



# Warren Consolidated Schools

*Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships*

## IRENE ANGUS ELEMENTARY SCHOOL

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## Angus Elementary School Annual Education Report (AER) Cover Letter

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Angus 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 Carlie McClenathan, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [http://www.wcskids.net/curriculum/annual\\_report/aer](http://www.wcskids.net/curriculum/annual_report/aer) or you may review a copy in the main office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been identified as a "REWARD," "FOCUS" OR "PRIORITY" school this year.

Key challenges at Angus continue to be the transiency among many of our students. We believe consistency and structure lend itself to a positive and productive learning environment. Many of our students come to us with gaps in their education and it is our job to help these students achieve on grade level. This year, we are dedicated to streamlining our interventions and being very clear-cut and deliberate on the selection of students who are struggling. The Angus staff is committed to at least 90 minutes of Guided Reading in each classroom. Our intervention team, consisting of two Title I teachers, our Language acquisition teacher, and our Special Education team, will provide

a double dose of direct instruction for students requiring additional support in English language arts and math.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

2. Angus is approaching the final year of a three year school improvement plan. Reading and writing continue to be our strongest achievement areas, while math and science calls for our greatest need for improvement.
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> grade students in 11 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Community Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science, and English language arts classes.

The **Middle School- School of Performing Arts (MS-WCSPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

**Community High School** is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

**Year-round education** offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Fillmore, Siersma, and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Common Core State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at [www.wcskids.net](http://www.wcskids.net).
5. For the past two years, Angus has ranked between 37%-40% nationally on the IOWA assessment. We have exceeded the district growth target both years as well.
6. Parent Participation at Fall and Spring Conferences

YEAR	FALL	SPRING
2012-2013	93%	84%
2013-2014	93%	79%
CHANGE	0%	-5%

It has been a pleasure working with the Angus community during this past school year and I am honored to continue our work together in 2014/15. With a dedicated and student-centered staff and your continued support, all things are possible.

Sincerely,

*Carlie McClenathan*

Principal, Angus Elementary School

**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	32.6%	29.6%	0%	29.6%	22.2%	48.1%
Mathematics	3rd Grade	All Students	2013-14	40.1%	26.4%	16.1%	1.6%	14.5%	30.6%	53.2%
Mathematics	3rd Grade	African American	2012-13	18%	20.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	45.1%	70%	0%	70%	10%	20%
Mathematics	3rd Grade	Asian	2013-14	66%	34.4%	27.8%	5.6%	22.2%	38.9%	33.3%
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	27.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	21.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	32.7%	23.5%	0%	23.5%	25%	51.5%
Mathematics	3rd Grade	White	2013-14	46.6%	26.4%	9.8%	0%	9.8%	26.8%	63.4%
Mathematics	3rd Grade	Female	2012-13	39.8%	31.8%	29.5%	0%	29.5%	18.2%	52.3%
Mathematics	3rd Grade	Female	2013-14	39.7%	23.8%	9.7%	0%	9.7%	35.5%	54.8%
Mathematics	3rd Grade	Male	2012-13	42%	33.3%	29.7%	0%	29.7%	27%	43.2%
Mathematics	3rd Grade	Male	2013-14	40.6%	28.9%	22.6%	3.2%	19.4%	25.8%	51.6%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	25.1%	21.9%	0%	21.9%	21.9%	56.3%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	17.4%	13.5%	0%	13.5%	30.8%	55.8%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	11.4%	8.1%	0%	8.1%	13.5%	78.4%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	6.1%	4.5%	0%	4.5%	13.6%	81.8%
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	13.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	16.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	34.3%	30%	6.7%	23.3%	20%	50%
Mathematics	4th Grade	All Students	2013-14	45.3%	30.6%	19.3%	2.4%	16.9%	15.7%	65.1%
Mathematics	4th Grade	African American	2012-13	20%	23.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	19%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	71.4%	39.6%	20%	10%	10%	30%	50%
Mathematics	4th Grade	Asian	2013-14	69.2%	37.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	53.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	25%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	22.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	35.6%	27.5%	5%	22.5%	22.5%	50%
Mathematics	4th Grade	White	2013-14	52.9%	31%	17.4%	1.4%	15.9%	18.8%	63.8%
Mathematics	4th Grade	Female	2012-13	45.7%	32.5%	32%	4%	28%	24%	44%
Mathematics	4th Grade	Female	2013-14	43.4%	28.8%	13.6%	2.3%	11.4%	13.6%	72.7%

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Mathematics	4th Grade	Male	2012-13	46.4%	36%	28.6%	8.6%	20%	17.1%	54.3%
Mathematics	4th Grade	Male	2013-14	47.2%	32.3%	25.6%	2.6%	23.1%	17.9%	56.4%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	26.9%	23.4%	4.3%	19.1%	23.4%	53.2%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	22%	13.6%	1.5%	12.1%	12.1%	74.2%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	10.3%	6.3%	0%	6.3%	18.8%	75%
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	6.7%	3%	0%	3%	6.1%	90.9%
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	21.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	8.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	32.2%	30.2%	0%	30.2%	31.7%	38.1%
Mathematics	5th Grade	All Students	2013-14	45.2%	32.1%	17.2%	1.6%	15.6%	25%	57.8%
Mathematics	5th Grade	African American	2012-13	20.5%	23.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	20%	15%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2012-13	74.7%	47.5%	35.7%	0%	35.7%	28.6%	35.7%
Mathematics	5th Grade	Asian	2013-14	73.6%	43.4%	18.2%	0%	18.2%	36.4%	45.5%
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	16.7%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Hispanic of Any Race	2013-14	32.3%	35.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Native Hawaiian or Other Pacific Islander	2013-14	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2012-13	42.7%	29.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2013-14	43.2%	7.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	32%	31.7%	0%	31.7%	31.7%	36.6%
Mathematics	5th Grade	White	2013-14	51.7%	33.7%	19.5%	2.4%	17.1%	24.4%	56.1%
Mathematics	5th Grade	Female	2012-13	43.9%	31%	26.9%	0%	26.9%	30.8%	42.3%
Mathematics	5th Grade	Female	2013-14	44.7%	31.3%	13.8%	0%	13.8%	37.9%	48.3%
Mathematics	5th Grade	Male	2012-13	47.5%	33.3%	32.4%	0%	32.4%	32.4%	35.1%
Mathematics	5th Grade	Male	2013-14	45.7%	32.9%	20%	2.9%	17.1%	14.3%	65.7%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	21.7%	19.4%	0%	19.4%	36.1%	44.4%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	24.5%	10.4%	0%	10.4%	27.1%	62.5%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	8.9%	18.8%	0%	18.8%	25%	56.3%
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	8.2%	0%	0%	0%	16.7%	83.3%

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Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	11.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	18.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	59.3%	60.8%	3.8%	57%	29.1%	10.1%
Reading	3rd Grade	All Students	2013-14	61.3%	48.2%	43.5%	1.6%	41.9%	45.2%	11.3%
Reading	3rd Grade	African American	2012-13	44.8%	41.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	65%	60%	20%	40%	30%	10%
Reading	3rd Grade	Asian	2013-14	76.2%	58.2%	66.7%	5.6%	61.1%	27.8%	5.6%
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	40.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	57.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	60.5%	60.6%	1.5%	59.1%	28.8%	10.6%
Reading	3rd Grade	White	2013-14	68.8%	47.5%	36.6%	0%	36.6%	48.8%	14.6%
Reading	3rd Grade	Female	2012-13	70.2%	65.4%	62.8%	4.7%	58.1%	23.3%	14%
Reading	3rd Grade	Female	2013-14	64.1%	48.9%	29%	0%	29%	61.3%	9.7%
Reading	3rd Grade	Male	2012-13	63%	53.4%	58.3%	2.8%	55.6%	36.1%	5.6%
Reading	3rd Grade	Male	2013-14	58.6%	47.6%	58.1%	3.2%	54.8%	29%	12.9%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	52%	51.6%	1.6%	50%	35.5%	12.9%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	39.3%	40.4%	1.9%	38.5%	46.2%	13.5%



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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	English Language Learners	2012-13	41.5%	28.9%	25%	2.8%	22.2%	52.8%	22.2%
Reading	3rd Grade	English Language Learners	2013-14	37.2%	14.3%	4.5%	0%	4.5%	63.6%	31.8%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	29.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	25%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	58.9%	48.3%	3.3%	45%	41.7%	10%
Reading	4th Grade	All Students	2013-14	70%	58.2%	55.6%	3.7%	51.9%	27.2%	17.3%
Reading	4th Grade	African American	2012-13	43%	47.7%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	50.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2012-13	79.2%	64.6%	60%	10%	50%	30%	10%
Reading	4th Grade	Asian	2013-14	81.1%	58.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	71.6%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	43.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	71.2%	65%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	60.6%	45%	2.5%	42.5%	45%	10%
Reading	4th Grade	White	2013-14	76.5%	58.5%	58.2%	3%	55.2%	25.4%	16.4%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Female	2012-13	71.1%	63.8%	52%	0%	52%	40%	8%
Reading	4th Grade	Female	2013-14	73%	64.2%	58.1%	4.7%	53.5%	27.9%	14%
Reading	4th Grade	Male	2012-13	65.1%	54.2%	45.7%	5.7%	40%	42.9%	11.4%
Reading	4th Grade	Male	2013-14	67%	52.7%	52.6%	2.6%	50%	26.3%	21.1%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	49%	42.6%	4.3%	38.3%	44.7%	12.8%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	49.5%	50%	4.7%	45.3%	28.1%	21.9%
Reading	4th Grade	English Language Learners	2012-13	39.1%	20.5%	18.8%	0%	18.8%	50%	31.3%
Reading	4th Grade	English Language Learners	2013-14	42.9%	25.5%	28.1%	0%	28.1%	40.6%	31.3%
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	38.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	21.3%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	60.3%	64.5%	4.8%	59.7%	25.8%	9.7%
Reading	5th Grade	All Students	2013-14	71.7%	63.8%	48.4%	8.1%	40.3%	38.7%	12.9%
Reading	5th Grade	African American	2012-13	47.8%	54.5%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.7%	55%	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2012-13	81.5%	68.7%	57.1%	0%	57.1%	28.6%	14.3%
Reading	5th Grade	Asian	2013-14	80%	72.4%	30%	10%	20%	60%	10%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	41.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2013-14	60.8%	47.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Native Hawaiian or Other Pacific Islander	2013-14	70.9%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2012-13	70.4%	62.5%	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2013-14	72.6%	69.2%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	60.5%	70.7%	7.3%	63.4%	22%	7.3%
Reading	5th Grade	White	2013-14	78.2%	64.3%	52.5%	10%	42.5%	32.5%	15%
Reading	5th Grade	Female	2012-13	74.1%	67.4%	73.1%	3.8%	69.2%	26.9%	0%
Reading	5th Grade	Female	2013-14	74.2%	67.5%	41.4%	6.9%	34.5%	44.8%	13.8%
Reading	5th Grade	Male	2012-13	66.8%	53.3%	58.3%	5.6%	52.8%	25%	16.7%
Reading	5th Grade	Male	2013-14	69.2%	60.2%	54.5%	9.1%	45.5%	33.3%	12.1%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	52.2%	57.1%	5.7%	51.4%	28.6%	14.3%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	55.2%	42.6%	8.5%	34%	42.6%	14.9%
Reading	5th Grade	English Language Learners	2012-13	36.3%	24.6%	25%	0%	25%	50%	25%

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Reading	5th Grade	English Language Learners	2013-14	39.2%	21.6%	6.3%	0%	6.3%	56.3%	37.5%
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	33.3%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	43.5%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	11.9%	4.5%	0%	4.5%	22.7%	72.7%
Science	5th Grade	All Students	2013-14	16.8%	6.5%	1.5%	1.5%	0%	22.4%	76.1%
Science	5th Grade	African American	2012-13	2.6%	3.1%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	3.3%	1.6%	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2012-13	26.6%	20.8%	7.1%	0%	7.1%	21.4%	71.4%
Science	5th Grade	Asian	2013-14	30.1%	8.9%	9.1%	9.1%	0%	0%	90.9%
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	8.3%	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2013-14	7.7%	11.1%	<10	<10	<10	<10	<10
Science	5th Grade	Native Hawaiian or Other Pacific Islander	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	12.5%	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2013-14	15.2%	0%	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	12.3%	4.5%	0%	4.5%	25%	70.5%

**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	White	2013-14	20.7%	6.9%	0%	0%	0%	31.8%	68.2%
Science	5th Grade	Female	2012-13	11.6%	10.8%	7.7%	0%	7.7%	11.5%	80.8%
Science	5th Grade	Female	2013-14	15.9%	7.1%	0%	0%	0%	20%	80%
Science	5th Grade	Male	2012-13	14.5%	12.9%	2.5%	0%	2.5%	30%	67.5%
Science	5th Grade	Male	2013-14	17.7%	5.9%	2.7%	2.7%	0%	24.3%	73%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	5.9%	0%	0%	0%	18.4%	81.6%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	4.2%	2%	2%	0%	17.6%	80.4%
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	0%	0%	0%	11.8%	88.2%
Science	5th Grade	English Language Learners	2013-14	2.9%	0%	0%	0%	0%	0%	100%
Science	5th Grade	Students With Disabilities	2012-13	4.1%	3.8%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	0.9%	<10	<10	<10	<10	<10

**Annual Education Report**  
**Angus Elementary School**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	60%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	58.3%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2012-13	60.9%	80%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	56.7%	40%	0%	40%	60%
Mathematics	4th Grade	All Students	2013-14	55.3%	37.9%	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	80%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	58.8%	50%	0%	50%	50%
Mathematics	4th Grade	White	2013-14	59.8%	25%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	53.7%	36.4%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	56.5%	40%	0%	40%	60%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	57.7%	50%	0%	50%	50%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2012-13	54.7%	60%	25%	0%	25%	75%
Mathematics	4th Grade	English Language Learners	2013-14	46.2%	0%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	58.5%	48.6%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	All Students	2013-14	56.8%	60%	33.3%	0%	33.3%	66.7%

**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	White	2012-13	64%	40.7%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	White	2013-14	63%	60%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Female	2013-14	53.3%	14.3%	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	45.8%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Male	2013-14	58.9%	73.9%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	52%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	55.6%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	English Language Learners	2012-13	57.1%	41.7%	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2013-14	61.4%	62.5%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	32%	66.7%	33.3%	33.3%	33.3%
Reading	3rd Grade	White	2012-13	42.8%	38.9%	66.7%	33.3%	33.3%	33.3%
Reading	3rd Grade	Female	2012-13	41.5%	22.2%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	37.5%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	22.2%	66.7%	33.3%	33.3%	33.3%
Reading	3rd Grade	English Language Learners	2012-13	31.3%	50%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	35.7%	20%	0%	20%	80%
Reading	4th Grade	All Students	2013-14	45.6%	30.8%	66.7%	0%	66.7%	33.3%
Reading	4th Grade	Asian	2012-13	50%	<10	<10	<10	<10	<10



**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	White	2012-13	51.4%	46.4%	25%	0%	25%	75%
Reading	4th Grade	White	2013-14	50.1%	28%	66.7%	0%	66.7%	33.3%
Reading	4th Grade	Female	2013-14	46.2%	38.5%	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	29%	20%	0%	20%	80%
Reading	4th Grade	Male	2013-14	45.4%	26.9%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	38.2%	25%	0%	25%	75%
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	37%	66.7%	0%	66.7%	33.3%
Reading	4th Grade	English Language Learners	2012-13	39.3%	35.7%	0%	0%	0%	100%
Reading	4th Grade	English Language Learners	2013-14	32.4%	50%	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	56.1%	75%	50%	25%	25%
Reading	5th Grade	All Students	2013-14	59.8%	47.7%	50%	25%	25%	50%
Reading	5th Grade	African American	2012-13	50.4%	85.7%	<10	<10	<10	<10
Reading	5th Grade	Asian	2013-14	79.1%	66.7%	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	63.4%	50%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	White	2013-14	65%	48.5%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	Male	2012-13	57.4%	53.6%	75%	50%	25%	25%
Reading	5th Grade	Male	2013-14	56.7%	42.4%	50%	25%	25%	50%
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	61.3%	66.7%	33.3%	33.3%	33.3%

**Annual Education Report  
Angus Elementary School**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	45.9%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	English Language Learners	2012-13	48%	53.3%	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	56.7%	50%	33.3%	0%	33.3%	66.7%

**Annual Education Report  
Angus Elementary School****MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Angus Elementary School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Angus Elementary School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	52%
Bottom 30%	District	Mathematics	0%	10.3%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.6%	36.2%
Asian	District	Mathematics	99.7%	63%
Hispanic of Any Race	District	Mathematics	100%	50%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	98.3%	48.2%
White	District	Mathematics	99.7%	53.2%
Economically Disadvantaged	District	Mathematics	99.6%	44.4%
English Language Learners	District	Mathematics	99.4%	29.8%
Students With Disabilities	District	Mathematics	98.7%	34.8%
All Students	School	Mathematics	99.5%	52.8%
Bottom 30%	School	Mathematics	0%	13.2%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	100%	55.3%
Hispanic of Any Race	School	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30

**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	99.4%	52.1%
Economically Disadvantaged	School	Mathematics	99.4%	49.7%
English Language Learners	School	Mathematics	98.7%	26.6%
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.7%	81.5%
Bottom 30%	District	Reading	0%	42.5%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.7%	72.8%
Asian	District	Reading	99.9%	85.9%
Hispanic of Any Race	District	Reading	100%	81.1%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	98.3%	83.4%
White	District	Reading	99.8%	82.2%
Economically Disadvantaged	District	Reading	99.8%	75.8%
English Language Learners	District	Reading	99.8%	58.9%
Students With Disabilities	District	Reading	99.4%	55.9%
All Students	School	Reading	99.5%	84.7%

**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	0%	54%
African American	School	Reading	<30	<30
Asian	School	Reading	100%	87.2%
Hispanic of Any Race	School	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	99.4%	83.5%
Economically Disadvantaged	School	Reading	99.4%	82.2%
English Language Learners	School	Reading	98.7%	65.8%
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.5%	31.4%
Bottom 30%	District	Science	0%	0.1%
American Indian	District	Science	<30	<30
African American	District	Science	99.4%	15.9%
Asian	District	Science	99.7%	37%
Hispanic of Any Race	District	Science	97.9%	23.3%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	95.3%	29.8%



**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Science	99.6%	33.3%
Economically Disadvantaged	District	Science	99.4%	22.2%
English Language Learners	District	Science	98.8%	4.2%
Students With Disabilities	District	Science	98.7%	14.8%
All Students	School	Science	100%	23%
Bottom 30%	School	Science	<30	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science		
Native Hawaiian or Other Pacific Islander	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	100%	28.6%
Economically Disadvantaged	School	Science	100%	18.8%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.3%	49.3%
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies	<30	<30

**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	District	Social Studies	98.6%	38.6%
Asian	District	Social Studies	99.7%	60.6%
Hispanic of Any Race	District	Social Studies	100%	30.8%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	97.3%	52.5%
White	District	Social Studies	99.4%	50%
Economically Disadvantaged	District	Social Studies	99.2%	40.1%
English Language Learners	District	Social Studies	99.4%	16.4%
Students With Disabilities	District	Social Studies	96.8%	19.2%
All Students	School	Social Studies	0%	47.5%
Bottom 30%	School	Social Studies	<30	<30
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	53.5%
Economically Disadvantaged	School	Social Studies	0%	44.4%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%

**Annual Education Report  
Angus Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	98.7%	71.2%
Bottom 30%	District	Writing	0%	7.6%
American Indian	District	Writing	<30	<30
African American	District	Writing	99.8%	59.3%
Asian	District	Writing	97.8%	78.1%
Hispanic of Any Race	District	Writing	100%	70.7%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	97.6%	81.2%
White	District	Writing	98.7%	72%
Economically Disadvantaged	District	Writing	98%	63.3%
English Language Learners	District	Writing	95.7%	40.1%
Students With Disabilities	District	Writing	99.4%	34.1%
All Students	School	Writing	100%	73.7%
Bottom 30%	School	Writing	<30	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	100%	75.8%
Economically Disadvantaged	School	Writing	100%	69.5%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report  
Angus Elementary School**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	78.2%
African American	District	77.2%
Asian	District	85%
White	District	78.2%
Economically Disadvantaged	District	70.7%
English Language Learners	District	54%
Students With Disabilities	District	64.5%
Bottom 30%	District	78.5%

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

**Annual Education Report  
Angus Elementary School**
**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96%
All Students	School	96%

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

**Annual Education Report  
Angus Elementary School****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

**Annual Education Report  
Angus Elementary School**
**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
Warren Consolidated Schools	Angus Elementary School		Green	2	Green	2	Green	2	Red	0	Green	2	Yellow	36

**Annual Education Report  
Angus 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	5	24	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%



**Annual Education Report  
Angus Elementary School**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	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 Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
Angus Elementary School**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	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 Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
Angus 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
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
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	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
Angus Elementary School**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
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	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	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), 2013 Reading Assessment.

**Annual Education Report  
Angus Elementary School**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
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), 2013 Reading Assessment.

**Annual Education Report  
Angus 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					
Eligible	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 Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report  
Angus Elementary School**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0