

March 24, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-15 educational progress for the Grogan 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 Mr. Wolsek, Principal (734) 246-4642 for assistance.

The AER is available for you to review electronically by visiting the following web site www.southgateschools.com, or you may review a copy in the main office at your child's school.

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.

At this time, Grogan is not identified as a Reward, Focus or Priority School.

When looking at the proficiency levels as scored on the M-Step Assessment, Grogan scored below the State in 3rd, 4th and 5th grade Math and ELA, above the State average in 4th grade Science, and above the State Average in 5th grade Social Studies. In all these content areas, the goal is to show continued improvement. Moreover, the number of students who come from economically disadvantaged homes has risen steadily over the past 4 years. Grogan Elementary has the resources and interventions in place to target continued improvement in these areas. Our key challenge is closing the gap between the students in different Socio-Economic Status groups and gender groups.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Southgate residents are assigned to our elementary based on where they live. Each building has home school boundaries. Parents register at their home school. School-of-Choice students are assigned to each building based on the student population in each grade level.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Principal: Robert Wolsek 13300 Burns Southgate, Michigan 48195 (734) 246-4642 Fax: (734) 246-7269



Grogan Elementary is in the “Do” process of school improvement. We are currently implementing, monitoring and evaluating our goals and strategies. Southgate continued the school improvement process in accordance with Public Acts 25, 335, 339, the federal NCLB and requirements for Title I using the School Systems Review Report and the School Improvement systems as models. The district’s mission statement guided the work of the School Development Teams in each school. <http://www.southgateschools.com>

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

A copy of Southgate’s Core Curriculum can be found on the district website, www.southgateschools.com.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Subject	Grade	2013/2014 – MEAP	2014/2015 – M-Step
Math	3 rd	38%	41%
	4 th	56%	37%
	5 th	29%	15%

Subject	Grade	2013/2014 – MEAP	2014/2015 – M-Step
Reading	3 rd	51%	31%
	4 th	67%	44%
	5 th	71%	32%

2014-15 was the first year of the M-Step assessment; therefore, we have no trend data information. Student achievement results for Grogan Elementary are stated in the aggregate. In ELA, the aggregate score was 88.07%. In Math, the aggregate score for all grades was 91.28%. In 4th grade Science, the aggregate score was 72.62%. In 5th grade Social Studies, the aggregate score was 100.00%. 5th grade scored above the State and County in Social Studies. In all these content areas, the goal is to show continued improvement. Grogan Elementary has the resources and interventions in place to target continued improvement in these areas.



Grade level, content area, and course level staff administer “benchmark” tests, and/or common course level exit and entrance exams. Common rubrics are used to determine the students who did not succeed at the proficient level and individual intervention plans are implemented. Math benchmark assessments are given in May for students in kindergarten through 5th grade. In the spring of 2015 – 80% of our students at Grogan scored at or above proficient on the math benchmark assessment as compared to 79% of our students in 2014. Students in 1st through 5th grade are given guided reading assessments three times per year. Kindergarten students are assessed in March and June. In the spring of 2015 78% of our students were reading at or above grade level, as compared to 78% in the spring of 2014.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades K-7 parents are given a scheduled time to visit their child’s building to discuss their individual progress. In grades 8-12 parents are given a three-hour window in the afternoon and evening. Parents are strongly encouraged to talk to all their child’s teachers.

Year	# Students Represented	% Students Represented
Fall 2013	422	92%
Spring 2014	422	98%
Fall 2014	442	91%
Spring 2015	439	89%

Southgate Schools is dedicated to continuous improvement and consistently analyzes student achievement data to monitor progress. Although there are areas of needed improvement, Southgate teachers, parents, staff and students should be commended for their efforts in many areas that have continued to show student growth.

Sincerely,

**Annual Education Report
Grogan Elementary School**

M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	54.5%	50.6%	1.2%	49.4%	36.5%	12.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	40.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	48%	50%	0%	50%	40%	10%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	56.5%	51.4%	1.4%	50%	35.7%	12.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	58.4%	52.2%	2.2%	50%	39.1%	8.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	50%	48.7%	0%	48.7%	33.3%	17.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	45.1%	41%	2.6%	38.5%	43.6%	15.4%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	38.3%	35.7%	0%	35.7%	35.7%	28.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	41%	31.1%	14.8%	16.4%	32.8%	36.1%

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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 (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	70.8%	66.7%	2.7%	64%	30.7%	2.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2014-15	44.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	10.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	59.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	28%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	64%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	46.6%	35.3%	15.7%	19.6%	29.4%	35.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	72.8%	71%	3.2%	67.7%	27.4%	1.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	49.2%	40%	28%	12%	24%	36%

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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 (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	80.3%	72.4%	3.4%	69%	24.1%	3.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	33.3%	25%	5.6%	19.4%	38.9%	36.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	62.7%	63%	2.2%	60.9%	34.8%	2.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	29.2%	25%	5.6%	19.4%	30.6%	44.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	66.4%	58.1%	4.7%	53.5%	39.5%	2.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	2.4%	0%	0%	0%	28.6%	71.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	37.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	45.3%	39.3%	11.9%	27.4%	23.8%	36.9%

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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 (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	69.9%	71.1%	10.8%	60.2%	18.1%	10.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	54.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	55%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2013-14	80%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	34.5%	40%	0%	40%	50%	10%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	60%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	45.8%	39.1%	13%	26.1%	18.8%	42%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	72.3%	73.2%	11.3%	62%	18.3%	8.5%

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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 (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	48.5%	43.2%	18.2%	25%	29.5%	27.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	76.6%	74.5%	10.6%	63.8%	19.1%	6.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	41.6%	35%	5%	30%	17.5%	47.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	64%	66.7%	11.1%	55.6%	16.7%	16.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	32%	20%	2.2%	17.8%	28.9%	51.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	61.5%	70%	7.5%	62.5%	17.5%	12.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2013-14	39.2%	36.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	20.9%	20%	0%	20%	0%	80%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	31.1%	33.3%	6.7%	26.7%	33.3%	33.3%

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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 (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	38.3%	31.5%	8.2%	23.3%	38.4%	30.1%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	34.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	41.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	39%	30.2%	7.9%	22.2%	39.7%	30.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	49.3%	42.9%	7.1%	35.7%	46.4%	10.7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	29%	24.4%	8.9%	15.6%	33.3%	42.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	29.7%	20.5%	7.7%	12.8%	46.2%	33.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	English Language Learners	2014-15	22.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	6.6%	<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	2nd Grade Content	All Students	2013-14	40.1%	34%	37.6%	5.9%	31.8%	29.4%	32.9%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	22.7%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	36%	50%	0%	50%	20%	30%
Mathematics	2nd Grade Content	White	2013-14	46.6%	34.6%	38.6%	7.1%	31.4%	27.1%	34.3%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	31.2%	37%	6.5%	30.4%	32.6%	30.4%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	37.3%	38.5%	5.1%	33.3%	25.6%	35.9%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	27.9%	33.3%	7.7%	25.6%	28.2%	38.5%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	21.3%	14.3%	0%	14.3%	21.4%	64.3%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	45.2%	41%	3.3%	37.7%	37.7%	21.3%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	48.3%	56%	8%	48%	14.7%	29.3%
Mathematics	3rd Grade Content	American Indian	2014-15	44.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	20.3%	14.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	45.5%	<10	<10	<10	<10	<10

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Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	36%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	32%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	50.5%	43.1%	3.9%	39.2%	35.3%	21.6%
Mathematics	3rd Grade Content	White	2013-14	52.9%	50.8%	59.7%	8.1%	51.6%	16.1%	24.2%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	38.1%	32%	4%	28%	36%	32%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	54%	62.1%	10.3%	51.7%	13.8%	24.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	51.9%	47.2%	2.8%	44.4%	38.9%	13.9%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	43.5%	52.2%	6.5%	45.7%	15.2%	32.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	32.8%	25%	2.8%	22.2%	44.4%	30.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	43.6%	55.8%	9.3%	46.5%	9.3%	34.9%
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	4.8%	7.1%	0%	7.1%	42.9%	50%

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Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	23.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	39.6%	36.9%	10.7%	26.2%	42.9%	20.2%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	33.3%	29.3%	0%	29.3%	22%	48.8%
Mathematics	4th Grade Content	African American	2014-15	13.2%	36.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	20%	21.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2013-14	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	27.6%	40%	10%	30%	20%	40%
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	19.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	41.7%	37.7%	11.6%	26.1%	44.9%	17.4%
Mathematics	4th Grade Content	White	2013-14	51.7%	35.8%	28.2%	0%	28.2%	23.9%	47.9%
Mathematics	4th Grade Content	Female	2014-15	40.3%	38.6%	34.1%	13.6%	20.5%	45.5%	20.5%
Mathematics	4th Grade Content	Female	2013-14	44.7%	38.3%	36.2%	0%	36.2%	23.4%	40.4%

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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	Male	2014-15	42.4%	40.7%	40%	7.5%	32.5%	40%	20%
Mathematics	4th Grade Content	Male	2013-14	45.7%	28.9%	20%	0%	20%	20%	60%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	27.3%	31.1%	4.4%	26.7%	42.2%	26.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	24.5%	28.2%	0%	28.2%	10.3%	61.5%
Mathematics	4th Grade Content	English Language Learners	2013-14	23.1%	0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	18.6%	10%	0%	10%	20%	70%
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	6.6%	14.3%	0%	14.3%	7.1%	78.6%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	23.7%	15.1%	5.5%	9.6%	32.9%	52.1%
Mathematics	5th Grade Content	African American	2014-15	9.1%	13%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	16.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	25.7%	15.9%	6.3%	9.5%	33.3%	50.8%
Mathematics	5th Grade Content	Female	2014-15	32.6%	25.2%	10.7%	3.6%	7.1%	35.7%	53.6%

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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	5th Grade Content	Male	2014-15	34.1%	22.4%	17.8%	6.7%	11.1%	31.1%	51.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	17.4%	12.8%	5.1%	7.7%	30.8%	56.4%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	5%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	9.4%	15.5%	4.8%	10.7%	32.1%	52.4%
Science	4th Grade Content	All Students	2013-14	16.8%	10.4%	7.1%	1.2%	6%	38.1%	54.8%
Science	4th Grade Content	African American	2014-15	2%	0%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2013-14	3.3%	4.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2013-14	30.1%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	10.3%	30%	10%	20%	10%	60%
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

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	White	2014-15	15.4%	10.4%	14.5%	4.3%	10.1%	34.8%	50.7%
Science	4th Grade Content	White	2013-14	20.7%	12%	6.9%	1.4%	5.6%	40.3%	52.8%
Science	4th Grade Content	Female	2014-15	10.4%	9.8%	20.5%	6.8%	13.6%	25%	54.5%
Science	4th Grade Content	Female	2013-14	15.9%	7.8%	4.3%	0%	4.3%	48.9%	46.8%
Science	4th Grade Content	Male	2014-15	14.3%	8.8%	10%	2.5%	7.5%	40%	50%
Science	4th Grade Content	Male	2013-14	17.7%	12.7%	10.8%	2.7%	8.1%	24.3%	64.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.1%	6.7%	0%	6.7%	26.7%	66.7%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	5.6%	2.4%	2.4%	0%	29.3%	68.3%
Science	4th Grade Content	English Language Learners	2013-14	2.9%	0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	2.3%	0%	0%	0%	20%	80%
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	1.4%	0%	0%	0%	25%	75%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	19%	35.6%	8.2%	27.4%	58.9%	5.5%

**Annual Education Report
Grogan Elementary School**

M-STEP Grades 3-8

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
Social Studies	5th Grade Content	African American	2014-15	5.4%	8.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	8.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	21.3%	36.5%	9.5%	27%	57.1%	6.3%
Social Studies	5th Grade Content	Female	2014-15	20.6%	15.8%	28.6%	7.1%	21.4%	67.9%	3.6%
Social Studies	5th Grade Content	Male	2014-15	23.8%	21.7%	40%	8.9%	31.1%	53.3%	6.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	14.8%	30.8%	12.8%	17.9%	59%	10.3%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	3.3%	<10	<10	<10	<10	<10



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**Annual Education Report
Grogan Elementary School**

M-STEP Grade 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
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No Data to Display

**Annual Education Report
Grogan Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	50%	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	66.7%	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	50%	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	66.7%	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	44.4%	<10	<10	<10	<10
Mathematics	4th	White	2013-14	59.8%	44.4%	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	37.5%	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	50%	<10	<10	<10	<10
Mathematics	5th	All Students	2013-14	56.8%	77.8%	66.7%	0%	66.7%	33.3%
Mathematics	5th	African American	2013-14	44.8%	<10	<10	<10	<10	<10
Mathematics	5th	Hispanic of Any Race	2013-14	53.2%	<10	<10	<10	<10	<10
Mathematics	5th	White	2013-14	63%	83.3%	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	77.8%	66.7%	0%	66.7%	33.3%
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	85.7%	<10	<10	<10	<10
Mathematics	5th	English Language Learners	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	25%	<10	<10	<10	<10

**Annual Education Report
Grogan Elementary School**

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	3rd	White	2013-14	42.1%	33.3%	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	25%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	33.3%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	60%	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	60%	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	62.5%	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	42.9%	<10	<10	<10	<10
Reading	5th	All Students	2013-14	59.8%	12.5%	<10	<10	<10	<10
Reading	5th	White	2013-14	65%	16.7%	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	12.5%	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2013-14	56.9%	16.7%	<10	<10	<10	<10



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**Annual Education Report
Grogan Elementary School**

MI-Access Functional Independence

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



03/24/2016

**Annual Education Report
Grogan Elementary School**

MI-Access Supported Independence

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



03/24/2016

**Annual Education Report
Grogan Elementary School**

MI-Access Participation

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

**Annual Education Report
Grogan Elementary School**
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	Mathematics	98.1%	36.5%	95.7%	N/A	99.1%	N/A
All Students	ELA	98.1%	48.5%	95.6%	N/A	99.1%	N/A
All Students	Science	97.5%	22.2%	91.7%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	92.3%	N/A	97.3%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	94.4%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	93.5%	N/A	<30	N/A
African American	Science	95.4%	6.1%	87.6%	N/A	<30	N/A
African American	Social Studies	95.2%	11%	90.9%	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.2%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	96.9%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	93.6%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	96.5%	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

**Annual Education Report
Grogan Elementary School**
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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	<30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	95.6%	N/A	98.9%	N/A
White	ELA	98.5%	55%	95.7%	N/A	98.9%	N/A
White	Science	98.1%	26.6%	92%	N/A	100%	N/A
White	Social Studies	98%	37.3%	92%	N/A	96.9%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	95.1%	N/A	99.2%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	94.6%	N/A	99.2%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	90.8%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	91.1%	N/A	97.5%	N/A
English Language Learners	Mathematics	98.6%	20.3%	100%	N/A	<30	N/A
English Language Learners	ELA	98.2%	24%	100%	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	N/A	N/A

**Annual Education Report
Grogan Elementary School**
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 Language Learners	Social Studies	97.9%	8.1%	<30	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	97.3%	N/A	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	97.3%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	97.2%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	96.2%	N/A	<30	N/A

**Annual Education Report
Grogan Elementary School**
Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	44.3%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	27.3%	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	52.8%	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	45.7%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	37.4%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	44.9%	N/A
Homeless	54.0%	N/A	N/A

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

**Annual Education Report
Grogan Elementary School****Accountability Details Attendance Data**

Testing Group	Statewide	District	School
All Students	94.7%	93.9%	95.5%

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



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**Annual Education Report
Grogan 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



03/24/2016

**Annual Education Report
Grogan 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
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No Data to Display

**Annual Education Report
Grogan 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	1	28	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
Grogan Elementary School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

**Annual Education Report
Grogan Elementary School**
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
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/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.

**Annual Education Report
Grogan Elementary School**
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
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	1	0	0	0	0
Two or More Races					
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
Grogan Elementary School**
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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Hawaiian/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
Grogan Elementary School**
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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

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

**Annual Education Report
Grogan Elementary School**
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
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
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.

**Annual Education Report
Grogan Elementary School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0