

Randolph Elementary School

www.livoniapublicschools.org/randolph



2015-2016 Annual Education Report

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14470 Norman
Livonia, MI 48154
734-744-2770



Tammy Spangler-Timm, Principal



March 1, 2017

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Randolph Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me, Tammy Spangler-Timm, Principal of Randolph Elementary School, for assistance.

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

For the 2016-17 year, no new Priority or Focus schools were named by the Michigan Department of Education; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given one of these labels.

The AER has two major sections to it. 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, key challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. Data trends indicate that of these underperforming subgroups, students with disabilities manifest the largest achievement gaps and hence we are providing additional interventions and supports so as to increase their proficiency and close the achievement gaps in the targeted areas.

In place is a multi-tiered system of support implemented and monitored by our building's Student Achievement Team. This intervention system includes the use of the research-based interventions, such as the Leveled Literacy Intervention (LLI) program. In addition, ongoing professional development and staff dialogue focusing on instructional strategies to support struggling learners takes place regularly within and across all grade levels. Randolph staff also engages in ongoing analysis of formative and summative assessments to determine the needs of all students, followed by the provision of targeted learning interventions for all subgroups of students in need of these supports.

This school year Randolph Elementary completed the third year of implementing 'The Leader in Me' process where students are taught and practice the personal leadership and life skills of the 7 Habits of Highly Effective People. A component of this program involves students in tracking their academic progress in core content areas, setting personal achievement goals and self-assessment.

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

Sincerely,

Tammy Spangler-Timm
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 inquires 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 [\(734\) 744-2566](tel:7347442566) . The following person has been designated to handle inquires and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

"We learn. We lead. We inspire."

BELIEFS

Our school is an inviting, nurturing, safe learning environment where its members respectfully collaborate and motivate each other to learn, lead and inspire.

Revised June 29, 2015

SCHOOL PROFILE

Randolph Elementary School serves 260 students in grades K-4. An additional 100 students attend the Young Fives Program at Randolph. The principal of Randolph Elementary School is Tammy Spangler-Timm, and there are 16 professional teaching staff members (including music, art and PE) and a media specialist.

In addition, there is the following professional support staff: school psychologist, school social worker, Elementary Support Teacher (E.S.T.), speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational and physical therapist, and 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 Randolph 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.

School improvement goals for 2014-2015 and 2015-2016:

- All students at Randolph Elementary School will become proficient writers.
- All students at Randolph Elementary School will become proficient at math.
- All students at Randolph Elementary School will become proficient in reading.
- All students at Randolph Elementary School will become proficient in science.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Randolph 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 and special education centers at Buchanan, Cass, Coolidge, Kennedy, Johnson and Webster. 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. Niji-Iro Japanese Immersion Elementary School is also available. A preschool is operated at the Jackson Center. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Randolph 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			
2015-2016	Letter Identification	Letter Sounds	Rhyme
Randolph	100.0%	100.0%	95.6%
District	95.0%	86.9%	91.9%
2014-2015			
Randolph	100.0%	100.0%	100.0%
District	93.5%	85.7%	94.9%

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

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES 1-4 Percent of Students that Performed At or Above Grade Level					
Spring 2016	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	100.0%	75.5%	77%	75%	91%
District	85.7%	78.4%	82%	79%	86%
Spring 2015					
Randolph	97.9%	77%	68%	84%	91%
District	89.5%	78%	80%	83%	88%

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 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 on or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS Percent of Students On or Above Grade Level					
2015-2016	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Randolph	71.0%	58.0%	32.0%	41.0%	44.0%
District	59.0%	54.0%	54.0%	49.0%	51.0%

Students were assessed in mathematics knowledge twice during the 2014-2015 school year. Kindergarten students were assessed with a Pre/Post assessment created by the district and students in grades 1-5 were assessed using a Pre/Post online assessment.

The following data show the percentage of students who were proficient at each grade level on the Pre/Post mathematics benchmark assessment.

MATHEMATICS BENCHMARK: ELEMENTARY ASSESSMENTS GRADE Kindergarten Percent of Students Proficient						
KINDERGARTEN						
2014-2015	Counting & Cardinality	Geometry	Measurement & Data	Number & Operations in Base Ten	Operations & Algebraic Thinking	Totals*
Pre-Test						
Randolph	9%	51%	36%	2%	19%	9%
District	11%	35%	51%	5%	25%	11%
Post-Test						
Randolph	92%	94%	88%	N/A**	63%	96%
District	87%	91%	94%	N/A**	83%	90%

*Total score indicates percentage of students scoring 70% or higher.

**Due to the fact the Post-Test was administered earlier in the school year than in previous years, test items reflecting content not taught were eliminated.

MATHEMATICS BENCHMARK: ELEMENTARY ASSESSMENTS
GRADES 1-4
Percent of Students Proficient

GRADE 1							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Randolph District	42%	45%	22%	35%	43%	83%	39%
	56%	60%	33%	66%	50%	44%	51%
Post-Test							
Randolph District	82%	92%	62%	83%	93%	82%	81%
	85%	91%	63%	86%	86%	82%	82%
GRADE 2							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Randolph District	55%	46%	67%	79%	54%	77%	59%
	62%	47%	68%	82%	56%	78%	62%
Post-Test							
Randolph District	74%	59%	82%	89%	64%	83%	73%
	78%	65%	83%	92%	69%	91%	77%
GRADE 3							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Randolph District	73%	50%	64%	57%	71%	84%	64%
	74%	54%	66%	56%	71%	80%	65%
Post-Test							
Randolph District	87%	75%	79%	72%	84%	87%	80%
	86%	78%	81%	77%	85%	89%	82%
GRADE 4							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Randolph District	37%	41%	42%	58%	42%	55%	43%
	40%	45%	39%	66%	44%	59%	46%
Post-Test							
Randolph District	64%	61%	51%	86%	66%	70%	64%
	68%	64%	58%	88%	67%	74%	68%

*Total score indicates proficiency in all 6 strands.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to second grade students in 2015-16 and to third grade students in 2014-15.

CogAT GRADE 2 Age Percentiles				
2015-2016	Verbal	Quantitative	Nonverbal	Composite
Randolph	42	50	47	45
District	53	63	54	57

CogAT GRADE 3 Age Percentiles				
2014-2015	Verbal	Quantitative	Nonverbal	Composite
Randolph	53	54	53	52
District	53	63	60	59
2013-2014				
Randolph	53	60	59	57
District	51	62	58	58

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. Randolph Elementary has a high degree of parental involvement – 98% of our parents (255 students represented) attended parent-teacher conferences during 2015-2016 and 98% (255 students represented) during 2014-2015. Our Open House attendance was approximately 95%, and our PTA membership is 98% for staff and 70% for families.

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(1)

PARENT INVOLVEMENT

JUNE 20, 2011

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

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

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

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 Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

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 following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	54.7%	44.4%	14.3%	30.2%	33.3%	22.2%
ELA	3rd Grade Content	All Students	2015-16	46.0%	49.7%	38.8%	20.4%	18.4%	24.5%	36.7%
ELA	3rd Grade Content	Asian	2015-16	65.9%	61.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	15.7%	<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	Hispanic of Any Race	2014-15	37.2%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	45.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	59.0%	44.4%	14.8%	29.6%	33.3%	22.2%
ELA	3rd Grade Content	White	2015-16	53.9%	52.8%	40.0%	22.2%	17.8%	24.4%	35.6%
ELA	3rd Grade Content	Female	2014-15	54.7%	58.1%	38.9%	11.1%	27.8%	41.7%	19.4%
ELA	3rd Grade Content	Female	2015-16	49.5%	55.6%	38.5%	19.2%	19.2%	38.5%	23.1%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	51.1%	51.9%	18.5%	33.3%	22.2%	25.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	43.9%	39.1%	21.7%	17.4%	8.7%	52.2%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	35.6%	36.4%	9.1%	27.3%	27.3%	36.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	33.0%	30.8%	7.7%	23.1%	15.4%	53.8%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	29.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	46.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	27.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	21.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	48.2%	42.1%	15.8%	26.3%	26.3%	31.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	50.1%	42.9%	22.2%	20.6%	38.1%	19.0%
ELA	4th Grade Content	Asian	2014-15	70.5%	62.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	15.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	23.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	51.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	36.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	48.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	36.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	51.8%	41.7%	16.7%	25.0%	27.1%	31.3%
ELA	4th Grade Content	White	2015-16	53.9%	52.8%	43.6%	23.6%	20.0%	38.2%	18.2%
ELA	4th Grade Content	Female	2014-15	51.5%	56.8%	55.6%	22.2%	33.3%	22.2%	22.2%
ELA	4th Grade Content	Female	2015-16	50.9%	54.9%	43.6%	23.1%	20.5%	35.9%	20.5%
ELA	4th Grade Content	Male	2014-15	41.8%	40.3%	30.0%	10.0%	20.0%	30.0%	40.0%
ELA	4th Grade Content	Male	2015-16	41.8%	45.1%	41.7%	20.8%	20.8%	41.7%	16.7%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.3%	26.7%	6.7%	20.0%	40.0%	33.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.7%	58.3%	8.3%	50.0%	25.0%	16.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	19.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	23.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	61.3%	52.4%	17.5%	34.9%	27.0%	20.6%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	All Students	2015-16	45.2%	52.3%	42.9%	16.3%	26.5%	20.4%	36.7%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	74.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	22.7%	<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	Hispanic of Any Race	2014-15	35.7%	53.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	42.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	48.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	65.6%	51.9%	16.7%	35.2%	27.8%	20.4%
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.6%	44.4%	15.6%	28.9%	20.0%	35.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	60.3%	38.9%	5.6%	33.3%	33.3%	27.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	50.5%	38.5%	11.5%	26.9%	30.8%	30.8%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	62.3%	70.4%	33.3%	37.0%	18.5%	11.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	54.1%	47.8%	21.7%	26.1%	8.7%	43.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.3%	45.5%	9.1%	36.4%	36.4%	18.2%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	31.2%	23.1%	0.0%	23.1%	30.8%	46.2%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	54.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	57.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	32.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	22.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	50.7%	50.9%	15.8%	35.1%	21.1%	28.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	58.2%	55.6%	19.0%	36.5%	31.7%	12.7%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	64.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	11.4%	<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	Hispanic of Any Race	2014-15	27.1%	41.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	52.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	50.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	50.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	55.8%	54.2%	14.6%	39.6%	18.8%	27.1%
Mathematics	4th Grade Content	White	2015-16	52.3%	60.7%	56.4%	20.0%	36.4%	30.9%	12.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	52.2%	59.3%	22.2%	37.0%	18.5%	22.2%
Mathematics	4th Grade Content	Female	2015-16	42.1%	54.9%	48.7%	7.7%	41.0%	33.3%	17.9%
Mathematics	4th Grade Content	Male	2014-15	42.4%	49.3%	43.3%	10.0%	33.3%	23.3%	33.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	61.6%	66.7%	37.5%	29.2%	29.2%	4.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.3%	40.0%	13.3%	26.7%	26.7%	33.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	41.2%	41.7%	16.7%	25.0%	50.0%	8.3%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	22.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	32.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	16.2%	10.5%	1.8%	8.8%	35.1%	54.4%
Science	4th Grade Content	All Students	2015-16	14.7%	16.8%	15.0%	3.3%	11.7%	35.0%	50.0%
Science	4th Grade Content	Asian	2014-15	23.9%	29.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	Black or African American	2014-15	2.0%	2.3%	<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	Hispanic of Any Race	2014-15	5.5%	12.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	13.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	12.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	13.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	12.5%	2.1%	10.4%	39.6%	47.9%
Science	4th Grade Content	White	2015-16	18.4%	17.3%	17.3%	3.8%	13.5%	30.8%	51.9%
Science	4th Grade Content	Female	2014-15	10.4%	14.7%	14.8%	3.7%	11.1%	37.0%	48.1%
Science	4th Grade Content	Female	2015-16	13.0%	14.5%	11.1%	0.0%	11.1%	27.8%	61.1%
Science	4th Grade Content	Male	2014-15	14.3%	17.5%	6.7%	0.0%	6.7%	33.3%	60.0%
Science	4th Grade Content	Male	2015-16	16.4%	19.3%	20.8%	8.3%	12.5%	45.8%	33.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.6%	6.7%	0.0%	6.7%	33.3%	60.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	8.5%	9.1%	0.0%	9.1%	63.6%	27.3%

M-STEP Grades 3-11

Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	4.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	7.0%	<10	<10	<10	<10	<10

SAT

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

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	71.4%	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	68.8%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	56.3%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	18.8%	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10

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

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



MI School Data

Annual Education Report Randolph Elementary School

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	75.2%	99.1%	64.0%
All Students	Mathematics	98.6%	62.1%	99.3%	71.6%	98.3%	64.9%
All Students	Science	98.1%	50.0%	99.1%	60.0%	95.3%	33.3%
All Students	Social Studies	98.1%	59.3%	99.0%	68.1%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	22.1%	N/A	3.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.0%	N/A	9.1%
Bottom 30%	Science	N/A	9.8%	N/A	13.4%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	16.2%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	99.3%	84.4%	<30	<30
Asian	Mathematics	99.4%	83.7%	99.7%	86.0%	<30	<30
Asian	Science	99.3%	65.5%	100.0%	78.1%	N/A	N/A
Asian	Social Studies	99.3%	76.0%	100.0%	76.8%	N/A	N/A
Black or African American	ELA	97.7%	46.9%	99.2%	56.4%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	98.9%	47.4%	<30	<30
Black or African American	Science	96.5%	23.9%	99.7%	34.1%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	98.6%	46.0%	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	99.7%	72.9%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.7%	63.9%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	99.3%	54.4%	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.7%	62.4%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	69.9%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	99.6%	69.1%	<30	<30
Two or More Races	Science	98.5%	45.2%	100.0%	60.5%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	100.0%	65.0%	N/A	N/A
White	ELA	99.0%	75.6%	99.3%	77.1%	99.0%	64.7%
White	Mathematics	98.9%	68.4%	99.3%	74.1%	98.1%	64.7%
White	Science	98.6%	57.1%	98.9%	62.2%	94.6%	34.6%
White	Social Studies	98.5%	65.8%	99.0%	70.6%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	62.7%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.1%	57.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	99.0%	46.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	53.8%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	99.3%	59.3%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	99.3%	66.9%	<30	<30



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.1%	35.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	97.4%	42.3%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	99.0%	47.3%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	42.1%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	98.3%	35.0%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	98.6%	39.3%	N/A	N/A



MI School Data

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	91.33%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	100.00%	N/A
Black or African American	67.31%	78.85%	N/A
Hispanic of Any Race	72.07%	81.58%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	92.86%	N/A
White	83.48%	92.53%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	83.00%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	61.81%	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.00%	95.89%

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

Accountability Status District Data

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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Randolph Elementary School	Green	2	Green	2	Green	2			Lime	16



Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	15	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	0.0%

Teacher Quality - Provisional

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

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	#
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	‡	‡	‡	‡
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.



MI School Data

Annual Education Report Randolph Elementary School

02/08/2017

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.

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
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other 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.



MI School Data

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NAEP Grade 4 Reading

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



MI School Data

Annual Education Report Randolph Elementary School

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NAEP Grade 8 Reading

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

Rounds to zero

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



MI School Data

Annual Education Report Randolph Elementary School

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NAEP Grade 12 Reading

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



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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0