



Sutton Elementary
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School Annual Education Report (AER) Cover Letter

March 7, 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 Sutton Elementary. 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 Stacy Bailey for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org>, 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 was not identified with a label from the state.

Process for Assigning Pupils to the School

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 determines a need to move students. Students are assigned to Sutton Elementary based on their home location; building of choice or school of choice application for attendance and/or their need for specific special education services. In addition to the Resource Room, Sutton is the home for all elementary students in the district with a Cognitive Impairment. The elementary Cognitive Impairment classroom for the district is located at Sutton Elementary School.

School Improvement Planning Cycle

Our school improvement plan includes three goals with many activities that support student learning at Sutton Elementary School. Students and staff are challenged to improve the percentage of students scoring in the proficient and exemplary range on the state assessments each year. Professional development opportunities for staff are focused on these core areas. Goals are updated each year. This year we focused on the following goals:

- All students at Sutton Elementary School will increase reading proficiency.
- All students at Sutton Elementary School will increase math proficiency.
- All students at Sutton Elementary School will increase science proficiency.

We appreciate the continued support of parents, staff and our community in this effort. If you would like to become more involved, please contact Mrs. Bailey for possibilities.

Students at Sutton Elementary are served by general education teachers, two reading specialists, an interventionist, an academic support coach, special education teachers and Lenawee Intermediate School District Staff. Students are assessed using M-STEP, NWEA, DIBELS, Fountas & Pinnell, and grade level assessments. Grade level data meetings and check in meetings are held every 6-8 weeks throughout the year to review all student data and determine instructional paths for each learner. Through our MTSS model, students below grade level benchmarks receive support and students above grade level benchmarks receive acceleration. If students do not show adequate growth from those additional Tiers of Support, a TAP meeting is held with all members of the team to determine potential root causes and determine if additional interventions, accelerations, and/or assessments are needed.

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.

Curriculum

The curriculum at Sutton Elementary is built upon the Common Core State Standards (CCSS) and Michigan's Grade Level Content Expectations (GLCE). Grade level teams have taken this curriculum and developed instructional pacing guides. Our student utilizes many different approaches to ensure that each student learns and demonstrates growth. Curricula can be found on the Tecumseh Public Schools website.

Student Achievement Data

Our school uses several pieces of data to help us monitor student progress. Staff meet every 6-8 weeks throughout the year to review data, analyze student growth, and develop strategies to support all learners. The Fountas and Pinnell assessment is used to monitor student progress in reading achievement for kindergarten through third grade students.

The NWEA is used to monitor student progress in reading and mathematics for grades 2-4. For the 2015-2016 school year, 64.3% of students demonstrated expected growth in the area of Math and 59% of students demonstrated expected growth in Reading as measured by NWEA.

This was the second year students took the new state assessment, the M-STEP. The results from the ELA M-STEP showed that 57.6% of 3rd and 4th grade students demonstrated proficiency. The results of the Math M-STEP showed that 54.7% of 3rd grade and fourth grade students demonstrated proficiency.

Parent-Teacher Conference Attendance

Sutton Elementary families do their best in attending parent-teacher conferences. We understand that at times there are difficulties and interferences that can stand in the way of attending conferences. Our staff has made efforts beyond the scheduled conference times to help meet our parents' needs when they are unable to attend. Telephone conversations, e-mailing, and rescheduling meetings have all helped in our attendance for these events. Sutton Elementary had a 98% attendance rate in the fall of 2015 and a 96% attendance rate in the spring of 2016.

Points of Pride

Sutton Elementary is a school that nurtures and supports the whole child. Students have an hour of special classes each day, including art, music, and physical education, as well as library and technology once a week. Staff utilize many educational websites with their students, including: IXL math, Khan Academy, BrainpopJr. and Tumblebooks. This was our fourth year implementing a school-wide leadership initiative based on the book, The 7 Habits of Highly Effective People by Stephen Covey. Staff continue teaching students the kid-friendly 7 habits, and students began taking on leadership responsibilities throughout the school. We believe that these habits will help students develop the skills needed to be successful students and productive members of our community.

Thank you once again for a very successful 2015-2016 school year. It is a pleasure working with the students, staff and parents at Sutton Elementary. We look forward to strengthening our program in 2016-2017 and welcome your involvement.

Sincerely,

Stacy L. Bailey

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%	43.4%	18.9%	24.5%	37.7%	18.9%
ELA	3rd Grade Content	All Students	2015-16	46.0%	54.1%	33.3%	10.4%	22.9%	39.6%	27.1%
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
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	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	52.3%	47.8%	19.6%	28.3%	34.8%	17.4%
ELA	3rd Grade Content	White	2015-16	53.9%	53.6%	34.9%	9.3%	25.6%	41.9%	23.3%
ELA	3rd Grade Content	Female	2014-15	54.7%	60.2%	62.5%	29.2%	33.3%	25.0%	12.5%
ELA	3rd Grade Content	Female	2015-16	49.5%	59.6%	36.8%	10.5%	26.3%	47.4%	15.8%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	44.1%	27.6%	10.3%	17.2%	48.3%	24.1%
ELA	3rd Grade Content	Male	2015-16	42.6%	49.5%	31.0%	10.3%	20.7%	34.5%	34.5%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	39.4%	23.8%	14.3%	9.5%	47.6%	28.6%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	49.3%	20.0%	6.7%	13.3%	53.3%	26.7%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	20.0%	<10	<10	<10	<10	<10
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%	44.6%	17.9%	26.8%	35.7%	19.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	43.9%	32.7%	15.4%	17.3%	26.9%	40.4%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10
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	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	53.3%	43.1%	17.6%	25.5%	37.3%	19.6%

M-STEP Grades 3-11

ELA	4th Grade Content	White	2015-16	53.9%	45.5%	37.0%	17.4%	19.6%	28.3%	34.8%
ELA	4th Grade Content	Female	2014-15	51.5%	62.5%	55.6%	25.0%	30.6%	33.3%	11.1%
ELA	4th Grade Content	Female	2015-16	50.9%	52.9%	52.0%	28.0%	24.0%	20.0%	28.0%
ELA	4th Grade Content	Male	2014-15	41.8%	44.9%	25.0%	5.0%	20.0%	40.0%	35.0%
ELA	4th Grade Content	Male	2015-16	41.8%	36.1%	14.8%	3.7%	11.1%	33.3%	51.9%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	36.2%	29.4%	5.9%	23.5%	52.9%	17.6%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	30.9%	29.4%	17.6%	11.8%	23.5%	47.1%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	8.7%	<10	<10	<10	<10	<10
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%	42.6%	14.8%	27.8%	37.0%	20.4%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	55.2%	37.5%	8.3%	29.2%	39.6%	22.9%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

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	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	51.0%	44.7%	12.8%	31.9%	38.3%	17.0%
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.2%	39.5%	7.0%	32.6%	41.9%	18.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	46.9%	52.0%	16.0%	36.0%	32.0%	16.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	59.1%	31.6%	5.3%	26.3%	47.4%	21.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	54.2%	34.5%	13.8%	20.7%	41.4%	24.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.8%	41.4%	10.3%	31.0%	34.5%	24.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.0%	19.0%	4.8%	14.3%	47.6%	33.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	46.3%	20.0%	0.0%	20.0%	46.7%	33.3%
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
Mathematics	4th Grade Content	All Students	2014-15	41.4%	41.1%	33.9%	12.5%	21.4%	48.2%	17.9%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	41.7%	34.6%	1.9%	32.7%	46.2%	19.2%

M-STEP Grades 3-11

Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
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	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	40.2%	33.3%	11.8%	21.6%	52.9%	13.7%
Mathematics	4th Grade Content	White	2015-16	52.3%	41.6%	37.0%	2.2%	34.8%	45.7%	17.4%
Mathematics	4th Grade Content	Female	2014-15	40.3%	39.4%	36.1%	13.9%	22.2%	41.7%	22.2%
Mathematics	4th Grade Content	Female	2015-16	42.1%	35.6%	24.0%	0.0%	24.0%	60.0%	16.0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	42.9%	30.0%	10.0%	20.0%	60.0%	10.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	47.1%	44.4%	3.7%	40.7%	33.3%	22.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	25.9%	29.4%	11.8%	17.6%	35.3%	35.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.0%	23.5%	5.9%	17.6%	58.8%	17.6%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	13.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	7.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	18.8%	14.3%	5.4%	8.9%	25.0%	60.7%
Science	4th Grade Content	All Students	2015-16	14.7%	14.3%	9.6%	1.9%	7.7%	44.2%	46.2%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
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	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	11.8%	3.9%	7.8%	27.5%	60.8%
Science	4th Grade Content	White	2015-16	18.4%	15.3%	10.9%	2.2%	8.7%	45.7%	43.5%
Science	4th Grade Content	Female	2014-15	10.4%	15.4%	11.1%	2.8%	8.3%	22.2%	66.7%
Science	4th Grade Content	Female	2015-16	13.0%	11.5%	12.0%	0.0%	12.0%	48.0%	40.0%
Science	4th Grade Content	Male	2014-15	14.3%	22.4%	20.0%	10.0%	10.0%	30.0%	50.0%
Science	4th Grade Content	Male	2015-16	16.4%	16.7%	7.4%	3.7%	3.7%	40.7%	51.9%

MI School Data
 Annual Education Report
 Sutton Elementary School
 03/08/2017

M-STEP Grades 3-11

Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	6.9%	5.9%	5.9%	0.0%	29.4%	64.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.3%	11.8%	0.0%	11.8%	47.1%	41.2%
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

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	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<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	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	70.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	49.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10

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
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	60.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	82.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	73.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	61.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	74.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Mathematics	3rd Grade Content	Male	2015-16	60.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	84.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	77.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	69.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	84.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	77.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10

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

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%	57.6%
All Students	Mathematics	98.6%	62.1%	98.3%	64.6%	100.0%	54.7%
All Students	Science	98.1%	50.0%	97.8%	56.5%	100.0%	31.5%
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	6.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.1%	N/A	3.1%
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	< 30	< 30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	< 30	< 30	< 30	< 30
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	< 30	< 30
Asian	Mathematics	99.4%	83.7%	< 30	< 30	< 30	< 30
Asian	Science	99.3%	65.5%	< 30	< 30	< 30	< 30
Asian	Social Studies	99.3%	76.0%	< 30	< 30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	< 30	< 30	< 30	< 30
Black or African American	Mathematics	97.4%	37.3%	< 30	< 30	< 30	< 30
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	<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	N/A	N/A
White	ELA	99.0%	75.6%	98.6%	77.6%	100.0%	62.4%
White	Mathematics	98.9%	68.4%	98.4%	65.0%	100.0%	59.1%
White	Science	98.6%	57.1%	98.2%	58.0%	100.0%	34.0%
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%	100.0%	47.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.5%	52.4%	100.0%	38.9%
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	<30	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	N/A

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

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.

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	92.79%	96.32%

* 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
Sutton Elementary School	Green	2	Green	2	Green	2			Lime	20

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	9	11	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%

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.

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

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.

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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
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.

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	#
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.

NAEP Grade 12 Reading

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

Rounds to zero

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

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	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