

SOUTH



EARLY LEARNING CENTER

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School Annual Education Report (AER) Cover Letter

May 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Sutton Elementary School. This will be the last year of reporting on Sutton Elementary due to the restructuring and renaming of the buildings in the 2017-18 school year. Next year, data will be reported for South Early Learning Center. 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 Kelly Coffin, Superintendent for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/wTH7bq> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. 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.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Tecumseh Public Schools has a School Board adopted policy that helps administration determine school placements. Each year we look at classroom sizes and compare classroom numbers. The Policy helps when administration determines a need to move students. Students are assigned to Sutton Elementary based on their home location; building of choice or school of choice application for attendance and/or their need for specific special education services. In addition to the Resource Room, Sutton is the home for all elementary students in the district with a

Cognitive Impairment. The elementary Cognitive Impairment classroom for the district is located at Sutton Elementary School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

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

- All students at South Early Learning Center will increase reading proficiency.
- All students at South Early Learning Center will increase math proficiency.
- All students at South Early Learning Center will increase science proficiency

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The students of Sutton Elementary School/South Early Learning Center receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Some students from Sutton Elementary School attended LISD classroom programs during the 2016-17 school year.

CORE CURRICULUM

An overview of our core curriculum can be found on our website www.tps.k12.mi.us under Learning and Instruction under the Departments tab.

OTHER ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS

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

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

During the 2017-18 School year, 84% of students demonstrated expected growth in the area of Math and 72% of students demonstrated expected growth in Reading as measured by the NWEA.

PARENT-TEACHER CONFERENCES PARTICIPATION DATA

Our families do their best in attending parent-teacher conferences. We understand that at times there are difficulties and interferences that can stand in the way of attending conferences. Our staff has made efforts beyond the scheduled conference times to help meet our parents' needs when they are unable to attend. Telephone conversations, e-mailing, and rescheduling meetings

have all helped in our attendance for these events. Sutton Elementary had a 98% attendance rate in the fall of 2015 and a 96% attendance rate in the spring of 2016. We had similar percentages during the fall and spring conferences of the 2016-17 school year.

We are pleased to share and report this progress with you and look forward to seeing continued growth.

Sincerely,

Meghan Way

Principal

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4147

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Annual Education Report
Tecumseh South Early Learning Center (04107)

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%	54.1%	33.3%	10.4%	22.9%	39.6%	27.1%
ELA	3rd Grade Content	All Students	2016-17	44.1%	58.5%	46.5%	21.1%	25.4%	31.0%	22.5%
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	63.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	45.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	53.6%	34.9%	9.3%	25.6%	41.9%	23.3%
ELA	3rd Grade Content	White	2016-17	51.7%	59.8%	45.5%	21.2%	24.2%	33.3%	21.2%
ELA	3rd Grade Content	Female	2015-16	49.5%	59.6%	36.8%	10.5%	26.3%	47.4%	15.8%
ELA	3rd Grade Content	Female	2016-17	47.7%	70.4%	58.3%	27.8%	30.6%	27.8%	13.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	49.5%	31.0%	10.3%	20.7%	34.5%	34.5%

Annual Education Report
Tecumseh South Early Learning Center (04107)

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	Male	2016-17	40.7%	47.4%	34.3%	14.3%	20.0%	34.3%	31.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	49.3%	20.0%	6.7%	13.3%	53.3%	26.7%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	47.2%	45.8%	12.5%	33.3%	25.0%	29.2%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	31.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	19.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	43.9%	32.7%	15.4%	17.3%	26.9%	40.4%
ELA	4th Grade Content	All Students	2016-17	44.2%	51.9%	38.8%	14.3%	24.5%	28.6%	32.7%
ELA	4th Grade Content	American Indian or Alaska Native	2016-17	34.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	33.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	52.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10

**Annual Education Report
Tecumseh South Early Learning Center (04107)**

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	4th Grade Content	White	2015-16	53.9%	45.5%	37.0%	17.4%	19.6%	28.3%	34.8%
ELA	4th Grade Content	White	2016-17	51.5%	51.9%	42.2%	15.6%	26.7%	28.9%	28.9%
ELA	4th Grade Content	Female	2015-16	50.9%	52.9%	52.0%	28.0%	24.0%	20.0%	28.0%
ELA	4th Grade Content	Female	2016-17	48.6%	61.2%	47.8%	26.1%	21.7%	17.4%	34.8%
ELA	4th Grade Content	Male	2015-16	41.8%	36.1%	14.8%	3.7%	11.1%	33.3%	51.9%
ELA	4th Grade Content	Male	2016-17	39.9%	43.5%	30.8%	3.8%	26.9%	38.5%	30.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	30.9%	29.4%	17.6%	11.8%	23.5%	47.1%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	34.3%	26.7%	6.7%	20.0%	26.7%	46.7%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	14.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	16.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	55.2%	37.5%	8.3%	29.2%	39.6%	22.9%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	53.8%	42.3%	9.9%	32.4%	31.0%	26.8%

Annual Education Report
Tecumseh South Early Learning Center (04107)

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
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	57.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	27.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.2%	39.5%	7.0%	32.6%	41.9%	18.6%
Mathematics	3rd Grade Content	White	2016-17	54.8%	56.2%	42.4%	10.6%	31.8%	33.3%	24.2%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	59.1%	31.6%	5.3%	26.3%	47.4%	21.1%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	56.5%	38.9%	8.3%	30.6%	30.6%	30.6%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.8%	41.4%	10.3%	31.0%	34.5%	24.1%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	51.3%	45.7%	11.4%	34.3%	31.4%	22.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	46.3%	20.0%	0.0%	20.0%	46.7%	33.3%

Annual Education Report
Tecumseh South Early Learning Center (04107)

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
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	38.0%	37.5%	8.3%	29.2%	33.3%	29.2%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	31.8%	<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%	41.7%	34.6%	1.9%	32.7%	46.2%	19.2%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	47.6%	30.6%	8.2%	22.4%	51.0%	18.4%
Mathematics	4th Grade Content	American Indian or Alaska Native	2016-17	31.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	53.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	17.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	41.6%	37.0%	2.2%	34.8%	45.7%	17.4%
Mathematics	4th Grade Content	White	2016-17	49.7%	50.3%	33.3%	8.9%	24.4%	51.1%	15.6%

Annual Education Report
Tecumseh South Early Learning Center (04107)

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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	Female	2015-16	42.1%	35.6%	24.0%	0.0%	24.0%	60.0%	16.0%
Mathematics	4th Grade Content	Female	2016-17	39.6%	44.9%	30.4%	4.3%	26.1%	52.2%	17.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	47.1%	44.4%	3.7%	40.7%	33.3%	22.2%
Mathematics	4th Grade Content	Male	2016-17	44.2%	50.0%	30.8%	11.5%	19.2%	50.0%	19.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	25.0%	23.5%	5.9%	17.6%	58.8%	17.6%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	34.3%	26.7%	6.7%	20.0%	53.3%	20.0%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	7.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	22.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	14.3%	9.6%	1.9%	7.7%	44.2%	46.2%
Science	4th Grade Content	All Students	2016-17	14.6%	15.0%	10.2%	6.1%	4.1%	38.8%	51.0%
Science	4th Grade Content	American Indian or Alaska Native	2016-17	10.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10

Annual Education Report
Tecumseh South Early Learning Center (04107)

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	Hispanic of Any Race	2015-16	6.6%	6.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	15.3%	10.9%	2.2%	8.7%	45.7%	43.5%
Science	4th Grade Content	White	2016-17	18.2%	16.0%	11.1%	6.7%	4.4%	42.2%	46.7%
Science	4th Grade Content	Female	2015-16	13.0%	11.5%	12.0%	0.0%	12.0%	48.0%	40.0%
Science	4th Grade Content	Female	2016-17	12.6%	12.2%	13.0%	8.7%	4.3%	30.4%	56.5%
Science	4th Grade Content	Male	2015-16	16.4%	16.7%	7.4%	3.7%	3.7%	40.7%	51.9%
Science	4th Grade Content	Male	2016-17	16.5%	17.6%	7.7%	3.8%	3.8%	46.2%	46.2%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.3%	11.8%	0.0%	11.8%	47.1%	41.2%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	2.9%	6.7%	6.7%	0.0%	40.0%	53.3%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	6.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	5.6%	<10	<10	<10	<10	<10

Annual Education Report
Tecumseh South Early Learning Center (04107)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

**Annual Education Report
Tecumseh South Early Learning Center (04107)**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Proficient	District Percent Proficient	School Percent Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	63.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10

**Annual Education Report
Tecumseh South Early Learning Center (04107)**

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	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10

Annual Education Report
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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	4th Grade Content	Hispanic of Any Race	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	67.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	54.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	70.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	49.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10

**Annual Education Report
Tecumseh South Early Learning Center (04107)**

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
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10

**Annual Education Report
 Tecumseh South Early Learning Center (04107)**
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
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10

Annual Education Report
Tecumseh South Early Learning Center (04107)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Proficient	District Percent Proficient	School Percent Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	60.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	61.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	74.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	60.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	80.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	69.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	84.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	87.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	77.7%	<10	<10	<10	<10	<10

Annual Education Report
Tecumseh South Early Learning Center (04107)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	White	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	69.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	84.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	88.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	77.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	76.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	86.1%	<10	<10	<10	<10	<10

**Annual Education Report
Tecumseh South Early Learning Center (04107)****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

Tecumseh South Early Learning Center (04107)

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%	98.7%	58.1%	98.4%	43.6%
All Students	Mathematics	98.7%	39.1%	98.6%	41.6%	98.4%	37.9%
All Students	Science	97.9%	24.9%	97.1%	27.9%	98.1%	13.5%
All Students	Social Studies	97.8%	33.7%	97.6%	34.2%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	0.2%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	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	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	N/A	N/A
Asian	Mathematics	99.3%	68.9%	<30	<30	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.5%	14.2%	<30	<30	N/A	N/A
Black or African American	Science	96.0%	7.0%	<30	<30	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	98.9%	52.3%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	98.9%	29.6%	<30	<30

Annual Education Report

Tecumseh South Early Learning Center (04107)

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%	97.6%	10.0%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	100.0%	27.8%	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%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	N/A	N/A
White	ELA	98.9%	56.1%	98.7%	58.7%	98.3%	44.7%
White	Mathematics	99.0%	45.6%	98.6%	42.7%	98.3%	39.5%
White	Science	98.4%	29.7%	97.1%	29.3%	97.9%	12.8%
White	Social Studies	98.3%	39.7%	97.5%	34.8%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	98.0%	43.2%	100.0%	38.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	97.5%	28.2%	100.0%	33.3%
Economically Disadvantaged	Science	97.2%	13.0%	96.6%	13.9%	<30	<30
Economically Disadvantaged	Social Studies	97.0%	18.3%	96.1%	23.1%	N/A	N/A

**Annual Education Report
 Tecumseh South Early Learning Center (04107)**
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%	<30	<30	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	<30	<30	N/A	N/A
English Learners	Science	98.4%	5.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	99.5%	20.1%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	98.9%	17.9%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	95.9%	15.7%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	96.3%	16.2%	N/A	N/A

Annual Education Report Tecumseh South Early Learning Center (04107)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	83.08%	N/A
American Indian or Alaska Native	66.57%	66.67%	N/A
Asian	90.20%	100.00%	N/A
Black or African American	67.36%	100.00%	N/A
Hispanic of Any Race	72.60%	86.36%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	0.00%	N/A
White	83.38%	83.40%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	63.89%	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	56.25%	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Tecumseh South Early Learning Center (04107)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	90.53%	93.68%

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

Annual Education Report
Tecumseh South Early Learning Center (04107)

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
Tecumseh South Early Learning Center	73.91	77.08	N/A	N/A	97.19	100.00	N/A	80.06

Annual Education Report Tecumseh South Early Learning Center (04107)

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	12	12	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 or Provisional Certification	12.5%

Annual Education Report

Tecumseh South Early Learning Center (04107)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 Mathematics Achievement.

Annual Education Report

Tecumseh South Early Learning Center (04107)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	26	24	9

‡ 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) 2017 Mathematics Achievement.

Annual Education Report

Tecumseh South Early Learning Center (04107)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

Annual Education Report

Tecumseh South Early Learning Center (04107)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

**Annual Education Report
 Tecumseh South Early Learning Center (04107)**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9