



ASHLEY ELEMENTARY SCHOOL

2015-2016 SCHOOL ANNUAL REPORT COVER LETTER

Traci Gavenda, Principal

Principal's Greeting/Message

March 16, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Ashley 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 Traci Gavenda, principal, for assistance.

The AER is available for you to review electronically by clicking the link provided; [2015-16 Ashley Elementary Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; 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 was identified has not been given any of these labels.

Ashley Elementary School has an enrollment of less than a 100 students K-4 th grade. This allows the school district to offer small class sizes; which allows teachers the ability to directly assist students and positively impact student academic growth. With this said, due to the low number of students at each grade level the achievement results will fluctuate; as a student's results will count 5-10% depending on the number of students tested.

Teachers have searched for a variety of ways to engage students as well as differentiating the curriculum requirements to meet the needs of all students. This has required a larger amount of collaboration and time on the part of the teacher. Teachers have implemented Daily 5 reading café, MAISA writing units, Study Island, Accelerated Reader, Star Reading and Math. It is with this information teachers are able to help guide individual instruction for each student.

It is the belief at Ashley Elementary School that all students can learn. Given this, and given that we refuse to give up on any student for any reason, we believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

Sincerely,
Traci Gavenda, Principal

Description of the School

Ashley Elementary serves students in Kindergarten through 4th grade. Programs provided at the school include all required Common Core curriculum, Physical Education, Technology, Music and Spanish.

Process for Assigning Pupils to the School

All district pupils in Kindergarten through 4th grade are elementary students since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available at www.ashleyschools.net. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All Ashley Elementary students will be career and college ready readers and writers.			
• Multi-Tiered System of Support		X	
All students attending Ashley Elementary schools will become career and college ready in Mathematics.			
• Multi-Tiered System of Support		X	
All students attending Ashley Elementary schools will become career and college ready in Science.			
• Multi-Tiered System of Support		X	
All students attending Ashley Elementary schools will become career and college ready in Social Studies.			
• Multi-Tiered System of Support		X	

Core Curriculum Status

A copy of the Core Curriculum is available at ELA Common Core Standards; Math Common Core Standards or can also be obtained in the principal's office.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Houghton Mifflin and MAISA Writing Units, verified by research conducted by Houghton Mifflin and Marzano's Research . The English Language Arts curriculum was last approved by our local Board of Education in 2012. Elementary teachers have attended MAISA writing unit training and Daily 5 Café workshops to enhance and support student growth.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize EngageNY verified by research conducted by <http://www.marzanoresearch.com/common-core>. The Mathematics curriculum was last approved by our local Board of Education in 2012. Teachers have met with math consultants to dig into data to identify areas for which students are struggling. Also, teachers are working on identifying essential standards.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction. Building educators utilize Discovery Works verified by research conducted by Houghton Mifflin. The Science curriculum was last approved by our local Board of Education in 2012. Teachers are continuing to monitor and attend meetings regarding the Next Generation Science Standards.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Work Together textbook and Explore Our Land textbook verified by research conducted by Houghton Mifflin. The Social Studies curriculum was last approved by our local Board of Education in 2012.

Aggregate Local Assessment Data

The most accurate assessments are continuous and cumulative in nature. Assessment of student achievement should occur in a variety of settings involving ordinary tasks and situations. Assessment techniques include observation, checklists and self-appraisal. Reporting student achievement through report cards showing skill levels is much more meaningful than letter grades.

The building's standard based report card links the curriculum to assessment and reporting. Assessments that are linked to the curriculum, allow for a better measure of student outcomes and success in the core curricular areas. The COMMON CORE national standards are now implemented into our assessment tools. Writing samples are also collected and scored using teacher designed and COMMON CORE aligned scoring rubrics. Progress reports, conferences and student work are also appropriate means to share student information with parents. This information is reviewed periodically with teachers and parents and presented to their next year's teacher.

NWEA MAP has been implemented as an Interim assessment. This data is being utilized to ensure all students are being supported in area of most need, as well as helping our teachers make data driven curriculum decisions that we were not able to do before. This assessment combined Accelerated Reader, Moby Max, and Dibels. Accelerated Reader allows students set AR goals at the beginning of year, read books and take comprehension tests throughout the year to work toward achieving their goal. Moby Max is a web based tool that both formatively assesses students in all content areas as well as provides engaging practice activities that aides in filling academic gaps in learning. Dibels measures reading fluency at the beginning of year, mid-year, and end of year.

Parent Teacher Conference Attendance Data

	2014-15		2015-16	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	96	98%	96	98%

Annual Education Report
Ashley Elementary School (04955)

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%	60.0%	60.0%	40.0%	20.0%	33.3%	6.7%
ELA	3rd Grade Content	All Students	2015-16	46.0%	37.5%	37.5%	12.5%	25.0%	43.8%	18.8%
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%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	57.1%	57.1%	35.7%	21.4%	35.7%	7.1%
ELA	3rd Grade Content	White	2015-16	53.9%	28.6%	28.6%	14.3%	14.3%	50.0%	21.4%
ELA	3rd Grade Content	Female	2014-15	54.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	42.6%	33.3%	33.3%	0.0%	33.3%	41.7%	25.0%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	50.0%	50.0%	40.0%	10.0%	40.0%	10.0%

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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	Economically Disadvantaged	2015-16	31.1%	50.0%	50.0%	16.7%	33.3%	25.0%	25.0%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	26.1%	26.1%	0.0%	26.1%	13.0%	60.9%
ELA	4th Grade Content	All Students	2015-16	46.3%	72.2%	72.2%	38.9%	33.3%	5.6%	22.2%
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	28.6%	28.6%	0.0%	28.6%	9.5%	61.9%
ELA	4th Grade Content	White	2015-16	53.9%	70.6%	70.6%	35.3%	35.3%	5.9%	23.5%
ELA	4th Grade Content	Female	2014-15	51.5%	36.4%	36.4%	0.0%	36.4%	18.2%	45.5%
ELA	4th Grade Content	Female	2015-16	50.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	41.8%	16.7%	16.7%	0.0%	16.7%	8.3%	75.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Male	2015-16	41.8%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	17.6%	17.6%	0.0%	17.6%	5.9%	76.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	66.7%	66.7%	33.3%	33.3%	6.7%	26.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	73.3%	73.3%	26.7%	46.7%	20.0%	6.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	37.5%	37.5%	0.0%	37.5%	56.3%	6.3%
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%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	71.4%	71.4%	28.6%	42.9%	21.4%	7.1%
Mathematics	3rd Grade Content	White	2015-16	53.2%	42.9%	42.9%	0.0%	42.9%	50.0%	7.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Female	2014-15	48.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	49.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	46.6%	25.0%	25.0%	0.0%	25.0%	66.7%	8.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	70.0%	70.0%	20.0%	50.0%	20.0%	10.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	41.7%	41.7%	0.0%	41.7%	50.0%	8.3%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	13.0%	13.0%	0.0%	13.0%	56.5%	30.4%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	55.6%	55.6%	5.6%	50.0%	33.3%	11.1%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	White	2014-15	49.3%	14.3%	14.3%	0.0%	14.3%	57.1%	28.6%
Mathematics	4th Grade Content	White	2015-16	52.3%	52.9%	52.9%	5.9%	47.1%	35.3%	11.8%
Mathematics	4th Grade Content	Female	2014-15	40.3%	18.2%	18.2%	0.0%	18.2%	54.5%	27.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	42.4%	8.3%	8.3%	0.0%	8.3%	58.3%	33.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	0.0%	0.0%	0.0%	0.0%	64.7%	35.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	46.7%	46.7%	0.0%	46.7%	40.0%	13.3%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	4.3%	4.3%	0.0%	4.3%	13.0%	82.6%
Science	4th Grade Content	All Students	2015-16	14.7%	22.2%	22.2%	11.1%	11.1%	50.0%	27.8%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10

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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	Two or More Races	2014-15	11.8%	<10	<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	2014-15	15.4%	4.8%	4.8%	0.0%	4.8%	14.3%	81.0%
Science	4th Grade Content	White	2015-16	18.4%	23.5%	23.5%	11.8%	11.8%	47.1%	29.4%
Science	4th Grade Content	Female	2014-15	10.4%	9.1%	9.1%	0.0%	9.1%	9.1%	81.8%
Science	4th Grade Content	Female	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Science	4th Grade Content	Male	2015-16	16.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.9%	5.9%	0.0%	5.9%	0.0%	94.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	20.0%	20.0%	6.7%	13.3%	46.7%	33.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10

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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
Ashley Elementary School (04955)

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	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10

Annual Education Report
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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

Annual Education Report
Ashley Elementary School (04955)

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

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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%	100.0%	64.8%	100.0%	81.3%
All Students	Mathematics	98.6%	62.1%	100.0%	45.8%	100.0%	71.9%
All Students	Science	98.1%	50.0%	100.0%	52.5%	<30	<30
All Students	Social Studies	98.1%	59.3%	97.1%	48.5%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	9.3%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	4.7%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	N/A	N/A	N/A	N/A
Black or African American	Science	96.5%	23.9%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30

Annual Education Report Ashley Elementary School (04955)

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	98.1%	36.7%	<30	<30	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	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%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	100.0%	64.7%	100.0%	80.0%
White	Mathematics	98.9%	68.4%	100.0%	45.9%	100.0%	70.0%
White	Science	98.6%	57.1%	100.0%	53.7%	<30	<30
White	Social Studies	98.5%	65.8%	96.9%	49.2%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	58.2%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	42.9%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	46.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	95.2%	30.8%	N/A	N/A

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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**
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	N/A	N/A

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Accountability Details Graduation Data

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

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	97.97%	96.40%

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



03/16/2017

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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

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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
Ashley Elementary School	Green	2	Green	2	Green	2			Yellow	13

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	2	6	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

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

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

Annual Education Report
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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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

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

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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	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	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

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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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

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

Annual Education Report
Ashley Elementary School (04955)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
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	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

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

Annual Education Report
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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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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

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