



Warren Consolidated Schools

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

HELEN K. FILLMORE YEAR-ROUND ELEMENTARY SCHOOL

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Fillmore Year-Round 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 Fillmore 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 Deana Tuczec, 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 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 been identified as a "PRIORITY" school for this year.

Fillmore Year-Round Elementary School has gone through a variety of changes in the past two years. At the start of the 2013-2014 school year we became a year-round school. The impact on the building included a change in demographics for both staff and students. Our English language learners and economically disadvantaged populations increased. MEAP scores continued to show that Fillmore is scoring below our target goal in all subject areas. IOWA scores showed that we did hit our target goals for the year with 89.9% of all students meeting their growth targets, however; we needed to continue our focus on reading, vocabulary across the core content areas, and math. In order to address these ongoing areas of need, we have developed a building wide reading block which encompasses

students moving throughout the building to have instruction at their level. We have also placed a focus on vocabulary across the content areas through the use of advanced graphic organizers, Granite Vocabulary for Math, and increasing our focus on non-fiction text. Tier I professional development has also occurred which included Classroom Instruction that Works (CITW), Gearing up for the Common Core, district provided math journals and guided reading coaching. Interventions will continue to occur for students in our bottom 30% through increased guided reading time with the leveled literacy intervention kit, intervention math groups, and writing and vocabulary support.

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. Fillmore Elementary School became a Title I building at the end of the 2012-2013 school year. The plan that was developed addressed the needs of the building prior to the drop in population due to the year-round calendar. Over the past school year, the building has focused on the development of community with the staff and students. All professional development has been focused on improving the consistency and reliability of instruction and interventions across the building in Tier I. Guided reading has been implemented consistently on a daily basis for 90 minutes. Advanced organizers are being used to increase vocabulary and understanding for all students. A multi-tiered system of intervention has occurred which has incorporated team meetings and progressive levels of intervention when needed.
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 9th – 12th 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 11th and 12th 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.

5. Fillmore Elementary took a fall, winter, and spring IOWA in the 2013 and 2014 school years. Below are the scores for all students grade 1-5. The chart gives reading and math scores for the average growth in months for each grade.

Grade Level	2012-2013 Reading	2013-2014 Reading	Difference
Grade 1	6 months	7 months	+1 month
Grade 2	9 months	6 months	-3 months
Grade 3	8 months	9 months	+1 month
Grade 4	6 month	4 months	-2 months
Grade 5	7 months	7 months	Same Growth

Grade Level	2012-2013 Math	2013-2014 Math	Difference
Grade 1	6 months	7 months	+1 month
Grade 2	14 months	9 months	-4 months
Grade 3	12 months	12 months	Same growth
Grade 4	11 month	4 months	-7 months
Grade 5	12 months	10 months	-2 months

6. Parent Participation at Fall and Spring Conferences

YEAR	FALL	SPRING
2012-2013	89%	86%
2013-2014	89%	70%
CHANGE	0%	-16%

Fillmore Elementary has gone through a variety of changes over the last two years. We will be continuing our push to excel during the year-long calendar by adding a 6th grade year-round option. We have developed a sense of community among our students, staff, and families. We look forward to continuing our goal to provide a successful academic and safe learning environment that will promote lifelong learners.

Sincerely,

Deana Tuzek

Principal, Fillmore Elementary School

**Annual Education Report
Fillmore 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%	39.1%	2.2%	37%	26.1%	34.8%
Mathematics	3rd Grade	All Students	2013-14	40.1%	26.4%	37%	3.7%	33.3%	22.2%	40.7%
Mathematics	3rd Grade	American Indian	2012-13	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	20.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	18.2%	15.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	45.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	34.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	35.7%	<10	<10	<10	<10	<10
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	2013-14	38.1%	28.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	32.7%	35.3%	0%	35.3%	29.4%	35.3%
Mathematics	3rd Grade	White	2013-14	46.6%	26.4%	35.3%	0%	35.3%	23.5%	41.2%
Mathematics	3rd Grade	Female	2012-13	39.8%	31.8%	30%	0%	30%	30%	40%
Mathematics	3rd Grade	Female	2013-14	39.7%	23.8%	33.3%	0%	33.3%	16.7%	50%
Mathematics	3rd Grade	Male	2012-13	42%	33.3%	46.2%	3.8%	42.3%	23.1%	30.8%
Mathematics	3rd Grade	Male	2013-14	40.6%	28.9%	40%	6.7%	33.3%	26.7%	33.3%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	25.1%	34.5%	0%	34.5%	31%	34.5%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	17.4%	31.8%	4.5%	27.3%	22.7%	45.5%

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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)
Mathematics	3rd Grade	English Language Learners	2012-13	23%	11.4%	33.3%	0%	33.3%	16.7%	50%
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	6.1%	9.1%	0%	9.1%	27.3%	63.6%
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%	27.6%	0%	27.6%	19%	53.4%
Mathematics	4th Grade	All Students	2013-14	45.3%	30.6%	20.7%	0%	20.7%	13.8%	65.5%
Mathematics	4th Grade	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
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%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2013-14	69.2%	37.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	35.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	46.2%	<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%	30.4%	0%	30.4%	19.6%	50%
Mathematics	4th Grade	White	2013-14	52.9%	31%	22.7%	0%	22.7%	9.1%	68.2%

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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	4th Grade	Female	2012-13	45.7%	32.5%	22.6%	0%	22.6%	22.6%	54.8%
Mathematics	4th Grade	Female	2013-14	43.4%	28.8%	23.1%	0%	23.1%	0%	76.9%
Mathematics	4th Grade	Male	2012-13	46.4%	36%	33.3%	0%	33.3%	14.8%	51.9%
Mathematics	4th Grade	Male	2013-14	47.2%	32.3%	18.8%	0%	18.8%	25%	56.3%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	26.9%	23.3%	0%	23.3%	13.3%	63.3%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	22%	25%	0%	25%	15%	60%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	10.3%	0%	0%	0%	21.4%	78.6%
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	6.7%	0%	0%	0%	20%	80%
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%	33.9%	5.4%	28.6%	16.1%	50%
Mathematics	5th Grade	All Students	2013-14	45.2%	32.1%	21.9%	3.1%	18.8%	21.9%	56.3%
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%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2013-14	73.6%	43.4%	<10	<10	<10	<10	<10

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Mathematics	5th Grade	Hispanic of Any Race	2013-14	32.3%	35.3%	<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	White	2012-13	52.4%	32%	37.8%	6.7%	31.1%	15.6%	46.7%
Mathematics	5th Grade	White	2013-14	51.7%	33.7%	18.2%	0%	18.2%	27.3%	54.5%
Mathematics	5th Grade	Female	2012-13	43.9%	31%	39.3%	3.6%	35.7%	14.3%	46.4%
Mathematics	5th Grade	Female	2013-14	44.7%	31.3%	10.5%	0%	10.5%	26.3%	63.2%
Mathematics	5th Grade	Male	2012-13	47.5%	33.3%	28.6%	7.1%	21.4%	17.9%	53.6%
Mathematics	5th Grade	Male	2013-14	45.7%	32.9%	38.5%	7.7%	30.8%	15.4%	46.2%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	21.7%	14.8%	7.4%	7.4%	22.2%	63%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	24.5%	4.8%	4.8%	0%	23.8%	71.4%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	8.9%	8.3%	0%	8.3%	8.3%	83.3%
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	8.2%	8.3%	0%	8.3%	16.7%	75%
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%	63%	2.2%	60.9%	17.4%	19.6%

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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	All Students	2013-14	61.3%	48.2%	53.8%	11.5%	42.3%	34.6%	11.5%
Reading	3rd Grade	American Indian	2012-13	60.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	44.8%	41.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	37.3%	39.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	65%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2013-14	76.2%	58.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	64.3%	<10	<10	<10	<10	<10
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	2013-14	61.8%	55.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	60.5%	64.7%	2.9%	61.8%	14.7%	20.6%
Reading	3rd Grade	White	2013-14	68.8%	47.5%	50%	6.3%	43.8%	37.5%	12.5%
Reading	3rd Grade	Female	2012-13	70.2%	65.4%	75%	5%	70%	20%	5%
Reading	3rd Grade	Female	2013-14	64.1%	48.9%	36.4%	18.2%	18.2%	45.5%	18.2%
Reading	3rd Grade	Male	2012-13	63%	53.4%	53.8%	0%	53.8%	15.4%	30.8%
Reading	3rd Grade	Male	2013-14	58.6%	47.6%	66.7%	6.7%	60%	26.7%	6.7%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	52%	58.6%	0%	58.6%	24.1%	17.2%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	39.3%	47.6%	9.5%	38.1%	38.1%	14.3%

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Reading	3rd Grade	English Language Learners	2012-13	41.5%	28.9%	16.7%	0%	16.7%	33.3%	50%
Reading	3rd Grade	English Language Learners	2013-14	37.2%	14.3%	20%	0%	20%	50%	30%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	29.4%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	58.9%	50.9%	1.8%	49.1%	36.8%	12.3%
Reading	4th Grade	All Students	2013-14	70%	58.2%	44.8%	0%	44.8%	17.2%	37.9%
Reading	4th Grade	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
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%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2013-14	81.1%	58.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	52.9%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	69.2%	<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%	55.6%	2.2%	53.3%	33.3%	11.1%
Reading	4th Grade	White	2013-14	76.5%	58.5%	50%	0%	50%	18.2%	31.8%
Reading	4th Grade	Female	2012-13	71.1%	63.8%	54.8%	0%	54.8%	38.7%	6.5%

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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	4th Grade	Female	2013-14	73%	64.2%	46.2%	0%	46.2%	15.4%	38.5%
Reading	4th Grade	Male	2012-13	65.1%	54.2%	46.2%	3.8%	42.3%	34.6%	19.2%
Reading	4th Grade	Male	2013-14	67%	52.7%	43.8%	0%	43.8%	18.8%	37.5%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	49%	41.4%	0%	41.4%	41.4%	17.2%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	49.5%	40%	0%	40%	20%	40%
Reading	4th Grade	English Language Learners	2012-13	39.1%	20.5%	0%	0%	0%	78.6%	21.4%
Reading	4th Grade	English Language Learners	2013-14	42.9%	25.5%	0%	0%	0%	40%	60%
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%	57.1%	10.7%	46.4%	19.6%	23.2%
Reading	5th Grade	All Students	2013-14	71.7%	63.8%	50%	3.1%	46.9%	31.3%	18.8%
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%	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2013-14	80%	72.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2013-14	60.8%	47.1%	<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)
Reading	5th Grade	Two or More Races	2012-13	70.4%	62.5%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	60.5%	60%	11.1%	48.9%	17.8%	22.2%
Reading	5th Grade	White	2013-14	78.2%	64.3%	54.5%	4.5%	50%	22.7%	22.7%
Reading	5th Grade	Female	2012-13	74.1%	67.4%	64.3%	14.3%	50%	21.4%	14.3%
Reading	5th Grade	Female	2013-14	74.2%	67.5%	42.1%	5.3%	36.8%	36.8%	21.1%
Reading	5th Grade	Male	2012-13	66.8%	53.3%	50%	7.1%	42.9%	17.9%	32.1%
Reading	5th Grade	Male	2013-14	69.2%	60.2%	61.5%	0%	61.5%	23.1%	15.4%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	52.2%	48.1%	7.4%	40.7%	11.1%	40.7%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	55.2%	28.6%	0%	28.6%	42.9%	28.6%
Reading	5th Grade	English Language Learners	2012-13	36.3%	24.6%	16.7%	0%	16.7%	25%	58.3%
Reading	5th Grade	English Language Learners	2013-14	39.2%	21.6%	8.3%	0%	8.3%	50%	41.7%
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%	12.1%	5.2%	6.9%	24.1%	63.8%
Science	5th Grade	All Students	2013-14	16.8%	6.5%	5.6%	0%	5.6%	16.7%	77.8%
Science	5th Grade	African American	2012-13	2.6%	3.1%	<10	<10	<10	<10	<10

**Annual Education Report
Fillmore 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	African American	2013-14	3.3%	1.6%	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2012-13	26.6%	20.8%	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2013-14	30.1%	8.9%	<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	Two or More Races	2012-13	12.2%	12.5%	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	12.3%	14.9%	6.4%	8.5%	23.4%	61.7%
Science	5th Grade	White	2013-14	20.7%	6.9%	8%	0%	8%	20%	72%
Science	5th Grade	Female	2012-13	11.6%	10.8%	17.9%	7.1%	10.7%	17.9%	64.3%
Science	5th Grade	Female	2013-14	15.9%	7.1%	0%	0%	0%	10%	90%
Science	5th Grade	Male	2012-13	14.5%	12.9%	6.7%	3.3%	3.3%	30%	63.3%
Science	5th Grade	Male	2013-14	17.7%	5.9%	12.5%	0%	12.5%	25%	62.5%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	5.9%	3.7%	3.7%	0%	22.2%	74.1%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	4.2%	0%	0%	0%	8%	92%
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	0%	0%	0%	8.3%	91.7%
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

**Annual Education Report
Fillmore 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	Students With Disabilities	2013-14	5.6%	0.9%	<10	<10	<10	<10	<10

Annual Education Report
Fillmore 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

Fillmore 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	All Students	2013-14	61.9%	81.8%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	52.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	66%	77.8%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	62.5%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	64.4%	88.9%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	87.5%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	56.7%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	37.9%	100%	66.7%	33.3%	0%
Mathematics	4th Grade	African American	2013-14	46.3%	60%	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	47.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	58.8%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	57.1%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	56.5%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	38.9%	100%	66.7%	33.3%	0%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	57.7%	<10	<10	<10	<10

**Annual Education Report
Fillmore 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	4th Grade	Economically Disadvantaged	2013-14	53.4%	33.3%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	58.5%	48.6%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	56.8%	60%	50%	0%	50%	50%
Mathematics	5th Grade	Hispanic of Any Race	2013-14	53.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	64%	40.7%	<10	<10	<10	<10
Mathematics	5th Grade	White	2013-14	63%	60%	66.7%	0%	66.7%	33.3%
Mathematics	5th Grade	Female	2013-14	53.3%	14.3%	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	45.8%	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	58.9%	73.9%	66.7%	0%	66.7%	33.3%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	55.6%	50%	0%	50%	50%
Reading	3rd Grade	All Students	2012-13	39.3%	32%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	47.1%	33.3%	0%	33.3%	66.7%
Reading	3rd Grade	African American	2013-14	30.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	42.8%	38.9%	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	42.1%	53.3%	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	41.5%	22.2%	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	50%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	45.5%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	50%	<10	<10	<10	<10

**Annual Education Report
Fillmore 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	3rd Grade	English Language Learners	2013-14	31.7%	37.5%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	35.7%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	All Students	2013-14	45.6%	30.8%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	African American	2013-14	35.2%	30%	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	36.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	49.5%	66.7%	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	51.4%	46.4%	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	54.5%	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	29%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	26.9%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	38.2%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	37%	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	56.1%	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	59.8%	47.7%	0%	0%	0%	100%
Reading	5th Grade	Hispanic of Any Race	2013-14	53.4%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	63.4%	50%	<10	<10	<10	<10
Reading	5th Grade	White	2013-14	65%	48.5%	0%	0%	0%	100%
Reading	5th Grade	Female	2013-14	65.6%	63.6%	<10	<10	<10	<10

**Annual Education Report
Fillmore 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	Male	2012-13	57.4%	53.6%	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	56.7%	42.4%	0%	0%	0%	100%
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	45.9%	0%	0%	0%	100%

**Annual Education Report
Fillmore 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)
Mathematics	3rd Grade	All Students	2013-14	68.8%	60%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	77.1%	50%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	81.3%	76.9%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	76.5%	83.3%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	79.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2013-14	77.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	83.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	82.3%	72.7%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	75.1%	80%	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	87.8%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	65.6%	<10	<10	<10	<10	<10

**Annual Education Report
Fillmore 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)
Mathematics	5th Grade	All Students	2012-13	68.4%	50%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	64.9%	72.7%	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	79.7%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	73.9%	63.6%	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	50.5%	30%	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	47.4%	45.5%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	63.6%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	74.4%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	41.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2013-14	76.2%	<10	<10	<10	<10	<10
Science	5th Grade	White	2013-14	52.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	62.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2013-14	75.3%	<10	<10	<10	<10	<10
Science	5th Grade	Female	2013-14	45.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	70.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	79.1%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2012-13	53.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	69.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10

**Annual Education Report
Fillmore 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)
Reading	5th Grade	Economically Disadvantaged	2012-13	78.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2012-13	51.1%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2013-14	65.4%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	67.8%	<10	<10	<10	<10	<10
Science	5th Grade	English Language Learners	2013-14	27.9%	<10	<10	<10	<10	<10

**Annual Education Report
Fillmore 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
Fillmore 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
Fillmore 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%	55.2%
Bottom 30%	School	Mathematics	0%	14.3%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30

Annual Education Report
Fillmore 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	98.6%	53.6%
Economically Disadvantaged	School	Mathematics	100%	51.9%
English Language Learners	School	Mathematics	100%	36.4%
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	98.1%	82.4%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	0%	50.8%
American Indian	School	Reading	<30	<30
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	97.1%	84.3%
Economically Disadvantaged	School	Reading	98.7%	76.4%
English Language Learners	School	Reading	100%	65.9%
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
Fillmore 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	97.4%	23.2%
Bottom 30%	School	Science	<30	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
White	School	Science	96.3%	28.9%
Economically Disadvantaged	School	Science	100%	6.7%
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
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%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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%	41.8%
Bottom 30%	School	Social Studies	<30	<30
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	40.9%
Economically Disadvantaged	School	Social Studies	<30	<30
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%
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

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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%	63.8%
Bottom 30%	School	Writing	<30	<30
American Indian	School	Writing	<30	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing		
White	School	Writing	100%	54.3%
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Fillmore 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
Fillmore 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	95%

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

Annual Education Report
Fillmore 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
Fillmore 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	Fillmore Elementary School	Priority School	Green	2	Green	2	Green	2	Green	2	Green	2	Red	32

**Annual Education Report
Fillmore Elementary School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	4	16	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
Fillmore 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
Fillmore 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
Fillmore 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
Fillmore 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
Fillmore 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
Fillmore Elementary School
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native 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	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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

**Annual Education Report
Fillmore 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