

Cleveland Elementary School

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2012-2013 Annual Education Report

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28030 Cathedral
Livonia, MI 48150
734-744-2700



Mike Daraskavich, Principal



August 20, 2013

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Cleveland 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 me, Mike Daraskavich, Principal of Cleveland Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site www.livoniapublicschools.org/cleveland or you may review a copy by contacting the Cleveland Elementary School office.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Cleveland Elementary School has not been identified as a Reward, Focus or Priority School by the Michigan Department of Education.

Cleveland Elementary has a growing economically disadvantaged population of students that struggle to meet grade level expectations. This subgroup is heavily represented in our bottom 30% of students. In order to address these challenges, we have an extensive support system in place made up of classroom interventions, Title I support, and a Multi-Tiered Support System.

Our school has identified underperforming subgroups of students, including: economically disadvantaged students, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's new Bottom 30%, that are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Mike Daraskavich, Principal

The Livonia Public Schools School District prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 (734)744-2500.

MISSION STATEMENT

The Cleveland School Community is dedicated to the success of all students. We will provide our students with a safe and nurturing environment to promote student learning and growing each day. Cleveland students will be immersed in real life learning experiences to help foster their growth to become independent learners and responsible citizens. We will collaborate with each other, parents and the community to ensure success for all of our students.

BELIEFS

- We believe it is our responsibility to foster the development of independent life-long learners in a safe nurturing environment.
- We believe in collaborating with each other, parents and the community to provide educational and social opportunities to achieve learning goals.
- We believe in providing students with real-life learning experiences.
- We believe we need to teach awareness of and respect for all cultures to prepare students for a diverse world.
- We believe students need to be instructed in technology to increase computer competency in order to compete in today's world.
- We believe that all students, regardless of ability, socio-economic status, or family dynamics, be provided with various instructional strategies and be afforded the opportunity for educational success.

SCHOOL PROFILE

Cleveland Elementary School serves 450 students in grades K-4. The principal of Cleveland Elementary School is Michael Daraskavich, and there are 18 professional teaching staff members and a media specialist.

In addition, there are the following professional support staff: Elementary Support Teacher, school psychologist, school social worker, speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational and physical therapist, and Title 1 support staff, homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Cleveland Elementary based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Goals for 2012-2013:

1. All students will be proficient in reading.
2. All students will be proficient in writing.
3. All students will be proficient in math.
4. All students will be proficient in science.
5. All students will be proficient in social studies.
6. Cleveland Mentor Program will be implemented in 2013-14.

Goals for 2011-2012:

1. All students will increase their ability to communicate effectively through the narrative and informational writing.
2. All students will increase their ability to understand math benchmarks and essential skills to be successful in mathematics. Students will improve in their ability to compute mathematical problems. Students will improve in their mastery of basic facts.
3. All students will improve reading comprehension in fiction and non-fiction text.
4. All students will reach proficiency in fourth grade science standards.
5. All students will reach proficiency in grade level social studies standards.

The Livonia Public Schools School District has been awarded the highest level of district accreditation through North Central Association (NCA), which is part of the AdvanceEd International School Accreditation Commission. Through the district accreditation process, Cleveland Elementary School also received NCA accreditation. The NCA accreditation process supports and validates individual school improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School and special education centers at Buchanan, Cass, Coolidge, Riley, Cooper and Johnson. Preschool special education programs are located at Perrinville Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. A preschool is operated at the Jackson Center. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Cleveland Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN					
2012-2013	Letter ID	Sound ID	Representing Phonemes with Letters	Rhyme	Reading High Frequency Words
Cleveland	100%	100%	88.8%	97.5%	81.3%
District	99.5%	98.5%	90.0%	96.1%	89.5%
2011-2012					
Cleveland	100%	100%	84.4%	98.7%	70.9%
District	97.8%	96.8%	89.1%	96.2%	79.5%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. For students in grades 3-4, this assessment system was in place for the first time during the 2011-2012 school year. Teachers administer running records with comprehension to students one-on-one.

Students in grades 1-2 are assessed a minimum of four times each year. Students in grades 3-4 are assessed a minimum of two times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS				
GRADES 1-4				
Percent of Students that Performed At or Above Grade Level				
Spring 2013	Grade 1	Grade 2	Grade 3	Grade 4
Cleveland	72.4%	76.1%	79.5%	94.8%
District	84.4%	84.3%	83.8%	88.8%
Spring 2012				
Cleveland	73.9%	77.8%	80.0%	85.4%
District	84.1%	84.6%	82.5%	87.1%

Students in grades 2-4 take the Integrated Reading-Writing Assessment once each school year. Second grade students take the assessment in May while students in third and fourth grades take the assessment in January. In reading, this assessment measures students' comprehension skills based on fiction and non-fiction selections. Students also are asked to compose a short writing sample in response to an age-appropriate thematic prompt.

The table below shows the percent of grade 2-4 students demonstrating proficiency with a score of 75% or higher on the reading portion of the assessment. It also shows the percent of students who received an overall writing score of 10 or higher.

LITERACY BENCHMARK: INTEGRATED READING-WRITING ASSESSMENTS						
GRADES 2-4						
Percent Proficient						
2012-2013	Grade 2		Grade 3		Grade 4	
	Reading	Writing	Reading	Writing	Reading	Writing
Cleveland	63.7%	78.0%	52.1%	49.4%	61.5%	61.6%
District	73.1%	71.2%	64.5%	57.5%	66.0%	68.3%
2011-2012						
Cleveland	54.2%	78.0%	64.5%	63.6%	49.4%	88.7%
District	68.8%	68.9%	69.0%	61.7%	63.0%	77.6%

DISTRICT MATHEMATICS ASSESSMENTS

Students were assessed in mathematics knowledge twice during the 2012-2013 school year. In February, students in grades K-5 were tested on Grade Level Content Expectations (GLCEs) taught using the *Everyday Mathematics* program during the first half of the year. In May, students in grades K-5 were assessed again on Grade Level Content Expectations taught during the second half of the year using the *Everyday Mathematics* program.

The following data show the percentage of students who were proficient at each grade level on the mid-year (February) mathematics benchmark assessment. The end-of-year (May) results will be reported to next year's teachers and will be used to guide instruction.

MATHEMATICS BENCHMARK: ELEMENTARY ASSESSMENTS		
GRADES KINDERGARTEN & 1		
Mid-Year Percent Proficient		
2012-2013	KINDERGARTEN	GRADE 1
	% Proficient	% Proficient
Cleveland	82.9%	69.8% *
District *	78.7%	86.0%
2011-2012		
Cleveland	79.7%	87.6%
District	79.0%	87.4%

*Not all students are reflected in these results as some students participated in a pilot on-line math assessment. Therefore, results between the two years should not be compared.

**MATHEMATICS BENCHMARK: ELEMENTARY ASSESSMENTS
GRADES 2-4
Mid-Year Percent Proficient**

GRADE 2							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals
2012-2013							
Cleveland	67%	58%	48%	86%	76%	46%	57.0%
District *	76%	61%	60%	83%	82%	42%	68.9%
2011-2012							
Cleveland	67%	55%	63%	89%	79%	45%	63.5%
District	77%	66%	66%	83%	83%	46%	72.5%
GRADE 3							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals
2012-2013							
Cleveland	83%	58%	52%	92%	94%	90%	70.2%
District *	86%	67%	60%	90%	93%	96%	76.3%
2011-2012							
Cleveland	87%	53%	52%	88%	96%	89%	63.5%
District	87%	64%	54%	91%	93%	94%	74.3%
GRADE 4							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals
2012-2013							
Cleveland	47%	44%	77%	48%	53%	65%	45.3%
District *	53%	55%	79%	60%	61%	67%	56.3%
2011-2012							
Cleveland	40%	48%	73%	53%	65%	55%	48.9%
District	54%	53%	80%	62%	64%	64%	57.1%

*Not all students are reflected in these results as some students participated in a pilot on-line math assessment. Therefore, results between the two years should not be compared.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to third grade students.

CogAT GRADE 3 Age Percentiles				
2012-2013	Verbal	Quantitative	Nonverbal	Composite
Cleveland	40	49	39	41
District	50	63	54	56

PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Cleveland Elementary has a high degree of parental involvement as 97% of our parents (427 students represented) attended parent-teacher conferences during the 2012-2013 school year and 93% of our parents (409 students represented) attended parent-teacher conferences during the 2011-2012. Our Open House attendance was 93%, and our PTA membership is 55%.

PARENT INVOLVEMENT

No Child Left Behind (NCLB) requires the annual dissemination of the district's policy on Parent Involvement.

BOARD POLICY

IDD(1)

PARENT INVOLVEMENT

JUNE 20, 2011

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

The following pages are provided by the Michigan Department of Education and fulfill federal NCLB reporting requirements. These pages cannot be amended, modified or adjusted. They must be included as provided by the state.

The state assessment data does not include a description of the assessments. Livonia Public Schools has provided the following definitions to assist you in your understanding of the assessments.

MEAP assesses mathematics and reading to all third-eighth grade students, writing to all fourth and seventh graders, science to all fifth and eighth graders, and social studies to all sixth and ninth graders. Only mathematics, ELA/reading and science scores are reported in the following pages.

MI-Access is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate.

Participation is for students with severe cognitive impairment, or those who function as if they have such impairment.

Supported Independence is for students with moderate cognitive impairment, or those who function as if they have such impairment.

Functional Independence is for students with mild cognitive impairment, or those who function as if they have such impairment.

Annual Education Report Cleveland Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100%	36.3%	59.2%	45.5%	< 10	43.4%	34.3%	20.2%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	60%	47%	< 10	42.2%	25.3%	27.7%
Mathematics	3rd Grade	African American	2011-12	< 10	14.5%	16.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	African American	2012-13	100%	18%	30.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	American Indian	2012-13	< 10	30.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2011-12	< 10	62.9%	71.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2012-13	< 10	65.6%	78.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100%	23%	45%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	< 10	25.7%	51%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2011-12	< 10	34.4%	66.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	< 10	40%	62.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	62.5%	44.7%	< 10	42.1%	35.5%	19.7%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	62.2%	45.5%	< 10	38.2%	25.5%	29.1%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	53.4%	44.9%	< 10	42.9%	38.8%	< 10
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	58.8%	41.5%	< 10	39%	34.1%	24.4%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	64.2%	46%	< 10	44%	30%	24%
Mathematics	3rd Grade	Male	2012-13	100%	42%	61.2%	52.4%	< 10	45.2%	< 10	31%

Annual Education Report Cleveland Elementary School

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	40.8%	40.4%	< 10	38.3%	23.4%	36.2%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	38.3%	29.3%	< 10	24.4%	31.7%	39%
Mathematics	3rd Grade	English Language Learners	2011-12	< 10	21.9%	37.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	English Language Learners	2012-13	< 10	23%	36.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2011-12	100%	18.5%	32%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	< 10	21.5%	32.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	60.3%	54.5%	< 10	52.3%	12.5%	33%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	67.1%	57.4%	11.9%	45.5%	14.9%	27.7%
Mathematics	4th Grade	African American	2011-12	< 10	15.9%	21.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2012-13	< 10	20%	28.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	American Indian	2011-12	< 10	29.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	< 10	68.1%	80.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2012-13	< 10	71.4%	77.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	58.5%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Hispanic of Any Race	2012-13	100%	33.3%	53.5%	91.7%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2011-12	< 10	38.6%	58.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	< 10	44.3%	69.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	63.7%	55.9%	< 10	54.4%	< 10	30.9%
Mathematics	4th Grade	White	2012-13	100%	53%	70.9%	57.3%	< 10	45.3%	13.3%	29.3%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	63%	55.1%	< 10	55.1%	< 10	32.7%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	64.4%	58.5%	< 10	50.9%	< 10	26.4%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	57.4%	53.8%	< 10	48.7%	< 10	33.3%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	69.5%	56.3%	< 10	39.6%	< 10	29.2%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	40.8%	42.5%	< 10	40%	< 10	45%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	48.9%	49.1%	< 10	37.7%	< 10	35.8%
Mathematics	4th Grade	English Language Learners	2011-12	< 10	20.9%	31.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	English Language Learners	2012-13	< 10	24.4%	44.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2011-12	< 10	18.3%	30.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2012-13	100%	23%	34.6%	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	All Students	2011-12	100%	62.4%	73%	75%	< 10	68.8%	19.8%	< 10
Reading	3rd Grade	All Students	2012-13	100%	66.5%	77.5%	58.5%	< 10	51.2%	26.8%	14.6%
Reading	3rd Grade	African American	2011-12	< 10	38.4%	47.8%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	African American	2012-13	100%	44.8%	46.2%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	American Indian	2012-13	< 10	60.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2011-12	< 10	73.7%	76.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2012-13	< 10	79%	91.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2011-12	100%	47.6%	61%	90.9%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	< 10	53.5%	77.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2011-12	< 10	63%	84.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2012-13	< 10	67.6%	78.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	75.1%	71.2%	< 10	68.5%	21.9%	< 10
Reading	3rd Grade	White	2012-13	100%	73%	79.6%	64.8%	< 10	55.6%	20.4%	< 10
Reading	3rd Grade	Female	2011-12	100%	65.9%	74.6%	83.7%	< 10	79.6%	< 10	< 10
Reading	3rd Grade	Female	2012-13	100%	70.2%	81.3%	55%	< 10	45%	37.5%	< 10
Reading	3rd Grade	Male	2011-12	100%	59%	71.6%	66%	< 10	57.4%	27.7%	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	74%	61.9%	< 10	57.1%	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	57%	65.9%	< 10	63.6%	27.3%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	57%	42.5%	< 10	37.5%	35%	< 10
Reading	3rd Grade	English Language Learners	2011-12	< 10	34.7%	41%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2012-13	< 10	41.5%	54.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	50.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	< 10	37.9%	56.8%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	77.9%	70.1%	< 10	66.7%	24.1%	< 10
Reading	4th Grade	All Students	2012-13	100%	68.1%	78.8%	74.7%	< 10	67.7%	19.2%	< 10
Reading	4th Grade	African American	2011-12	< 10	45.1%	42.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2012-13	< 10	43%	51.9%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	American Indian	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	81%	86.3%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2012-13	< 10	79.2%	90.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	80.5%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Cleveland Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Hispanic of Any Race	2012-13	100%	57.5%	77.3%	100%	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2011-12	< 10	66.6%	76.9%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	< 10	68.7%	77.8%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	81.3%	76.1%	< 10	73.1%	17.9%	< 10
Reading	4th Grade	White	2012-13	100%	75.1%	80.8%	67.1%	< 10	63%	26%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	81.8%	70.8%	< 10	68.8%	25%	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	81%	79.2%	< 10	69.8%	< 10	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	73.6%	69.2%	< 10	64.1%	< 10	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	76.7%	69.6%	< 10	65.2%	26.1%	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	60.4%	60%	< 10	57.5%	30%	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	65.7%	70.6%	< 10	66.7%	21.6%	< 10
Reading	4th Grade	English Language Learners	2011-12	< 10	38.8%	45.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	English Language Learners	2012-13	< 10	39.1%	52%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2011-12	< 10	35%	46.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	< 10	38.3%	44.3%	< 10	< 10	< 10	< 10	< 10



Annual Education Report Cleveland Elementary School

Michigan Merit Examination (MME)

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

Annual Education Report Cleveland Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	100%	63.7%	75%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2012-13	100%	68.3%	80%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2012-13	< 10	58.4%	60%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2012-13	< 10	66.4%	81.8%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	62.4%	81.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	70%	< 10	< 10	< 10	100%
Mathematics	4th Grade	African American	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2011-12	< 10	53.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	54.6%	75%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	42.1%	33.3%	< 10	< 10	< 10	100%
Reading	3rd Grade	All Students	2012-13	100%	39.3%	53.3%	< 10	< 10	< 10	100%
Reading	3rd Grade	White	2011-12	< 10	42.3%	40%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2012-13	100%	42.8%	57.1%	< 10	< 10	< 10	100%
Reading	3rd Grade	Female	2012-13	< 10	41.5%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	< 10	40.8%	42.9%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2012-13	< 10	38.3%	80%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	< 10	39.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	34.6%	50%	< 10	< 10	< 10	100%

Annual Education Report Cleveland Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	All Students	2011-12	100%	45.8%	60%	66.7%	< 10	66.7%	33.3%
Reading	4th Grade	All Students	2012-13	< 10	46.3%	50%	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2011-12	< 10	39.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	50.6%	58.3%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	51.4%	55%	< 10	< 10	< 10	< 10
Reading	4th Grade	Female	2011-12	< 10	46.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	44%	46.7%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	44.5%	100%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	43.3%	50%	< 10	< 10	< 10	< 10

Annual Education Report Cleveland Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	All Students	2011-12	< 10	75.5%	4556%	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2012-13	< 10	81.7%	5221.7%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	< 10	79.2%	3345.5%	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2012-13	< 10	84.9%	4906.3%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Female	2012-13	< 10	81.7%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	< 10	74.1%	4417.6%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	< 10	74.1%	5957.1%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	< 10	81.2%	6378.6%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	6047.6%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	4517.9%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2012-13	< 10	75.1%	5770%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2011-12	< 10	77.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2011-12	< 10	63.8%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	75.1%	4306.3%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	4185%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	75.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	83.5%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Cleveland Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	72.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	74.8%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Cleveland Elementary School

MI-Access Supported Independence

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

Annual Education Report Cleveland Elementary School

MI-Access Participation

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

Annual Education Report Cleveland Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.6%	74.9%
Bottom 30%	District	Mathematics		25.7%
African American	District	Mathematics	99.1%	50.3%
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	99.7%	87.7%
Hispanic of Any Race	District	Mathematics	99.4%	72.4%
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	99.7%	72.6%
White	District	Mathematics	99.6%	76.8%
Economically Disadvantaged	District	Mathematics	99.5%	60.9%
English Language Learners	District	Mathematics	99.4%	61%
Students With Disabilities	District	Mathematics	99.2%	47.7%
All Students	School	Mathematics	100%	74.3%
Bottom 30%	School	Mathematics		15.6%
African American	School	Mathematics	< 30	< 30
American Indian	School	Mathematics	< 30	< 30
Asian	School	Mathematics	< 30	< 30
Hispanic of Any Race	School	Mathematics	< 30	< 30

Annual Education Report Cleveland Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	< 30	< 30
White	School	Mathematics	100%	72.7%
Economically Disadvantaged	School	Mathematics	100%	67.2%
English Language Learners	School	Mathematics	< 30	< 30
Students With Disabilities	School	Mathematics	< 30	53.3%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.7%	88.1%
Bottom 30%	District	Reading		63.3%
African American	District	Reading	99.6%	69.3%
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	99.7%	92.8%
Hispanic of Any Race	District	Reading	99.4%	88.5%
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	99.7%	88.4%
White	District	Reading	99.7%	89.6%
Economically Disadvantaged	District	Reading	99.6%	77.3%
English Language Learners	District	Reading	99.4%	70.8%
Students With Disabilities	District	Reading	99.2%	58.2%
All Students	School	Reading	100%	86.1%

Annual Education Report Cleveland Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading		55.8%
African American	School	Reading	< 30	< 30
American Indian	School	Reading	< 30	< 30
Asian	School	Reading	< 30	< 30
Hispanic of Any Race	School	Reading	< 30	< 30
Two or More Races	School	Reading	< 30	< 30
White	School	Reading	100%	85.6%
Economically Disadvantaged	School	Reading	100%	78.9%
English Language Learners	School	Reading	< 30	< 30
Students With Disabilities	School	Reading	< 30	63.3%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.4%	46.2%
Bottom 30%	District	Science		2.2%
African American	District	Science	99.1%	14.9%
American Indian	District	Science	< 30	< 30
Asian	District	Science	99.2%	57.6%
Hispanic of Any Race	District	Science	98.5%	42.7%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	98.6%	38.9%

Annual Education Report Cleveland Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.5%	49.3%
Economically Disadvantaged	District	Science	99.4%	29.3%
English Language Learners	District	Science	98.4%	4.1%
Students With Disabilities	District	Science	98.9%	18.1%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	99.2%	66.9%
Bottom 30%	District	Social Studies		10%
African American	District	Social Studies	98.2%	39.1%
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	99.2%	82.6%
Hispanic of Any Race	District	Social Studies	98.5%	63.9%
Native Hawaiian or Other Pacific Islander	District	Social Studies		< 30
Two or More Races	District	Social Studies	99.4%	63.5%
White	District	Social Studies	99.3%	69%
Economically Disadvantaged	District	Social Studies	99%	51.3%
English Language Learners	District	Social Studies	98.1%	29.3%
Students With Disabilities	District	Social Studies	97.9%	28.3%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%

Annual Education Report Cleveland Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.4%	77.2%
Bottom 30%	District	Writing		30%
African American	District	Writing	99.6%	47.4%
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	99.1%	86.4%
Hispanic of Any Race	District	Writing	97.8%	72.3%
Native Hawaiian or Other Pacific Islander	District	Writing		< 30
Two or More Races	District	Writing	99.3%	76.2%
White	District	Writing	99.5%	79.4%
Economically Disadvantaged	District	Writing	99.4%	64.2%
English Language Learners	District	Writing	98.6%	54.1%
Students With Disabilities	District	Writing	98.5%	33.9%
All Students	School	Writing	100%	75.3%
Bottom 30%	School	Writing		< 30
African American	School	Writing	< 30	< 30
Asian	School	Writing	< 30	< 30
Hispanic of Any Race	School	Writing	< 30	< 30
Two or More Races	School	Writing	< 30	< 30
White	School	Writing	100%	71.8%
Economically Disadvantaged	School	Writing	100%	72.3%

**Annual Education Report
Cleveland Elementary School**

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Writing	< 30	< 30
Students With Disabilities	School	Writing	< 30	< 30

Annual Education Report Cleveland Elementary School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	89.2%
African American	District	72.9%
Asian	District	86.1%
Hispanic of Any Race	District	91.9%
Two or More Races	District	93.6%
White	District	90.4%
Economically Disadvantaged	District	81%
Students With Disabilities	District	56.2%

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

Annual Education Report Cleveland Elementary School

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%
All Students	School	95%

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



09/10/2013

Annual Education Report Cleveland Elementary School

Accountability Status District Data

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

Annual Education Report Cleveland Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Livonia Public Schools School District	Cleveland Elementary School		Green	2	Green	2	Green	2	Green	2			Yellow	31

Annual Education Report Cleveland Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	21	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

Annual Education Report Cleveland Elementary School

NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Cleveland Elementary School

NAEP Grade 8 Math

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

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

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NAEP Grade 4 Reading

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

Rounds to zero

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

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NAEP Grade 8 Reading

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

Rounds to zero

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

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NAEP Participation Data

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