Ingham Intermediate
School District

January 2020

Dear Parents, Community Members and Community Partners:

We are pleased to present the Annual Education Report (AER) which provides key information on the 2018-19 education progress for the Ingham Intermediate School District (ISD) Transition Programs. 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 Sarah Winslow, Transition and Itinerant Services, at 517.244.1210.

The AER is available for your review electronically by visiting Ingham ISD (www.inghamisd.org) or you may review a copy in Sarah Winslow's office located at the Thorburn Education Center on the Ingham ISD main campus in Mason, MI.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our programs have not been given one of these labels.

The students served in all Ingham ISD Transition Programs have specific transition-related educational goals as identified in their Individualized Education Program (IEP.) The program focuses on work readiness, social skills, employability skills and work experience. The program teachers are highly trained and skilled at providing the best educational experience possible to help students achieve the skills needed to become productive and independent citizens in their communities.

Process for Assigning Pupils to the Programs
The programs work with local Ingham county member districts and community partners to provide evidenced-based services to students as determined through the IEP process. We do not enroll students independent of local involvement. Any individual interested in the program would first contact the local special education director of their resident district.

Status of the School Improvement Plan
The Transition Program's School Improvement Plan focuses on collaboration among professionals to ensure appropriate instruction on academic, functional, safety and vocational skill development.
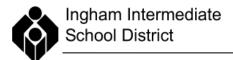
Brief Description of the Specialized Programs
The students served in all Ingham ISD Transition Programs have specific transition-related educational goals as identified in their Individualized Education Program (IEP.) The program focuses on work readiness, social skills, employability skills and work experience. The program teachers are highly trained and skilled at providing the best educational experience possible to help students achieve the skills needed to become productive and independent citizens in their communities.

The multiple transition programs are operated by Ingham ISD and are located on the main campus in Mason, Michigan as well as within the community. These programs serve students ages 18-26 and are focused on post-secondary transition and employability skills. Please see the included flyer outlining the different stages of transition programs that we provide and what each program addresses.

Core Curriculum Description, Implementation & Explanation
Individual student core curriculum can be accessed through your student's teacher or by contacting Sarah Winslow. Additionally, please visit Core Standards (www.corestandards.com). The transition programs may implement Essential Elements of the Core Curriculum, which varies from the state's model in that these elements focus on the critical components of the Core Curriculum, bringing the learning targets within reach of our students. The Essential Elements are available online (https://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html).

The Aggregate Student Achievement Results
Please see the attached achievement reports.

Number and Percent of Students Represented by Parents at Parent-Teacher Conferences:
During the 2018-19 school year, 90.5% of parents attended conferences.

Ingham ISD Transition Programs

Mission Statement
Ingham ISD Transition Programs will prepare students to successfully transition into post-secondary life, including skills for employment.

Vision Statement
All students will be able to live and work within their community as independently as possible.

Belief Statement
All students can increase their individual skills to be active members of their communities.

Ingham ISD is pleased to have the opportunity to work local students and look forward to continued growth and educational success.

Kindly,

Sarah Winslow
Director, Transition and Itinerant Services
Ingham Intermediate School District

Transition
PROGRAMS & SERVICES
INGHAM INTERMEDIATE SCHOOL DISTRICT

Ingham Intermediate School District
Transition Programs and Services

Students with disabilities, who participate in employment based transition programs and acquire independent living skills can become gainfully employed and make meaningful contributions to their community. Transition programs and services prepare students on a self-directed pathway through job training and life skills development with the ultimate goal of positive social inclusion and integrated, competitive employment.

Skills for Adult Independent Living

School to Work

Project SEARCH

Transition
PROGRAMS & SERVICES
INGHAM INTERMEDIATE SCHOOL DISTRICT

Ingham Intermediate
School District
Parent Advisory Committee

EMERGING PROGRAM
Skills for Adult Independent Living (SAIL)

Each student has individual goals developed by a team and identified in an Individual Educational Plan (IEP). Educational activities focus on employment and job training, community involvement, mobility, safety, daily living skills, academics, health, recreation, leisure and social communication skills.

Ingham ISD partners with local businesses and organizations to expand student skills and provide job training through volunteer, nonpaid and/or paid positions. This further enhances the learning that happens in the classroom. The SAIL program also facilitates connections to agencies and community resources that can provide

Classroom
Focus on daily living skills, functional academics, self-care, health, fitness, nutrition and social skills

Community Experience
Explore recreation and leisure opportunities, community safety, money, shopping skills and social skills within the community

Work Experience
Participate in a variety of employment opportunities to gain universal work skills.

PRACTICING PROGRAM
School To Work (S2W)

Classroom
Attain job skills, functional academic/living skills, career and housing exploration, MECA and Transition Assessment

Work Experience
Exposure to paid work experience supported by Peckham Industries with a variety of job tasks and skills

Work Exploration
Paid or unpaid work experience in the community. The primary goal is independence within the work place.

Students gain both classroom experience and practical experience in the School to Work program. In the classroom, they gain an understanding of workplace expectations, behaviors, understand the use of math and money, explore career options and work with community agencies to better understand supports available. In addition, this program provides work-based learning and individual job coaching through our community partners. Our business partners are essential in providing real life work-based learning opportunities for students as they prepare to enter the workforce.

READINESS PROGRAM
Project SEARCH

Project SEARCH is a one-year secondary transition program for students with developmental disabilities. This program combines classroom instruction with three separate unpaid internships at "host businesses" where classrooms are located.

Host business partners include Michigan State University and the State of Michigan. The combination of instruction and workplace immersion allows interns to make valuable contributions while developing various skills that prepare them for employment.

Classroom
Focus on social and independent living skills and productive engagement in the workplace

Work Experience
Immersion in real-life job settings through three different host businesses offering individualized support on-site

Work Exploration
Review available internships and explore career interests beyond Project SEARCH with assistance from community partners

Annual Education Report Project SEARCH (01722)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient

No Data to Display

MI School Data

Annual Education Report Project SEARCH (01722)

SAT

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

Annual Education Report Project SEARCH (01722)

MI-Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

Annual Education Report Project SEARCH (01722)

MI-Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

MI School Data

Annual Education Report Project SEARCH (01722)

MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

Annual Education Report Project SEARCH (01722)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
No Data to Display												

Annual Education Report Project SEARCH (01722)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	94.9%	5.1%	N/A	N/A	N/A	N/A
All Students	Mathematics	98.9%	1.1%	39.95%	95.8%	4.2%	N/A	N/A	N/A	N/A
All Students	Science	98.1%	1.9%	N/A	97.1%	2.9%	N/A	N/A	N/A	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	95.5%	4.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	95.7%	4.3%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	98.0%	2.0%	14.94%	95.7%	4.3%	N/A	N/A	N/A	N/A
Black or African American	Science	96.7%	3.3%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	92.9%	7.1%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	<10	<10	<10	N/A	N/A	N/A

Annual Education Report Project SEARCH (01722)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Science	98.0%	2.0%	N/A	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	1.3%	35.98%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Science	97.9%	2.1%	N/A	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Social Studies	97.9%	2.1%	27.34%	<10	<10	<10	N/A	N/A	N/A
White	ELA	99.0%	1.0%	56.44%	95.0%	5.0%	N/A	N/A	N/A	N/A
White	Mathematics	99.1%	0.9%	46.59%	96.3%	3.8%	N/A	N/A	N/A	N/A
White	Science	98.4%	1.6%	N/A	95.5%	4.5%	N/A	N/A	N/A	N/A
White	Social Studies	98.4%	1.6%	36.71%	95.2%	4.8%	N/A	N/A	N/A	N/A
Female	ELA	98.9%	1.1%	53.92%	96.1%	3.9%	N/A	N/A	N/A	N/A

Annual Education Report Project SEARCH (01722)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	96.1%	3.9%	N/A	N/A	N/A	N/A
Female	Science	98.3%	1.7%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Female	Social Studies	98.2%	1.8%	28.84%	97.3%	2.7%	N/A	N/A	N/A	N/A
Male	ELA	98.7%	1.3%	45.63%	94.0%	6.0%	N/A	N/A	N/A	N/A
Male	Mathematics	98.7%	1.3%	41.64%	95.5%	4.5%	N/A	N/A	N/A	N/A
Male	Science	97.9%	2.1%	N/A	93.8%	6.3%	N/A	N/A	N/A	N/A
Male	Social Studies	97.9%	2.1%	33.54%	93.1%	6.9%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	90.6%	9.4%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	92.2%	7.8%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Science	97.3%	2.7%	N/A	94.1%	5.9%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	90.6%	9.4%	N/A	N/A	N/A	N/A
English Learners	ELA	98.8%	1.2%	23.86%	<10	<10	<10	N/A	N/A	N/A
English Learners	Mathematics	99.1%	0.9%	22.89%	<10	<10	<10	N/A	N/A	N/A
English Learners	Science	98.2%	1.8%	N/A	<10	<10	<10	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	<10	<10	<10	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Project SEARCH (01722)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	93.7%	6.3%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	95.2%	4.8%	N/A	N/A	N/A	N/A
Students With Disabilities	Science	95.3%	4.7%	N/A	95.0%	5.0%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	93.8%	6.3%	N/A	N/A	N/A	N/A
Homeless	ELA	96.3%	3.7%	28.30%	<10	<10	<10	N/A	N/A	N/A
Homeless	Mathematics	96.5%	3.5%	18.28%	<10	<10	<10	N/A	N/A	N/A
Homeless	Science	94.1%	5.9%	N/A	<10	<10	<10	N/A	N/A	N/A
Homeless	Social Studies	94.1%	5.9%	13.17%	<10	<10	<10	N/A	N/A	N/A
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Project SEARCH (01722)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target

No Data to Display

MI School Data

Annual Education Report Project SEARCH (01722)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results (2019)	Interim Objective	Interim Objective	Long-Term Target

No Data to Display

Annual Education Report Project SEARCH (01722)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	N/A

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

Annual Education Report Project SEARCH (01722)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)

No Data to Display

Annual Education Report Project SEARCH (01722)

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	Accountability Status	Reason for Identification
Project SEARCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A

01/17/2020

Annual Education Report Project SEARCH (01722)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Project SEARCH (01722)	0	0	2	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools

No Data to Display

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Project SEARCH (01722)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

MI School Data

Annual Education Report Project SEARCH (01722)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
No Data to Display				

Annual Education Report Project SEARCH (O1722)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Project SEARCH (01722)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Project SEARCH (01722)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male Female	51 49	40 32	60 68	28 36	6 9
National Lunch Program Eligibility Eligible Not Eligible Info not available	53 47 ‡	49 21 ‡	51 79 ‡	20 45 ‡	3 13 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	65 18 9 3 ‡ ‡ 5	29 58 50 18 ‡ ‡ 33	71 42 50 82 ‡ ‡ 67	37 15 18 44 ‡ ‡ 35	9 2 2 15 ‡ ‡ 8
Student classified as having a disability SD Not SD	10 90	74 31	26 69	10 34	1 8
Student is an English Language Learner ELL Not ELL	11 89	57 33	43 67	14 34	3 8

 # 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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

MI School Data

Annual Education Report Project SEARCH (01722)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or Afican American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Project SEARCH (01722)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient

No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

SAT

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

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2018-19	81.9%	*	*	*	*	*
Mathematics	11th Grade Content	All Students	2018-19	56.7%	*	*	*	*	*
Science	11th Grade Content	All Students	2018-19	49.1%	*	*	*	*	*
Social Studies	11th Grade Content	All Students	2018-19	36.4%	*	*	*	*	*
ELA	11th Grade Content	White	2018-19	85.2%	*	*	*	*	*
Mathematics	11th Grade Content	White	2018-19	60.6%	*	*	*	*	*
Science	11th Grade Content	White	2018-19	57.3%	*	*	*	*	*
Social Studies	11th Grade Content	White	2018-19	41.1%	*	*	*	*	*
ELA	11th Grade Content	Male	2018-19	80.8%	*	*	*	*	*
Mathematics	11th Grade Content	Male	2018-19	59.2%	*	*	*	*	*
Science	11th Grade Content	Male	2018-19	50.0%	*	*	*	*	*
Social Studies	11th Grade Content	Male	2018-19	38.4%	*	*	*	*	*
ELA	11th Grade Content	Economically Disadvantaged	2018-19	81.1%	*	*	*	*	*
Mathematics	11th Grade Content	Economically Disadvantaged	2018-19	56.7%	*	*	*	*	*

MI School Data

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	Economically Disadvantaged	2018-19	48.3%	*	*	*	*	*
Social Studies	11th Grade Content	Economically Disadvantaged	2018-19	35.5%	*	*	*	*	*

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging

No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Male	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2018-19	<10	*	*	*	*	*	*	*	*

MI School Data

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2018-19	<10	*	*	*	*	*	*	*	*

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	94.9%	5.1%	N/A	<10	<10	<10
All Students	Mathematics	98.9%	1.1%	39.95%	95.8%	4.2%	N/A	<10	<10	<10
All Students	Science	98.1%	1.9%	N/A	97.1%	2.9%	N/A	<10	<10	<10
All Students	Social Studies	98.0%	2.0%	31.23%	95.5%	4.5%	N/A	<10	<10	<10
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	<10	<10	<10	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	<10	<10	<10	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	95.7%	4.3%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	98.0%	2.0%	14.94%	95.7%	4.3%	N/A	N/A	N/A	N/A
Black or African American	Science	96.7%	3.3%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	92.9%	7.1%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	<10	<10	<10	N/A	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Science	98.0%	2.0%	N/A	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	1.3%	35.98%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Science	97.9%	2.1%	N/A	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Social Studies	97.9%	2.1%	27.34%	<10	<10	<10	N/A	N/A	N/A
White	ELA	99.0%	1.0%	56.44%	95.0%	5.0%	N/A	<10	<10	<10
White	Mathematics	99.1%	0.9%	46.59%	96.3%	3.8%	N/A	<10	<10	<10
White	Science	98.4%	1.6%	N/A	95.5%	4.5%	N/A	<10	<10	<10
White	Social Studies	98.4%	1.6%	36.71%	95.2%	4.8%	N/A	<10	<10	<10
Female	ELA	98.9%	1.1%	53.92%	96.1%	3.9%	N/A	N/A	N/A	N/A

01/17/2020

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	96.1%	3.9%	N/A	N/A	N/A	N/A
Female	Science	98.3%	1.7%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Female	Social Studies	98.2%	1.8%	28.84%	97.3%	2.7%	N/A	N/A	N/A	N/A
Male	ELA	98.7%	1.3%	45.63%	94.0%	6.0%	N/A	<10	<10	<10
Male	Mathematics	98.7%	1.3%	41.64%	95.5%	4.5%	N/A	<10	<10	<10
Male	Science	97.9%	2.1%	N/A	93.8%	6.3%	N/A	<10	<10	<10
Male	Social Studies	97.9%	2.1%	33.54%	93.1%	6.9%	N/A	<10	<10	<10
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	90.6%	9.4%	N/A	<10	<10	<10
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	92.2%	7.8%	N/A	<10	<10	<10
Economically Disadvantaged	Science	97.3%	2.7%	N/A	94.1%	5.9%	N/A	<10	<10	<10
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	90.6%	9.4%	N/A	<10	<10	<10
English Learners	ELA	98.8%	1.2%	23.86%	<10	<10	<10	N/A	N/A	N/A
English Learners	Mathematics	99.1%	0.9%	22.89%	<10	<10	<10	N/A	N/A	N/A
English Learners	Science	98.2%	1.8%	N/A	<10	<10	<10	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	<10	<10	<10	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	93.7%	6.3%	N/A	<10	<10	<10
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	95.2%	4.8%	N/A	<10	<10	<10
Students With Disabilities	Science	95.3%	4.7%	N/A	95.0%	5.0%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	93.8%	6.3%	N/A	<10	<10	<10
Homeless	ELA	96.3%	3.7%	28.30%	<10	<10	<10	N/A	N/A	N/A
Homeless	Mathematics	96.5%	3.5%	18.28%	<10	<10	<10	N/A	N/A	N/A
Homeless	Science	94.1%	5.9%	N/A	<10	<10	<10	N/A	N/A	N/A
Homeless	Social Studies	94.1%	5.9%	13.17%	<10	<10	<10	N/A	N/A	N/A
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target

No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results (2019)	Interim Objective	Interim Objective	Long-Term Target

No Data to Display

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	100.00%

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

MI School Data

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	<10	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	<10	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	<10	37.15%	46.29%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	<10	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	<10	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	<10	29.78%	36.89%	47.55%
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

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	Accountability Status	Reason for Identification
SAIL (Skills for Adult Independent Living)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
SAIL (Skills for Adult Independent Living) (02795)	0	0	1	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
SAIL (Skills for Adult Independent Living) (02795)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
No Data to Display				

Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	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) 2019 Mathematics Achievement.

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	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) 2019 Mathematics Achievement.

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

 # 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), 2019 Reading Assessment.

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Annual Education Report SAIL (Skills for Adult Independent Living) (02795)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or Afican American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.