

# Cass Elementary School

<http://cass.livoniaschools.org>



## 2014-2015 Annual Education Report

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Livonia, MI 48154  
734-744-2695

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Bridget Regan, 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 Cass 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, Bridget Regan, Principal of Cass Elementary, for assistance.

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

The AER has two major sections to it. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education. Upon further review of our data, our school has identified underperforming subgroups of students, including: 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. We are actively working to address these issues by:

- Elementary Support Teacher services students in need of additional support in the area of math and reading
- Targeted small group reading instruction including the use of the research-based reading program called Leveled Literacy Intervention.
- Differentiated instruction designed to meet the needs of all students.
- Mainstreaming of special education students into core academic areas as well as special area classes.
- Co-teaching between special education teachers and general education teachers.
- Ongoing professional development and dialogue focusing on strategies to support struggling learners.
- On-going analysis of formative assessments to determine needs of all students.
- Increasing use of non-fiction text to support reading in the content areas.

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,  
Bridget Regan, 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.*

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## MISSION STATEMENT

The Cass Staff,  
with the support of the community,  
will educate all children so they grow in their academic thinking  
and social skills  
in a safe and positive environment.

We care, learn, and grow together

## VISION

### LEARNING

We are a school that radiates a positive learning community where ALL students are included and motivated to achieve their highest academic success.

- Children take ownership of their learning.
- Staff, parents, and students work together to support learning goals.
- Teachers collaborate to ensure they are using best practices to meet every child's learning needs.

### CLIMATE

We are a caring community where all students, staff, and parents are responsible for creating a welcoming environment that is safe emotionally, physically, and academically.

- We recognize, understand, and celebrate our differences.
- Being safe, respectful, and responsible is promoted and modeled by staff, parents, and students.
- Students self-monitor **S.T.A.R.** behavior and consistently follow it. Consequences are consistent throughout the school.
- Everyone's input is valued and included.
- The physical environment is stimulating, appealing, safe, and clean.

\***S**tudents/**S**taff **T**alk & **A**ct **R**espectfully/Responsibly

## BELIEFS

### Learning

We believe ...

- students learn at different paces through a variety of modes.
- students can succeed when we consider their individual needs.
- students can learn to be self-evaluators and responsible, independent learners.
- students and staff can learn from peers, parents, and community.

- students take more ownership for learning when they are engaged and know the purpose.
- students can be successful when there are clear, consistent, and high expectations.
- everyone learns when there is a fun, positive, supportive, environment where ideas are valued.

#### Parents & School

We believe ...

- Communication is essential between home and school.
- Parents and teachers are collaborating partners in student learning.

#### Achievement

We believe a positive atmosphere, where collaboration takes place, will challenge children to go further.

#### Climate

We believe we are all responsible for creating a school community that is safe and caring, and where people treat each other with respect.

#### Star Behavior

We believe everyone in our school community models and practices **S.T.A.R.** behavior.

## SCHOOL PROFILE

Cass Elementary School serves 302 students in grades K-4 including 51 children enrolled in our Cass Special Education Center. The principal of Cass Elementary School is Bridget Regan and there are 15 professional teaching staff members including a media specialist. There are also vocal music, art, and physical education teachers, whom are shared with other Livonia Schools.

In addition, there is the following professional support staff: school psychologist, school social worker, speech and language teachers, special education teachers, Elementary Support Teacher (E.S.T.), teacher consultant outreach, occupational and physical therapist, homebound or hospitalized services, and special education paraprofessionals.

Assisting all of us keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: one secretary, custodians, and lunchroom personnel.

***State law requires that we report the following additional information.***

## **ASSIGNING PUPILS TO THE SCHOOL**

Students assigned to Cass Elementary are based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

## **SCHOOL IMPROVEMENT**

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our school improvement goals for 2013-2014 and 2014-2015:

1. All students will be proficient in writing.
2. All students will be proficient in mathematics.
3. All students will be proficient in reading.
4. All students will be proficient in science.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Cass 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](http://www.livoniapublicschools.org).

## **CORE CURRICULUM**

The core curriculum at Cass 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 four times during the school year to measure progress toward grade-level literacy skills. The following table, Literacy Benchmark: Early Literacy Assessment, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
2014-2015	Letter Identification	Letter Sounds	Rhyme
Cass	94.2%	86.5%	96.2%
District	93.5%	85.7%	94.9%
2013-2014			
Cass	100%	98.4%	96.8%
District	96.6%	98.3%	95.6%

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed a minimum of four times each year. Students in grades 3-4 are assessed a minimum of two times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES K-4 Percent of Students that Performed At or Above Grade Level					
Spring 2015	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Cass	100%	94%	87%	92%	81%
District	89.5%	78%	80%	83%	88%
Spring 2014					
Cass	98.0%	88%	86%	86%	86%
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.

<b>MATHEMATICS BENCHMARK: ELEMENTARY ASSESSMENTS</b>						
<b>GRADE Kindergarten</b>						
<b>Percent of Students Proficient</b>						
<b>KINDERGARTEN</b>						
<b>2014-2015</b>	<b>Counting &amp; Cardinality</b>	<b>Geometry</b>	<b>Measurement &amp; Data</b>	<b>Number &amp; Operations in Base Ten</b>	<b>Operations &amp; Algebraic Thinking</b>	<b>Totals*</b>
<b>Pre-Test</b>						
Cass	16%	23%	84%	6%	32%	16%
District	11%	35%	51%	5%	25%	11%
<b>Post-Test</b>						
Cass	87%	90%	93%	N/A**	93%	84%
District	87%	91%	94%	N/A**	83%	90%
<b>2013-2014</b>						
<b>Pre-Test</b>						
Cass	9%	48%	49%	7%	17%	4%
District	10%	21%	61%	4%	20%	7%
<b>Post-Test</b>						
Cass	80%	92%	87%	83%	89%	87%
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**

<b>GRADE 1</b>							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
<b>2014-2015</b>							
<b>Pre-Test</b>							
Cass	51%	59%	23%	55%	41%	43%	45%
District	56%	60%	33%	66%	50%	44%	51%
<b>Post-Test</b>							
Cass	80%	91%	57%	68%	85%	77%	83%
District	85%	91%	63%	86%	86%	82%	82%
<b>2013-2014</b>							
<b>Pre-Test</b>							
Cass	29%	50%	10%	71%	19%	22%	57%
District	27%	44%	5%	63%	20%	12%	52%
<b>Post-Test</b>							
Cass	90%	90%	53%	88%	76%	59%	83%
District	88%	93%	59%	87%	83%	71%	86%
<b>GRADE 2</b>							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
<b>2014-2015</b>							
<b>Pre-Test</b>							
Cass	62%	49%	62%	81%	50%	79%	60%
District	62%	47%	68%	82%	56%	78%	62%
<b>Post-Test</b>							
Cass	82%	71%	85%	90%	67%	95%	80%
District	78%	65%	83%	92%	69%	91%	77%
<b>2013-2014</b>							
<b>Pre-Test</b>							
Cass	40%	2%	48%	54%	14%	56%	61%
District	60%	45%	69%	80%	56%	77%	61%
<b>Post-Test</b>							
Cass	83%	48%	94%	92%	19%	92%	87%
District	82%	71%	88%	95%	71%	94%	82%
<b>GRADE 3</b>							
	Numbers & Numeration	Operations & Computations	Measurement Reference Frames	Geometry	Patterns, Functions, Algebra	Data & Chance	Totals*
<b>2014-2015</b>							
<b>Pre-Test</b>							
Cass	70%	58%	63%	60%	69%	77%	65%
District	74%	54%	66%	56%	71%	80%	65%
<b>Post-Test</b>							
Cass	85%	77%	73%	74%	85%	89%	80%
District	86%	78%	81%	77%	85%	89%	82%
<b>2013-2014</b>							
<b>Pre-Test</b>							
Cass	68%	38%	49%	28%	68%	60%	74%
District	75%	54%	69%	57%	71%	80%	66%
<b>Post-Test</b>							
Cass	89%	79%	85%	70%	85%	81%	89%
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*
<b>Pre-Test</b>							
Cass	47%	48%	43%	76%	57%	61%	52%
District	40%	45%	39%	66%	44%	59%	46%
<b>Post-Test</b>							
Cass	78%	73%	70%	94%	80%	84%	78%
District	68%	64%	58%	88%	67%	74%	68%
<b>2013-2014</b>							
<b>Pre-Test</b>							
Cass	7%	4%	0%	71%	15%	2%	49%
District	39%	45%	39%	70%	42%	61%	46%
<b>Post-Test</b>							
Cass	65%	44%	42%	91%	66%	53%	77%
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
Cass	56	66	61	61
District	53	63	60	59
<b>2013-2014</b>				
Cass	63	73	71	70
District	51	62	58	58

### PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Cass Elementary has a high degree of parental involvement evidenced by 97% (292 of the 300) of our parents attending parent-teacher conferences and/or IEPCs in 2014-15 and 98% (295 of the 300 students) attending parent-teacher conferences and/or IEPCs in 2013-2014.

Sixty percent (60%) of Cass Elementary parents attended our fall Open House in September.

## **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.

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***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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## 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%	84.1%	15.9%	68.2%	13.6%	2.3%
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	Asian	2013-14	76.2%	80%	<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%	83.3%	13.9%	69.4%	13.9%	2.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	77.6%	94.7%	31.6%	63.2%	0%	5.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	64.4%	76%	4%	72%	24%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	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
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	41.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	54.7%	61.5%	28.8%	32.7%	26.9%	11.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	78.1%	90.2%	11.8%	78.4%	7.8%	2%
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	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	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%	63.8%	31.9%	31.9%	23.4%	12.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	79.3%	89.1%	10.9%	78.3%	8.7%	2.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	58.1%	67.9%	39.3%	28.6%	17.9%	14.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	83.1%	95%	15%	80%	5%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	51.1%	54.2%	16.7%	37.5%	37.5%	8.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	73.5%	87.1%	9.7%	77.4%	9.7%	3.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	35.6%	30%	0%	30%	60%	10%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	65.4%	<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	English Language Learners	2014-15	34.7%	29%	<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%	75%	48.1%	26.9%	17.3%	7.7%
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	Asian	2014-15	70.5%	62.1%	<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%	74.4%	51.2%	23.3%	16.3%	9.3%

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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)	4th Grade Content	Female	2014-15	51.5%	56.8%	90.5%	71.4%	19%	9.5%	0%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	40.3%	64.5%	32.3%	32.3%	22.6%	12.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.3%	50%	20%	30%	30%	20%
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%	30%	0%	30%	30%	40%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	55.1%	70.2%	21.3%	48.9%	19.1%	10.6%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	20.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	64%	<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%	74.4%	20.5%	53.8%	12.8%	12.8%



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Cass 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
Mathematics	2nd Grade Content	Female	2013-14	39.7%	56.2%	57.9%	26.3%	31.6%	36.8%	5.3%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	54.1%	78.6%	17.9%	60.7%	7.1%	14.3%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	38.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	37.1%	<10	<10	<10	<10	<10
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%	73.1%	32.7%	40.4%	17.3%	9.6%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	62.5%	76.5%	31.4%	45.1%	9.8%	13.7%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	22.7%	<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	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

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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	Two or More Races	2013-14	43.8%	55.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	65.6%	76.6%	34%	42.6%	12.8%	10.6%
Mathematics	3rd Grade Content	White	2013-14	52.9%	65%	76.1%	30.4%	45.7%	10.9%	13%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	60.3%	78.6%	35.7%	42.9%	10.7%	10.7%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	60.3%	80%	20%	60%	10%	10%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	62.3%	66.7%	29.2%	37.5%	25%	8.3%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	64.5%	74.2%	38.7%	35.5%	9.7%	16.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	40.3%	60%	0%	60%	20%	20%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	39.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	54%	<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%	69.8%	37.7%	32.1%	20.8%	9.4%
Mathematics	4th Grade Content	African American	2014-15	13.2%	11.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	64.5%	<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%	72.7%	43.2%	29.5%	15.9%	11.4%
Mathematics	4th Grade Content	Female	2014-15	40.3%	52.2%	81%	42.9%	38.1%	19%	0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	49.3%	62.5%	34.4%	28.1%	21.9%	15.6%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.3%	50%	20%	30%	30%	20%
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%	36.4%	18.2%	18.2%	18.2%	45.5%
Science	4th Grade Content	All Students	2014-15	12.4%	16.2%	14.8%	1.9%	13%	59.3%	25.9%

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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	African American	2014-15	2%	2.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	29%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	12.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	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%	17.8%	2.2%	15.6%	55.6%	26.7%
Science	4th Grade Content	Female	2014-15	10.4%	14.7%	22.7%	4.5%	18.2%	59.1%	18.2%
Science	4th Grade Content	Male	2014-15	14.3%	17.5%	9.4%	0%	9.4%	59.4%	31.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	5.6%	0%	0%	0%	45.5%	54.5%
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%	16.7%	83.3%

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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

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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	3rd	Economically Disadvantaged	2013-14	59.4%	83.3%	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	57.9%	33.3%	0%	33.3%	66.7%
Mathematics	4th	White	2013-14	59.8%	52.9%	33.3%	0%	33.3%	66.7%
Mathematics	4th	Male	2013-14	56.2%	64.3%	33.3%	0%	33.3%	66.7%
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	60%	33.3%	0%	33.3%	66.7%
Reading	4th	All Students	2013-14	45.6%	38.1%	20%	0%	20%	80%
Reading	4th	White	2013-14	50.1%	36.8%	20%	0%	20%	80%
Reading	4th	Male	2013-14	45.4%	35.7%	20%	0%	20%	80%
Reading	4th	Economically Disadvantaged	2013-14	41.3%	27.3%	<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%	72.7%	36.4%	36.4%	27.3%
Mathematics	2nd Grade Content	American Indian	2013-14	80%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	American Indian	2013-14	66.7%	<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%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	57.1%	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	88.9%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	69.2%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	65.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	African American	2014-15	64.2%	<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	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2013-14	83.3%	50%	<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	Male	2013-14	76.1%	92.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<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	American Indian	2014-15	81.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	American Indian	2014-15	53.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian	2014-15	66.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	74.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	75%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	71.4%	<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	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
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	2nd Grade Content	All Students	2013-14	88.4%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	All Students	2013-14	82.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	71.4%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	Asian	2013-14	78.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	87.7%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	Male	2013-14	81%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	English Language Learners	2013-14	91.3%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	English Language Learners	2013-14	87%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian or Pacific Islander	2014-15	100%	<10	<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
ELA	4th Grade Content	Asian or Pacific Islander	2014-15	91.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian or Pacific Islander	2014-15	83.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	83.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	89.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	88.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2014-15	94.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	91.2%	<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

## Annual Education Report Cass 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	99.2%	N/A
All Students	ELA	98.1%	48.5%	99.2%	N/A	98.3%	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	98.4%	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	<30	N/A
American Indian	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	<30	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	<30	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

## Annual Education Report

### Cass 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**
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%	N/A
White	ELA	98.5%	55%	99.2%	N/A	98%	N/A
White	Science	98.1%	26.6%	98.9%	N/A	98%	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	<30	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.4%	N/A	<30	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	96.8%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.4%	N/A	93.6%	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%	96.4%

\* 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

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## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	5	22	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	&#35
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	‡	‡	‡	&#8225
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.

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### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	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 Cass 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 Cass 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 Cass 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	&#35
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 Cass 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
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
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					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

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

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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