Cleveland Elementary School

http://cleveland. livoniapublicschools.org

2017-2018
Annual Education Report

28030 Cathedral
Livonia, MI 48150
734-744-2700

Bridget Regan, Principal

LIVONIA PUBLIC SCHOOLS

May 23, 2018

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Cleveland Elementary School students based on 2016-17 assessment results. 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, Bridget Regan, Principal of Cleveland Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site http://cleveland.livoniapublicschools.org or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2016-17 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

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. Based on this data, 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 Bottom 30%, that are not meeting our school's proficiency targets.

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

Sincerely,

Bridget Regan
Principal

Livonia Public Schools 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 inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2501 . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2524.

MISSION

I am the leader of my life.

CLEVELAND EAGLES
S.O.A.R.

S eek success

O vercome challenges

A chieve goals

R each greatness

SCHOOL PROFILE

Cleveland Elementary School serves 465 students in grades K-4. For the 2016-2017 school year, the principal of Cleveland Elementary School is Michael Daraskavich, and there are 17 professional teaching staff members and a media specialist.

In addition, there is 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 2016-17 and 2017-18:
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. All students will participate in the Cleveland Mentor Program.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Cleveland Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level 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, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Kennedy, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at various locations in the district. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. 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 and the Common Core State Standards for Mathematics and English Language Arts.

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			
Spring 2017	**Letter Identification**	**Letter Sounds**	**Rhyme**
Cleveland	89.0%	68.5%	86.3%
District	94.5%	88.0%	93.5%
Spring 2016	**Letter Identification**	**Letter Sounds**	**Rhyme**
Cleveland	91.3%	70.0%	91.3%
District	95.0%	86.9%	91.9%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.
Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed a minimum of three 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 K-4 Percent of Students that Performed At or Above Grade Level					
Spring 2017	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Cleveland	43.2%	45.8%	67.0%	71.2%	73.6%
District	74.4%	65.9%	79.6%	76.9%	68.0%
Spring 2016	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Cleveland	74.4%	67.7%	81%	73%	90%
District	85.7%	78.4%	82%	79%	86%

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

i-READY READING					
Percent of Students At or Above Grade Level					
Spring 2017	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Cleveland	49.0%	35.0%	38.0%	29.0%	16.0%
District	61.0%	50.0%	47.0%	42.0%	29.0%

DISTRICT MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2015-2016 school year using the i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart show the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS					
Percent of Students At or Above Grade Level					
Spring 2017	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Cleveland	48.0%	52.0%	36.0%	31.0%	35.0%
District	61.0%	53.0%	46.0%	49.0%	52.0%
Spring 2016	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Cleveland	37.0%	32.0%	47.0%	40.0%	43.0%
District	59.0%	54.0%	54.0%	49.0%	51.0%

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 87% of our parents (371 total students) attended parent-teacher conferences during the 2015-16 school year and 86% of our parents (395 students represented) attended parent-teacher conferences during the 2016-17 school year. Our Open House attendance was 75%, and our PTA membership is 55%.

PARENT INVOLVEMENT

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

BOARD POLICY   IDD

INSTRUCTIONAL PROGRAM   **JUNE 20, 2011**
PARENT INVOLVEMENT   **Reviewed 5/2014**

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.

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status
The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data
- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)
- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

The link https://goo.gl/fsQybb will take you to the reports provided by the Michigan Department of Education for Cleveland Elementary School. The reports are also printed on the following pages.

MI School Data

04/24/2018

Annual Education Report

Cleveland Elementary School (00716)

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	2015-16	46.0%	49.7%	41.7%	19.0%	22.6%	27.4%	31.0%
ELA	3rd Grade Content	All Students	2016-17	44.1%	52.3%	37.6%	11.9%	25.7%	30.3%	32.1%
ELA	3rd Grade Content	Asian	2015-16	65.9%	61.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	60.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	27.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	30.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	50.0%	46.2%	15.4%	30.8%	30.8%	23.1%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	55.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	26.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	51.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	52.8%	44.6%	23.2%	21.4%	26.8%	28.6%
ELA	3rd Grade Content	White	2016-17	51.7%	53.7%	34.8%	11.2%	23.6%	34.8%	30.3%

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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	Female	2015-16	49.5%	55.6%	51.1%	26.7%	24.4%	22.2%	26.7%
ELA	3rd Grade Content	Female	2016-17	47.7%	59.0%	51.0%	17.6%	33.3%	25.5%	23.5%
ELA	3rd Grade Content	Male	2015-16	42.6%	43.9%	30.8%	10.3%	20.5%	33.3%	35.9%
ELA	3rd Grade Content	Male	2016-17	40.7%	45.8%	25.9%	6.9%	19.0%	34.5%	39.7%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	33.0%	37.0%	11.1%	25.9%	29.6%	33.3%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	32.5%	18.4%	2.0%	16.3%	38.8%	42.9%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	46.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	49.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	21.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	18.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	50.1%	42.7%	16.9%	25.8%	25.8%	31.5%
ELA	4th Grade Content	All Students	2016-17	44.2%	47.5%	43.7%	19.5%	24.1%	20.7%	35.6%
ELA	4th Grade Content	Asian	2016-17	66.9%	58.8%	<10	<10	<10	<10	<10

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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	4th Grade Content	Black or African American	2015-16	20.4%	23.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	30.3%	27.3%	9.1%	18.2%	36.4%	36.4%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	36.8%	30.0%	20.0%	10.0%	40.0%	30.0%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	48.8%	50.0%	25.0%	25.0%	33.3%	16.7%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	36.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	27.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	52.8%	47.0%	18.2%	28.8%	25.8%	27.3%
ELA	4th Grade Content	White	2016-17	51.5%	49.5%	47.4%	21.1%	26.3%	17.5%	35.1%
ELA	4th Grade Content	Female	2015-16	50.9%	54.9%	42.2%	26.7%	15.6%	28.9%	28.9%
ELA	4th Grade Content	Female	2016-17	48.6%	56.7%	53.2%	25.5%	27.7%	17.0%	29.8%
ELA	4th Grade Content	Male	2015-16	41.8%	45.1%	43.2%	6.8%	36.4%	22.7%	34.1%
ELA	4th Grade Content	Male	2016-17	39.9%	38.3%	32.5%	12.5%	20.0%	25.0%	42.5%

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ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.7%	38.1%	19.0%	19.0%	21.4%	40.5%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	32.7%	33.3%	19.6%	13.7%	27.5%	39.2%
ELA	4th Grade Content	English Learners	2015-16	24.3%	14.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	23.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	23.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	16.7%	10.0%	0.0%	10.0%	20.0%	70.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	52.3%	38.1%	9.5%	28.6%	29.8%	32.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	59.1%	45.9%	9.2%	36.7%	18.3%	35.8%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	74.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	76.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	18.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	37.3%	<10	<10	<10	<10	<10

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Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	42.5%	46.2%	15.4%	30.8%	23.1%	30.8%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	57.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	46.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	60.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.6%	39.3%	10.7%	28.6%	28.6%	32.1%
Mathematics	3rd Grade Content	White	2016-17	54.8%	60.0%	47.2%	10.1%	37.1%	18.0%	34.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	50.5%	42.2%	11.1%	31.1%	28.9%	28.9%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	59.9%	47.1%	11.8%	35.3%	19.6%	33.3%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	54.1%	33.3%	7.7%	25.6%	30.8%	35.9%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	58.3%	44.8%	6.9%	37.9%	17.2%	37.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	31.2%	31.5%	3.7%	27.8%	35.2%	33.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	43.5%	30.6%	0.0%	30.6%	22.4%	46.9%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	57.5%	<10	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	66.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	22.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	23.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	58.2%	47.2%	18.0%	29.2%	38.2%	14.6%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	56.0%	41.4%	13.8%	27.6%	37.9%	20.7%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	80.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	28.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	22.5%	36.4%	9.1%	27.3%	45.5%	18.2%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	52.6%	50.0%	20.0%	30.0%	40.0%	10.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	46.3%	33.3%	0.0%	33.3%	58.3%	8.3%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	50.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	33.3%	<10	<10	<10	<10	<10

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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
Mathematics	4th Grade Content	White	2015-16	52.3%	60.7%	51.5%	19.7%	31.8%	39.4%	9.1%
Mathematics	4th Grade Content	White	2016-17	49.7%	59.5%	45.6%	19.3%	26.3%	28.1%	26.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	54.9%	35.6%	20.0%	15.6%	46.7%	17.8%
Mathematics	4th Grade Content	Female	2016-17	39.6%	56.4%	40.4%	12.8%	27.7%	34.0%	25.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	61.6%	59.1%	15.9%	43.2%	29.5%	11.4%
Mathematics	4th Grade Content	Male	2016-17	44.2%	55.5%	42.5%	15.0%	27.5%	42.5%	15.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	41.2%	45.2%	19.0%	26.2%	31.0%	23.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	39.5%	33.3%	7.8%	25.5%	39.2%	27.5%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	42.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	34.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	32.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	19.4%	10.0%	0.0%	10.0%	20.0%	70.0%
Science	4th Grade Content	All Students	2015-16	14.7%	16.8%	7.9%	1.1%	6.7%	32.6%	59.6%

Annual Education Report

Cleveland Elementary School (00716)

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
Science	4th Grade Content	All Students	2016-17	14.6%	15.3%	6.9%	2.3%	4.6%	31.0%	62.1%
Science	4th Grade Content	Asian	2016-17	27.8%	13.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	2.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	1.1%	0.0%	0.0%	0.0%	27.3%	72.7%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	13.5%	0.0%	0.0%	0.0%	30.0%	70.0%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	9.8%	0.0%	0.0%	0.0%	16.7%	83.3%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	13.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	18.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	17.3%	7.6%	1.5%	6.1%	37.9%	54.5%
Science	4th Grade Content	White	2016-17	18.2%	17.3%	10.5%	3.5%	7.0%	38.6%	50.9%
Science	4th Grade Content	Female	2015-16	13.0%	14.5%	4.4%	2.2%	2.2%	37.8%	57.8%
Science	4th Grade Content	Female	2016-17	12.6%	14.5%	4.3%	0.0%	4.3%	34.0%	61.7%

MI School Data

Annual Education Report

Cleveland Elementary School (00716)

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
Science	4th Grade Content	Male	2015-16	16.4%	19.3%	11.4%	0.0%	11.4%	27.3%	61.4%
Science	4th Grade Content	Male	2016-17	16.5%	16.2%	10.0%	5.0%	5.0%	27.5%	62.5%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	8.5%	9.5%	2.4%	7.1%	26.2%	64.3%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	6.5%	5.9%	2.0%	3.9%	29.4%	64.7%
Science	4th Grade Content	English Learners	2015-16	2.9%	2.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	4.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	7.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	6.9%	0.0%	0.0%	0.0%	0.0%	100.0%

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Cleveland Elementary School (00716)

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
No Data to Display										

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Cleveland Elementary School (00716)

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	2016-17	69.2%	54.5%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	61.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	70.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	63.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	52.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	63.8%	62.5%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2016-17	60.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	58.3%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	60.0%	<10	<10	<10	<10

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Cleveland Elementary School (00716)

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

No Data to Display

Annual Education Report

Cleveland Elementary School (00716)

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

No Data to Display

![MI School Data]

Annual Education Report
Cleveland Elementary School (00716)

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	98.6%	49.5%	99.4%	58.3%	99.5%	40.1%
All Students	Mathematics	98.7%	39.1%	99.3%	51.9%	99.5%	43.8%
All Students	Science	97.9%	24.9%	99.0%	30.4%	98.9%	6.1%
All Students	Social Studies	97.8%	33.7%	99.2%	42.5%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.7%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.6%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	99.3%	72.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	99.3%	75.3%	<30	<30
Asian	Science	99.1%	41.4%	97.6%	34.5%	<30	<30
Asian	Social Studies	98.9%	51.9%	98.5%	51.2%	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.2%	35.1%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	98.2%	25.0%	<30	<30
Black or African American	Science	96.0%	7.0%	97.7%	12.8%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	98.5%	19.0%	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	99.7%	54.4%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.2%	44.5%	<30	<30

Annual Education Report
Cleveland Elementary School (00716)

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**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	27.0%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.3%	33.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	98.8%	55.1%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	98.4%	45.9%	<30	<30
Two or More Races	Science	97.7%	21.9%	98.2%	33.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	98.2%	42.2%	N/A	N/A
White	ELA	98.9%	56.1%	99.5%	60.4%	100.0%	39.3%
White	Mathematics	99.0%	45.6%	99.5%	54.2%	100.0%	46.2%
White	Science	98.4%	29.7%	99.2%	32.1%	100.0%	9.1%
White	Social Studies	98.3%	39.7%	99.3%	44.9%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.2%	42.3%	99.0%	25.0%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	34.7%	99.0%	31.3%
Economically Disadvantaged	Science	97.2%	13.0%	98.5%	17.8%	98.0%	4.4%
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.4%	28.1%	N/A	N/A

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Annual Education Report
Cleveland Elementary School (00716)

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**
English Learners	ELA	98.6%	24.0%	99.7%	33.7%	<30	<30
English Learners	Mathematics	99.0%	23.0%	99.0%	38.1%	<30	<30
English Learners	Science	98.4%	5.0%	98.0%	8.0%	<30	<30
English Learners	Social Studies	98.2%	7.8%	97.8%	13.8%	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	97.5%	30.3%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	97.6%	25.8%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	97.7%	20.1%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	96.2%	15.6%	N/A	N/A

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Cleveland Elementary School (00716)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.14%	N/A
American Indian or Alaska Native	66.57%	75.00%	N/A
Asian	90.20%	96.97%	N/A
Black or African American	67.36%	82.30%	N/A
Hispanic of Any Race	72.60%	91.49%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	92.31%	N/A
White	83.38%	93.13%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	82.62%	N/A
English Learners	72.11%	95.45%	N/A
Students With Disabilities	55.35%	55.88%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Cleveland Elementary School (00716)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	89.20%	86.03%

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

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Cleveland Elementary School (00716)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Cleveland Elementary School	71.49	87.44	N/A	N/A	90.10	100.00	N/A	82.37

MI School Data

Annual Education Report
Cleveland Elementary School (00716)

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	19	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%

Annual Education Report
Cleveland Elementary School (00716)

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					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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.

Annual Education Report

Cleveland Elementary School (00716)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

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

![MI School Data]

Annual Education Report
Cleveland Elementary School (00716)

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.

Annual Education Report
Cleveland Elementary School (00716)

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					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
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					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	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.

Annual Education Report

Cleveland Elementary School (00716)

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 Afican 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.

Annual Education Report
Cleveland Elementary School (00716)

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.*

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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 Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0