	All Students	2015-16	46.3%	43.9%	36.0%	8.0%	28.0%	34.0%	30.0%
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	33.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	53.3%	56.8%	18.9%	37.8%	21.6%	21.6%
ELA	4th Grade Content	White	2015-16	53.9%	45.5%	38.3%	8.5%	29.8%	31.9%	29.8%
ELA	4th Grade Content	Female	2014-15	51.5%	62.5%	81.3%	25.0%	56.3%	18.8%	0.0%
ELA	4th Grade Content	Female	2015-16	50.9%	52.9%	40.9%	9.1%	31.8%	31.8%	27.3%
ELA	4th Grade Content	Male	2014-15	41.8%	44.9%	33.3%	12.5%	20.8%	29.2%	37.5%
ELA	4th Grade Content	Male	2015-16	41.8%	36.1%	32.1%	7.1%	25.0%	35.7%	32.1%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	36.2%	23.1%	0.0%	23.1%	30.8%	46.2%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	30.9%	16.7%	8.3%	8.3%	33.3%	50.0%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	8.7%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	14.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	50.9%	58.8%	23.5%	35.3%	31.4%	9.8%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	55.2%	66.0%	25.5%	40.4%	27.7%	6.4%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	61.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	57.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	51.0%	57.1%	24.5%	32.7%	32.7%	10.2%
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.2%	64.3%	26.2%	38.1%	28.6%	7.1%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	46.9%	47.6%	9.5%	38.1%	33.3%	19.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	59.1%	72.0%	20.0%	52.0%	20.0%	8.0%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	54.2%	66.7%	33.3%	33.3%	30.0%	3.3%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.8%	59.1%	31.8%	27.3%	36.4%	4.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	46.3%	54.5%	0.0%	54.5%	36.4%	9.1%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	24.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	31.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	All Students	2014-15	41.4%	41.1%	30.0%	7.5%	22.5%	50.0%	20.0%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	41.7%	36.0%	4.0%	32.0%	50.0%	14.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	53.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	40.2%	29.7%	8.1%	21.6%	51.4%	18.9%
Mathematics	4th Grade Content	White	2015-16	52.3%	41.6%	34.0%	4.3%	29.8%	53.2%	12.8%
Mathematics	4th Grade Content	Female	2014-15	40.3%	39.4%	31.3%	12.5%	18.8%	50.0%	18.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	35.6%	36.4%	4.5%	31.8%	45.5%	18.2%
Mathematics	4th Grade Content	Male	2014-15	42.4%	42.9%	29.2%	4.2%	25.0%	50.0%	20.8%
Mathematics	4th Grade Content	Male	2015-16	45.8%	47.1%	35.7%	3.6%	32.1%	53.6%	10.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	25.9%	15.4%	0.0%	15.4%	53.8%	30.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.0%	16.7%	0.0%	16.7%	50.0%	33.3%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	13.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	7.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	18.8%	20.0%	2.5%	17.5%	37.5%	42.5%
Science	4th Grade Content	All Students	2015-16	14.7%	14.3%	14.0%	2.0%	12.0%	26.0%	60.0%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	6.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	21.6%	2.7%	18.9%	37.8%	40.5%
Science	4th Grade Content	White	2015-16	18.4%	15.3%	14.9%	2.1%	12.8%	25.5%	59.6%
Science	4th Grade Content	Female	2014-15	10.4%	15.4%	18.8%	6.3%	12.5%	50.0%	31.3%
Science	4th Grade Content	Female	2015-16	13.0%	11.5%	9.1%	0.0%	9.1%	18.2%	72.7%
Science	4th Grade Content	Male	2014-15	14.3%	22.4%	20.8%	0.0%	20.8%	29.2%	50.0%
Science	4th Grade Content	Male	2015-16	16.4%	16.7%	17.9%	3.6%	14.3%	32.1%	50.0%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	6.9%	0.0%	0.0%	0.0%	23.1%	76.9%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.3%	8.3%	0.0%	8.3%	16.7%	75.0%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	13.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	6.9%	<10	<10	<10	<10	<10



**Annual Education Report
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03/09/2017

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
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No Data to Display



**Annual Education Report
Herrick Park Elementary School**

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MI-Access Functional Independence

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



**Annual Education Report
Herrick Park Elementary School**

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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 School Data
Annual Education Report
Herrick Park Elementary School

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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
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No Data to Display



MI School Data

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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%	98.6%	77.0%	100.0%	73.1%
All Students	Mathematics	98.6%	62.1%	98.3%	64.6%	100.0%	72.0%
All Students	Science	98.1%	50.0%	97.8%	56.5%	100.0%	31.9%
All Students	Social Studies	98.1%	59.3%	97.6%	64.7%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	24.8%	N/A	< 30
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.1%	N/A	< 30
Bottom 30%	Science	N/A	9.8%	N/A	11.4%	N/A	< 30
Bottom 30%	Social Studies	N/A	13.3%	N/A	13.0%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	< 30	< 30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	< 30	< 30	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%	< 30	< 30	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	< 30	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%	98.2%	74.3%	< 30	< 30
Hispanic of Any Race	Mathematics	98.8%	51.1%	97.3%	61.9%	< 30	< 30
Hispanic of Any Race	Science	98.1%	36.7%	95.4%	45.0%	< 30	< 30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	95.9%	48.9%	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%	<30	<30	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	98.6%	77.6%	100.0%	71.8%
White	Mathematics	98.9%	68.4%	98.4%	65.0%	100.0%	71.8%
White	Science	98.6%	57.1%	98.2%	58.0%	100.0%	31.8%
White	Social Studies	98.5%	65.8%	98.0%	66.0%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	97.9%	64.3%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.5%	52.4%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	95.5%	41.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	96.2%	48.2%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A



MI School Data

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Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	97.9%	49.7%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.9%	35.0%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.2%	26.1%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.3%	34.2%	N/A	N/A



MI School Data

Annual Education Report Herrick Park Elementary School

03/09/2017

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	80.24%	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%	81.90%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	60.94%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	59.46%	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	92.79%	95.36%

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

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
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No Data to Display

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
Herrick Park Elementary School	Green	2	Green	2	Green	2			Lime	16



MI School Data

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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	8	10	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	0.0%

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
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
Two or More Races	#	‡	‡	‡	‡
Alaska Native	3	‡	‡	‡	‡
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

Annual Education Report Herrick Park Elementary School

03/09/2017

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	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.



MI School Data

Annual Education Report Herrick Park Elementary School

03/09/2017

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 Herrick Park Elementary School

03/09/2017

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

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



MI School Data

Annual Education Report Herrick Park Elementary School

03/09/2017

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	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.



MI School Data

Annual Education Report Herrick Park Elementary School

03/09/2017

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

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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