

Buchanan Elementary School

<http://buchanan.livoniaschools.org>



2014-2015 Annual Education Report

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16400 Hubbard St.
Livonia MI 48154
734-744-2690



Laura Carino, Principal



April 15, 2016

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Buchanan 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, Laura Carino, Principal of Buchanan Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://buchanan.livoniapublicschools.org> or you may review a copy by contacting the Buchanan Elementary School office.

The AER has two major sections to it that are required by state law. 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, our school has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In order to focus on our science goals, teachers will provide appropriate supplementary reading materials related to scientific concepts to reinforce our Battle Creek Science curriculum. Students will be encouraged to participate in a school-wide Science Fair to concentrate their focus on a scientific topic and share their learning with others. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.

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

Sincerely,

Laura Carino
Buchanan Principal

The Livonia Public Schools School District 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 inquiries regarding the nondiscrimination policies: Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 (734)744-2500.

MISSION STATEMENT

*Learning Together for Tomorrow
to serve the children entrusted to us.*

VISION

Buchanan will meet the unique needs of all students in a safe environment.

VALUES/COLLECTIVE COMMITMENTS

- We commit to having high expectations for every student.
- We will develop instruction that differentiates for individual learning styles.
- We will utilize a variety of instruction, making learning as relevant and hands-on as possible.
- We will use a Positive Behavior System to encourage safety, kindness and responsibility.
- We will use collaboration as grade level teams, as a staff, and as a community to promote student learning.
- We will help students develop strategies for learning and problem solving.

SCHOOL PROFILE

Buchanan Elementary School serves 355 students in grades kindergarten through fourth, including 54 children enrolled in our Buchanan Special Education Center. Included in the 38 certified staff are the principal, general education classroom teachers, special education classroom teachers, elementary support teacher, teachers of speech and language, resource classroom teacher, teachers of art, music, and physical education, and a media specialist. Additionally, there is a school psychologist, school social worker, occupational therapist, physical therapist, and 9 special education paraprofessionals.

Assisting all of us in keeping our school operating in an organized and efficient manner, keeping the building clean, serving nutritious food, and helping teachers and students are custodians, a secretary, kitchen manager, and assistant.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Buchanan 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 by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Buchanan Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals. More specifically, for the 2014-2015 school year, Buchanan focused on the following:

- All students at Buchanan Elementary School will become proficient readers. 77% of all students will demonstrate proficiency when comparing and contrasting the most important points and key details presented in two texts on the same topic in English Language Arts as measured by state assessments in reading. All teachers will use the gradual release of responsibility model to teach students to compare and contrast written texts at increasingly complex levels. Staff will utilize the instructional interventions found on the Florida Center for Reading Research website. Classroom teachers will provide instruction in small guided reading groups. Daily small group, intensive literacy interventions using the LLI Kit intended to supplement reading instruction in the classroom will be given to the lowest achieving students. Classroom teachers will provide direct instruction using authentic, narrative, and informational texts at the student's independent reading level, to compare and contrast similarities within and across texts. The students will be able to cite evidence from their reading to support their responses and claims. Teachers will consistently model and scaffold the use of graphic organizers to assist students in comparing and contrasting texts.
- All students at Buchanan Elementary School will become proficient writers. 58% of all students will demonstrate proficiency writing opinion pieces on topics or texts supporting a point of view with reasons and information in English Language Arts as measured by a school-wide prompt given to third and fourth grade students in the fall and spring and assessed on the IRW rubric. Students will add more details to support their point of view in their writing by citing evidence from their reading. Classroom teachers will provide direct instruction of the Units of Study for Teaching Writing developed by the district using the MAISA Writing Units on a daily basis to increase the writing skills of all students. Classroom teachers will consistently model and support student learning in regard to the use of graphic organizers to organize student thinking and develop their point of view.
- All students at Buchanan Elementary School will become proficient in mathematics. 68% of all students will demonstrate a proficiency in making sense of mathematical story problems and exhibiting perseverance when solving them in mathematics as measured by state assessments in math. Classroom teachers will utilize the *Everyday Mathematics* curricular program to instruct students in making sense of mathematical problems. All instructional staff members will receive professional development from our Buchanan Math Curriculum Leaders in the area of mathematics. Special attention will focus on the Common Core State Standards for Mathematics on problem solving and perseverance. Students will use the *Everyday Mathematics* Problem Solving Journals. Students will participate in a family math game night to support concepts taught in Everyday Math lessons in the classroom. This will allow families to learn various math games first hand and reinforce learning at home. Staff will submit Everyday Math unit assessment scores to

the Building Principal at the completion of each unit, monitor student progress, and discuss learning plans to support students who are performing below grade level. Teachers will provide students with a weekly dedicated problem solving time.

- All third and fourth grade students at Buchanan Elementary will be proficient in science. 41% of all students will demonstrate a proficiency understanding the scientific process in Science as measured by growth on pre and post Battle Creek assessments administered to 4th grade students. Students will use the scientific method to understand the scientific process. Students will use authentic hands-on activities to allow them to explore scientific concepts in an engaging manner. Teachers will teach the Battle Creek Area Science Units with fidelity. Students will participate in grade level science exhibition days to deepen their understanding about curricular topics throughout the year. Students will be encouraged to participate in a school-wide Science Fair to concentrate their focus on a scientific topic and share their learning with others. Teachers will provide appropriate supplementary reading materials related to scientific concepts in grades Kindergarten – Fourth Grade. Discussion questions will be included to encourage conversation related to curricular topics.

For the 2013 - 2014 school year, Buchanan concentrated on the following:

- All students at Buchanan Elementary School will become proficient readers. 75% of all students will demonstrate proficiency when comparing and contrasting the most important parts and key details presented in two texts on the same topic in English Language Arts as measured by state assessments in reading. All teachers will use the gradual release of responsibility model to teach students to compare and contrast written texts at increasingly complex levels. Staff will utilize the instructional interventions found on the Florida Center for Reading Research website. Classroom teachers will provide instruction in small guided reading groups. Classroom teachers will provide direct instruction using authentic, narrative, and informational texts at the student's independent reading level, to compare and contrast similarities within and across texts. The students will be able to cite evidence from their reading to support their responses and claims. Teachers will consistently model and scaffold the use of graphic organizers to assist students in comparing and contrasting texts.
- All students at Buchanan Elementary School will become proficient writers. 63% of all students will demonstrate proficiency writing opinion pieces on topics or texts supporting a point of view with reasons and information in English Language Arts as measured by state assessments in writing. Students will add more details to support their point of view in their writing by citing evidence from their reading. Teachers will be trained in the new Units of Study for Writing, specifically kindergarten, 1st, and 2nd grades in the Opinion Writing Unit and 3rd & 4th grade in the Personal Essay Unit. Classroom teachers will implement the Units of Study for Teaching Writing developed by the district using the Writing Workshop model on a daily basis to increase the writing skills of all students. Teachers will consistently model and scaffold the use of graphic organizers to assist students in comparing and contrasting texts.
- All students at Buchanan Elementary School will become proficient in mathematics. 68% of all students will demonstrate a proficiency in making sense of problems and perseverance in solving them in mathematics as measured by state assessments in mathematics. Teachers will utilize the *Everyday Mathematics* program to instruct students in making sense of mathematical problems and persevere in solving them. Buchanan Math Leaders will train classroom teachers in the Common Core State Standards for Mathematics on problem solving and perseverance. Students will use the new *Everyday Mathematics* Problem Solving Journals.
- All third and fourth grade students at Buchanan Elementary will be proficient in science. 48% of all students will demonstrate a proficiency understanding the Common Core State Standards in Science as measured by state assessments in science. Students will use the scientific method to understand the Common Core State Standards for Science. Students will use authentic hands-on exploration of science

concepts. Teachers will teach the Battle Creek Area Science Units with fidelity. Teachers will be trained in changes/updates to the Battle Creek Area Science Units.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Buchanan 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, Riley, Cooper and Johnson. Preschool special education programs were located at Perrinville Early Childhood Center. 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 was open this year at the former Taylor Elementary School. 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 Buchanan 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			
2014-2015	Letter Identification	Letter Sounds	Rhyme
Buchanan	93.4%	88.5%	93.4%
District	93.5%	85.7%	94.9%
2013-2014			
Buchanan	98.6%	97.2%	91.7%
District	96.6%	98.3%	95.6%

Students in grades K-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 K-4					
Percent of Students that Performed At or Above Grade Level					
Spring 2015	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Buchanan	85.2%	84%	82%	60%	83%
District	89.5%	78%	80%	83%	88%
Spring 2014					
Buchanan	63.9%	82%	79%	69%	68%
District	85.6%	80%	83%	83%	88%

DISTRICT MATHEMATICS ASSESSMENTS - ELEMENTARY

Students were assessed in mathematics knowledge twice during the 2014-15 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. In September and March, students in Kindergarten were tested in September and March on Common Core State Standards for Mathematics (CCSS) strands taught within the *Everyday Mathematics* program. Students in grades 1-5 were tested on Common Core State Standards for Mathematics (CCSS) and reported using Grade Level Content Expectations (GLCEs) strands taught within the *Everyday Mathematics* program.

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						
Buchanan	16%	56%	10%	5%	31%	11%
District	11%	35%	51%	5%	25%	11%
Post-Test						
Buchanan	80%	90%	98%	N/A**	84%	89%
District	87%	91%	94%	N/A**	83%	90%
2013-2014						
Pre-Test						
Buchanan	9%	20%	59%	4%	24%	9%
District	10%	21%	61%	4%	20%	7%
Post-Test						
Buchanan	85%	88%	94%	46%	85%	89%
District	87%	93%	94%	70%	90%	91%

*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							
Buchanan	50%	49%	30%	56%	38%	42%	45%
District	56%	60%	33%	66%	50%	44%	51%
Post-Test							
Buchanan	87%	90%	63%	89%	86%	89%	83%
District	85%	91%	63%	86%	86%	82%	82%
2013-2014 Pre-Test							
Buchanan	25%	38%	6%	54%	26%	9%	50%
District	62%	47%	68%	82%	56%	78%	62%
Post-Test							
Buchanan	92%	95%	76%	92%	85%	73%	88%
District	88%	93%	70%	87%	91%	87%	86%
GRADE 2							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Buchanan	55%	42%	62%	79%	53%	71%	56%
District	62%	47%	68%	82%	56%	78%	62%
Post-Test							
Buchanan	79%	62%	78%	91%	74%	91%	76%
District	78%	65%	83%	92%	69%	91%	77%
2013-2014 Pre-Test							
Buchanan	20%	2%	48%	58%	8%	57%	57%
District	60%	45%	69%	80%	56%	77%	61%
Post-Test							
Buchanan	70%	40%	80%	79%	38%	83%	79%
District	82%	71%	88%	95%	71%	94%	82%
GRADE 3							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
2014-2015 Pre-Test							
Buchanan	67%	49%	62%	54%	66%	77%	60%
District	74%	54%	66%	56%	71%	80%	65%
Post-Test							
Buchanan	80%	73%	77%	74%	82%	84%	78%
District	86%	78%	81%	77%	85%	89%	82%
2013-2014 Pre-Test							
Buchanan	57%	19%	40%	31%	46%	57%	66%
District	75%	54%	69%	57%	71%	80%	66%
Post-Test							
Buchanan	81%	59%	66%	67%	81%	78%	83%
District	86%	78%	83%	74%	84%	89%	82%

GRADE 4							
2014-2015	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
Pre-Test							
Buchanan	41%	45%	40%	63%	45%	63%	47%
District	40%	45%	39%	66%	44%	59%	46%
Post-Test							
Buchanan	66%	61%	53%	87%	71%	74%	66%
District	68%	64%	58%	88%	67%	74%	68%
2013-2014							
Pre-Test							
Buchanan	3%	1%	0%	47%	5%	18%	45%
District	39%	45%	39%	70%	42%	61%	46%
Post-Test							
Buchanan	41%	27%	27%	85%	44%	33%	69%
District	71%	69%	66%	88%	70%	76%	72%

*Total score indicates proficiency in all 6 strands.

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to third grade students.

CogAT GRADE 3 Age Percentiles				
2014-2015	Verbal	Quantitative	Nonverbal	Composite
Buchanan	45	54	58	51
District	53	63	60	59
2013-2014	Verbal	Quantitative	Nonverbal	Composite
Buchanan	49	54	59	54
District	51	62	58	58

PARENT TEACHER CONFERENCES

During the 2014-2015 school year, 94% of parents attended Parent Teacher Conferences at Buchanan Elementary School. We held 329 conferences for 350 students. Also, 79% of parents attended our combined Curriculum Night and Open House activities.

During the 2013-2014 school year, 94% of parents attended Parent Teacher Conferences. We held 363 conferences for 386 children. Also, 87% of parents attended our Curriculum Night and Open House activities.

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

The explanation below is provided by Livonia Public Schools to assist you in understanding the data on the following pages provided by the Michigan Department of Education (MDE).

Student Assessment Data – State assessment results at the elementary, middle and high school levels for all four tested subjects (mathematics, ELA, science and social studies) for all students as well as subgroups of students on the:

- M-STEP and MI-Access for 2014-15 and
- MEAP, MME, MEAP-Access and MI-Access for 2013-14.

Accountability Details –

- Subject Data provides the percent of students tested and the percent proficient for each subject area tested (mathematics, ELA, science and social studies) at the state and district levels for all students and applicable student subgroups.
- Graduation Data provides high school graduation rates at the state and district levels for all students and applicable subgroups.
- Attendance Data provides average daily attendance rate at the state and district levels.
- Accountability Status District and School Data – The MDE did not provide any data for these categories.
- Teacher Quality identifies teacher qualifications, reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes, and lists the percentage of teachers with emerging certifications in the district.

NAEP Data (National Assessment of Education Progress)

- Provides state results of the national assessment in mathematics and reading in grades 4, 8 and 12.

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.

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Buchanan Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	70.8%	69%	12.1%	56.9%	27.6%	3.4%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	38.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	65.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	72.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	74.5%	72%	14%	58%	26%	2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	77.6%	68.8%	12.5%	56.3%	31.3%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	64.4%	69.2%	11.5%	57.7%	23.1%	7.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	55.9%	50%	0%	50%	50%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	41.1%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	54.7%	50.7%	22.4%	28.4%	28.4%	20.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	78.1%	75%	13.1%	61.9%	16.7%	8.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	15.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	56.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	70%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	93.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	77.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	45.7%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	82.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	59%	58.5%	24.5%	34%	24.5%	17%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	79.3%	74.3%	13.5%	60.8%	18.9%	6.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	58.1%	65.6%	40.6%	25%	15.6%	18.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	83.1%	85%	12.5%	72.5%	12.5%	2.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	51.1%	37.1%	5.7%	31.4%	40%	22.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	73.5%	65.9%	13.6%	52.3%	20.5%	13.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	35.6%	33.3%	14.3%	19%	38.1%	28.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	65.4%	56.3%	6.3%	50%	25%	18.8%

Annual Education Report
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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	29%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	45.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	27.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	44.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	48.2%	38.7%	14.5%	24.2%	30.6%	30.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	15.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	51.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	48.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	51.8%	38.5%	15.4%	23.1%	32.7%	28.8%

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Buchanan Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	56.8%	46.9%	21.9%	25%	37.5%	15.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	40.3%	30%	6.7%	23.3%	23.3%	46.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.3%	21.4%	7.1%	14.3%	42.9%	35.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2014-15	23.7%	35.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	19.2%	0%	0%	0%	35.7%	64.3%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	55.1%	50.8%	10.2%	40.7%	30.5%	18.6%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	20.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	46.5%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	42.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	60.2%	52.9%	11.8%	41.2%	31.4%	15.7%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	56.2%	54.5%	12.1%	42.4%	33.3%	12.1%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	Male	2013-14	40.6%	54.1%	46.2%	7.7%	38.5%	26.9%	26.9%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	38.6%	50%	0%	50%	20%	30%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	27.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	61.3%	53%	22.7%	30.3%	22.7%	24.2%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	62.5%	66.7%	11.9%	54.8%	13.1%	20.2%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	22.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	23.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	82%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	87.9%	<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	2013-14	29.3%	65.3%	<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	Two or More Races	2013-14	43.8%	55.9%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	White	2014-15	57.3%	65.6%	60.4%	26.4%	34%	22.6%	17%
Mathematics	3rd Grade Content	White	2013-14	52.9%	65%	66.2%	13.5%	52.7%	13.5%	20.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	60.3%	62.5%	31.3%	31.3%	21.9%	15.6%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	60.3%	65%	7.5%	57.5%	15%	20%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	62.3%	44.1%	14.7%	29.4%	23.5%	32.4%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	64.5%	68.2%	15.9%	52.3%	11.4%	20.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.3%	33.3%	14.3%	19%	23.8%	42.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	39.8%	50%	12.5%	37.5%	18.8%	31.3%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	54%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	29.2%	<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	2013-14	23.2%	37.8%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2014-15	41.4%	50.7%	48.4%	12.9%	35.5%	24.2%	27.4%
Mathematics	4th Grade Content	African American	2014-15	13.2%	11.4%	<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	Two or More Races	2014-15	38.2%	50%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	55.8%	53.8%	13.5%	40.4%	23.1%	23.1%
Mathematics	4th Grade Content	Female	2014-15	40.3%	52.2%	53.1%	15.6%	37.5%	25%	21.9%
Mathematics	4th Grade Content	Male	2014-15	42.4%	49.3%	43.3%	10%	33.3%	23.3%	33.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.3%	30.8%	7.7%	23.1%	23.1%	46.2%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	36.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	22.5%	15.4%	7.7%	7.7%	23.1%	61.5%
Science	4th Grade Content	All Students	2014-15	12.4%	16.2%	12.7%	4.8%	7.9%	23.8%	63.5%
Science	4th Grade Content	African American	2014-15	2%	2.3%	<10	<10	<10	<10	<10

Annual Education Report
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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	12.8%	<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	White	2014-15	15.4%	17.9%	15.1%	5.7%	9.4%	20.8%	64.2%
Science	4th Grade Content	Female	2014-15	10.4%	14.7%	15.6%	6.3%	9.4%	21.9%	62.5%
Science	4th Grade Content	Male	2014-15	14.3%	17.5%	9.7%	3.2%	6.5%	25.8%	64.5%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.6%	0%	0%	0%	14.3%	85.7%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	4.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	4.1%	0%	0%	0%	21.4%	78.6%

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M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

Annual Education Report
Buchanan Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	90.9%	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	85.7%	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	100%	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	57.9%	100%	50%	50%	0%
Mathematics	4th	African American	2013-14	46.3%	<10	<10	<10	<10	<10
Mathematics	4th	White	2013-14	59.8%	52.9%	100%	66.7%	33.3%	0%
Mathematics	4th	Female	2013-14	53.7%	40%	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	64.3%	100%	66.7%	33.3%	0%
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	60%	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	45.5%	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	83.3%	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	33.3%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	38.1%	<10	<10	<10	<10
Reading	4th	African American	2013-14	35.2%	<10	<10	<10	<10	<10
Reading	4th	Female	2013-14	46.2%	42.9%	<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
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	75%	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	83.3%	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	African American	2013-14	70.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	75%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Two or More Races	2013-14	80.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	75%	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	85%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	84.6%	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	89.5%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	81.8%	<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
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	86.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	71.4%	60%	40%	30%	30%
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	57.1%	63.6%	45.5%	18.2%	36.4%
Reading	3rd Grade Content	All Students	2013-14	76.5%	88.9%	92.9%	57.1%	35.7%	7.1%
ELA	3rd Grade Content	All Students	2014-15	69.2%	57.1%	50%	50%	20%	30%
Mathematics	3rd Grade Content	African American	2014-15	65.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	African American	2013-14	71.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	African American	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	84.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Asian	2013-14	75%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	83.2%	<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
Reading	3rd Grade Content	Hispanic of Any Race	2013-14	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	65.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	78.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2013-14	70.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Two or More Races	2013-14	78.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	White	2013-14	79.2%	90.9%	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Female	2013-14	77.2%	<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
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	83.3%	50%	<10	<10	<10	<10
Reading	3rd Grade Content	Male	2013-14	76.1%	92.9%	100%	70%	30%	0%
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	80.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	87.8%	<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
Reading	3rd Grade Content	English Language Learners	2013-14	65.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	72.2%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	72.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	56.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2014-15	63.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	African American	2014-15	64.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2014-15	46.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	71.4%	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	64.3%	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64%	66.7%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<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
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74%	83.3%	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	66.7%	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	60%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	84.6%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	81.8%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	70%	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian or Pacific Islander	2014-15	66.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian or Pacific Islander	2014-15	57.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	73.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	82.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10	<10

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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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Buchanan Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.1%	N/A	98.7%	N/A
All Students	ELA	98.1%	48.5%	99.2%	N/A	98.7%	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	98.6%	N/A
All Students	Social Studies	97.4%	31.8%	99.1%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.4%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	99.4%	N/A	<30	N/A
African American	Science	95.4%	6.1%	98.6%	N/A	<30	N/A
African American	Social Studies	95.2%	11%	98.9%	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	99%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	98.7%	N/A	<30	N/A
Asian	Science	99%	38%	98.2%	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	99.2%	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.3%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.7%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	98.7%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.1%	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	100%	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	100%	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	100%	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.1%	N/A	99.2%	N/A
White	ELA	98.5%	55%	99.2%	N/A	98.3%	N/A
White	Science	98.1%	26.6%	98.9%	N/A	98.3%	N/A
White	Social Studies	98%	37.3%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.4%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.9%	N/A	<30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	98.8%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	97.2%	N/A	<30	N/A
English Language Learners	ELA	98.2%	24%	99.2%	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	97.9%	N/A	<30	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	Social Studies	97.9%	8.1%	97.4%	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.6%	N/A	97.5%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.4%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	98.3%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.9%	N/A	N/A	N/A

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Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	92.7%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	82.7%	N/A
Asian	89.1%	91.7%	N/A
Hispanic of Any Race	68.8%	89.7%	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	93.3%	N/A
White	82.9%	93.8%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	82.9%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	59.0%	N/A
Homeless	54.0%	N/A	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.6%	95.7%

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



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Accountability Status District Data

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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report
 Buchanan Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	25	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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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	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

Annual Education Report

Buchanan Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	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.

Annual Education Report
Buchanan Elementary School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/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.

Annual Education Report

Buchanan Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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
Buchanan Elementary School

NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
Buchanan Elementary School

NAEP Grade 12 Reading

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