



TECUMSEH ACRES ELEMENTARY

600 Adrian Street

Tecumseh, MI 49286

Phone: (517) 423-9744 Fax: (517) 423-1400

Carl A. Lewandowski, Principal

March 3 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 Tecumseh Acres 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 Principal Carl A. Lewandowski for assistance.

The AER is available for you to review electronically by visiting the [Tecumseh Public Schools website](#) or you may review a copy in the 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 identified as "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

In March of 2016 the State of Michigan informed Tecumseh Acres that we have closed the gap for two consecutive years and removed us from the "focus school" list. We are proud and thrilled that our plan to close the gap worked! However, we know our work is not done...ever. We identified at the end of the 2015/16 school year that 50% of our Kinder students were at benchmark in reading. We developed a plan that included literacy groups, we focus our tier 2 & 3 support staff to work three days a week with those that will enter the fall of 2016 still below benchmark. At the same time our Kinder teachers will also share students based on skills and provide a solid tier 1 reading program. We will assess all Kinder students' progress throughout the school year. This information will allow us to identify areas where our instruction could be changed to further reach our students. We developed the same program for our First Grade students. We will determine our success based on the number of students that will be reading at grade level. Also, we will determine our success based on Fontis & Pinnell Reading assessment program and the number of reading levels students will increase by. We know that we need to improve our scores in Science and our plan is to continue the trend of using more hands on learning activities. We also continue to challenge ourselves to incorporate the 8 science and engineering practices in the learning activities we develop. Finally, Math is an area that we really need to focus our attention on specifically numbers and numeration basic skills. We recognize that too many of our learners still require to think too long and use their fingers or other types of counters to help with the very basic counting skills. Through time spent reviewing online programs we have identified a math program that helps strengthen these skills and also charts and monitors each learners growth. We are utilizing effective instructional practices that help us reach more students



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and engage them in learning more than we have. We believe that if we provide these effective instructional practices that we will see steady growth and improvement on assessments like NWEA. We administer this assessment in math for First through Fourth grade.

State law requires that we also report additional information.

1. 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 Tecumseh Acres based on their home location; building of choice or school of choice application for attendance and/or their need for a special education. Tecumseh Acres accepts all students throughout the district with learning disabilities. In addition to the Resource Room Tecumseh Acres is the home for all elementary students in the district with an Emotional Impairment. This program is located at Tecumseh Acres Elementary School.
2. Our school improvement plan is based on the performance on our State Assessments, we utilize the State test as a gage for how well our students are performing and how well the strategies teachers use to teach are working. In addition to the MSTEP, formative and summative assessments help us determine how well the strategies we are using is helping with student performance. Both assessments also give us insights into areas of student growth and weaknesses. These weaknesses we build plans around and implement strategies that we think will help accelerate student performance and close persistent gaps in student performance.
3. Our students taking the MSTEP test as Third Graders in 2014/15 that scored proficient were 57.6% this was 7.6% higher than the State of MI. These same students took the MSTEP in 2015/16 as Fourth Graders and 55.6% scored in the proficient range compared to the State which was 46% scoring proficient. We had hoped that there would have been more students scoring in the proficient range in the 2015/16 school year. Our belief is that if we engage more students through the use of effective instructional practices that we will see more students reaching that proficient range. We believe that we have accurately identified our greatest areas of concern in ELA, Science and Math. Our strategies and activities we believe will help us achieve our goals.

2015-16 Specialized Schools Annual Report

4. 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. 170 students from Tecumseh Public Schools attended LISD classroom programs during the 2015-16 school year.



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The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. 4 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. 14 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. 4 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. 127 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.

5. Tecumseh Acres Elementary School followed the Michigan Department of Education Grade Level Content Expectations and the Common Core State Standards for all subjects during the 2013/2014 school year. Visit the [MDE website](#) or [Tecumseh Public Schools website](#) to view the Grade Level Content Expectations and the Common Core State Standards. Teachers use a variety of resources and strategies to help teach the Curriculum. We utilize technology to help teach as well as other online resources for teachers and students to interact with. We also use a variety of books and printed text to help as well. There are many strategies that teachers use and several initiatives have been in progress that help teachers deliver the Curriculum. These initiatives have been supported with ongoing professional development offered by our School District.
6. Our school uses Fountas & Pinnell and NWEA Data to help us monitor student progress in reading achievement. We use our Districts' Common Assessment to help us monitor student progress in writing. We use NWEA results to help us monitor students' progress in Math. We noticed in Writing that by the third common assessment many of our students had made gains in Organization, Content & Ideas, and Conventions. Through our data dialogue meetings teachers looked closely at how students performed and what causes may have led to growth as well as lack of growth. We are encouraged by the "Write Steps" writing program and believe that if each teacher continues to use this program that within time students will become better writers.



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7. For our parent teacher conferences we held two during the 2015/16 school year and approximately 270 of 290 students were represented at these conferences this is about 93% of our total enrollment.
8. In closing I would like to remark on the commitment that all of our stake holders share in the road to achievement. Our parents are spending more time helping their children to become better readers, better writers and better with numbers! Many of our parents come in to volunteer; they receive training on how to work with a group of readers. This is so helpful and allows teachers to use smaller groups to help children strengthen skills. Our educators have allowed themselves to try more effective instructional practices and are recognizing that they are reaching even more students by using these practices. We are more purposeful with data and making decisions about how we group our students and what specific strategies we can use to target specific skills that students need more help with! Learners are getting more confident in reading and more curious about learning and want to improve! You can ask almost any student what their reading level is and they can tell you, and they can tell you what their goal is in reading! Learners are taking more ownership in their learning and that is because we are recognizing that when we work together when all the stakeholders are working together with a common purpose that more students are achieving. I am proud and excited about our future here in Tecumseh Public Schools.

Sincerely,

Carl Lewandowski,
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%	57.6%	18.6%	39.0%	30.5%	11.9%
ELA	3rd Grade Content	All Students	2015-16	46.0%	54.1%	54.7%	31.3%	23.4%	31.3%	14.1%
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%	59.6%	19.2%	40.4%	30.8%	9.6%
ELA	3rd Grade Content	White	2015-16	53.9%	53.6%	50.9%	31.6%	19.3%	33.3%	15.8%
ELA	3rd Grade Content	Female	2014-15	54.7%	60.2%	50.0%	21.4%	28.6%	39.3%	10.7%
ELA	3rd Grade Content	Female	2015-16	49.5%	59.6%	62.1%	37.9%	24.1%	27.6%	10.3%
ELA	3rd Grade Content	Male	2014-15	45.5%	44.1%	64.5%	16.1%	48.4%	22.6%	12.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	49.5%	48.6%	25.7%	22.9%	34.3%	17.1%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	39.4%	52.4%	4.8%	47.6%	33.3%	14.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	49.3%	52.0%	16.0%	36.0%	36.0%	12.0%

M-STEP Grades 3-11

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%	55.6%	29.6%	25.9%	27.8%	16.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	43.9%	41.0%	19.7%	21.3%	41.0%	18.0%
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<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%	54.0%	28.0%	26.0%	30.0%	16.0%
ELA	4th Grade Content	White	2015-16	53.9%	45.5%	41.5%	18.9%	22.6%	41.5%	17.0%
ELA	4th Grade Content	Female	2014-15	51.5%	62.5%	63.0%	33.3%	29.6%	22.2%	14.8%
ELA	4th Grade Content	Female	2015-16	50.9%	52.9%	48.1%	18.5%	29.6%	40.7%	11.1%
ELA	4th Grade Content	Male	2014-15	41.8%	44.9%	48.1%	25.9%	22.2%	33.3%	18.5%

M-STEP Grades 3-11

ELA	4th Grade Content	Male	2015-16	41.8%	36.1%	35.3%	20.6%	14.7%	41.2%	23.5%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	36.2%	41.7%	16.7%	25.0%	33.3%	25.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	30.9%	36.4%	4.5%	31.8%	40.9%	22.7%
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%	18.2%	0.0%	18.2%	45.5%	36.4%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	50.9%	55.2%	20.7%	34.5%	32.8%	12.1%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	55.2%	60.3%	22.2%	38.1%	28.6%	11.1%
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%	57.7%	23.1%	34.6%	30.8%	11.5%
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.2%	58.9%	25.0%	33.9%	28.6%	12.5%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	46.9%	55.6%	18.5%	37.0%	33.3%	11.1%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	59.1%	67.9%	21.4%	46.4%	28.6%	3.6%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	54.2%	54.8%	22.6%	32.3%	32.3%	12.9%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.8%	54.3%	22.9%	31.4%	28.6%	17.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.0%	50.0%	5.0%	45.0%	30.0%	20.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	46.3%	54.2%	12.5%	41.7%	25.0%	20.8%
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%	42.6%	13.0%	29.6%	42.6%	14.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	41.7%	36.1%	13.1%	23.0%	50.8%	13.1%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<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%	42.0%	12.0%	30.0%	44.0%	14.0%
Mathematics	4th Grade Content	White	2015-16	52.3%	41.6%	37.7%	15.1%	22.6%	52.8%	9.4%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Female	2014-15	40.3%	39.4%	44.4%	11.1%	33.3%	40.7%	14.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	35.6%	25.9%	11.1%	14.8%	59.3%	14.8%
Mathematics	4th Grade Content	Male	2014-15	42.4%	42.9%	40.7%	14.8%	25.9%	44.4%	14.8%
Mathematics	4th Grade Content	Male	2015-16	45.8%	47.1%	44.1%	14.7%	29.4%	44.1%	11.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	25.9%	16.7%	0.0%	16.7%	58.3%	25.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.0%	31.8%	0.0%	31.8%	45.5%	22.7%
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%	0.0%	0.0%	0.0%	54.5%	45.5%
Science	4th Grade Content	All Students	2014-15	12.4%	18.8%	14.8%	9.3%	5.6%	37.0%	48.1%
Science	4th Grade Content	All Students	2015-16	14.7%	14.3%	9.7%	4.8%	4.8%	30.6%	59.7%
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<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

M-STEP Grades 3-11

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%	14.0%	8.0%	6.0%	40.0%	46.0%
Science	4th Grade Content	White	2015-16	18.4%	15.3%	11.3%	5.7%	5.7%	28.3%	60.4%
Science	4th Grade Content	Female	2014-15	10.4%	15.4%	14.8%	7.4%	7.4%	25.9%	59.3%
Science	4th Grade Content	Female	2015-16	13.0%	11.5%	7.4%	3.7%	3.7%	22.2%	70.4%
Science	4th Grade Content	Male	2014-15	14.3%	22.4%	14.8%	11.1%	3.7%	48.1%	37.0%
Science	4th Grade Content	Male	2015-16	16.4%	16.7%	11.4%	5.7%	5.7%	37.1%	51.4%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	6.9%	0.0%	0.0%	0.0%	33.3%	66.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.3%	0.0%	0.0%	0.0%	30.4%	69.6%
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%	8.3%	8.3%	0.0%	16.7%	75.0%



**Annual Education Report
Tecumseh Acres Elementary School**

03/02/2017

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

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
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10



**Annual Education Report
Tecumseh Acres Elementary School**

03/02/2017

MI-Access Functional Independence

ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
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**Annual Education Report
Tecumseh Acres Elementary School**

03/02/2017

MI-Access Supported Independence

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



**Annual Education Report
Tecumseh Acres Elementary School**

03/02/2017

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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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%	97.6%	71.1%
All Students	Mathematics	98.6%	62.1%	98.3%	64.6%	96.9%	67.5%
All Students	Science	98.1%	50.0%	97.8%	56.5%	98.4%	29.8%
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	8.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.1%	N/A	8.3%
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	< 30	N/A
Black or African American	Mathematics	97.4%	37.3%	< 30	< 30	< 30	N/A
Black or African American	Science	96.5%	23.9%	< 30	< 30	< 30	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%	98.2%	69.2%
White	Mathematics	98.9%	68.4%	98.4%	65.0%	97.3%	66.0%
White	Science	98.6%	57.1%	98.2%	58.0%	98.1%	32.0%
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%	95.9%	69.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.5%	52.4%	93.9%	66.7%
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



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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

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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%	95.98%

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



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Accountability Status District Data

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



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Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Tecumseh Acres Elementary School	Green	2	Green	2	Green	2			Lime	20



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	10	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	N/A

Teacher Quality - Provisional

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



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
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

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
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

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
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

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	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

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NAEP Grade 8 Reading

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

Rounds to zero

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



MI School Data

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Native Hawaiian or Other Pacific Islander	1	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.



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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