



Columbia Elementary Annual Education Report

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Columbia 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 Columbia Elementary School for assistance.

The AER is available for you to review electronically by visiting the following website <http://myeagles.org/> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has **not** been given any label.

On the State Accountability Index Columbia Elementary School received a 94.19% on the school quality student success index. While we are pleased to have reached this important goal, we are continuously working to improve. The student population identified as our lowest 30% presents our largest achievement gap. We appreciate the continued support of parents, staff and our community in this effort. We are actively working to address the school issues by:

- As a School-Wide Title I Building, we are making a focused effort to provide academic intervention for all students demonstrating academic skills below grade-level.
- Continue to provide differentiated instruction to meet the learning needs of all students.
- Continue using a variety of assessment tools to collect data, assess students' academic strengths and weaknesses and implement more personalized instructional strategies.
- Provide social-emotional support for all students.

In addition to the facts and figures you will find in the Annual Report, state law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Columbia School District assigns students to a school based on residency boundaries established by the district. Columbia School District also participates in Schools of Choice.

2. THE STATUS OF THE YEARLY SCHOOL IMPROVEMENT PLAN

Columbia Elementary School engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. Specific goal information and their status can be found within the Columbia Elementary School Annual Report. As an identified Title I School, Columbia Elementary also ensures that all required educational components are embedded within the school improvement plan.

3. BRIEF DESCRIPTION OF SCHOOL

Columbia Elementary is a 400 student pre-school through 2nd grade school within the Columbia School District. It is the sole early elementary school in the Columbia School District which provides educational services for more than 1,400 students. The district lies in a rural area that stretches into four southeast Michigan counties.

4. CORE CURRICULUM

Curriculum is based on the National Core Curriculum Standards. A copy of the core curriculum can be found at: [MDE - Standards - State of Michigan](#) to access specific information about your child's grade level.

5. STUDENT ACHIEVEMENT INFORMATION

A Combined Full Data Report for Columbia Elementary can be found at: <https://www.mischooldata.org/NewAer/CombinedReport.aspx>.

6. PARENT-TEACHER CONFERENCES

Parent involvement is seen as a crucial component to a child's success. Each fall, teachers meet with parents during the designated conference schedule. If a parent is unable to attend, efforts are made to meet with parents either at an alternate time or through a phone conference. We are pleased to report that during the 2017-2018 school year, 96% of families were represented during the conference time.

I congratulate all of the students, staff and parents of Columbia Elementary School for a tremendous year and look forward to continued success in the 2018-2019 school year.

Sincerely,

Debra M. Powell

Debra M. Powell, Principal



05/31/2018

Annual Education Report

Columbia Elementary School (00412)

M-STEP Grades 3-11

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



05/31/2018

Annual Education Report

Columbia Elementary School (00412)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report

Columbia Elementary School (00412)

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
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No Data to Display

Annual Education Report

Columbia Elementary School (00412)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report

Columbia Elementary School (00412)

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
Columbia Elementary School (00412)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.8%	61.4%	N/A	N/A
All Students	Mathematics	98.7%	39.1%	98.8%	44.0%	N/A	N/A
All Students	Science	97.9%	24.9%	96.6%	32.9%	N/A	N/A
All Students	Social Studies	97.8%	33.7%	96.9%	33.9%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	4.0%	N/A	N/A
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	N/A
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	N/A
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	N/A	N/A
Asian	Mathematics	99.3%	68.9%	<30	<30	N/A	N/A
Asian	Science	99.1%	41.4%	<30	<30	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.5%	14.2%	<30	<30	N/A	N/A
Black or African American	Science	96.0%	7.0%	<30	<30	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	N/A	N/A
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	N/A	N/A

Annual Education Report
Columbia Elementary School (00412)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	100.0%	<30	N/A	N/A
Two or More Races	Mathematics	98.6%	35.1%	100.0%	<30	N/A	N/A
Two or More Races	Science	97.7%	21.9%	<30	<30	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	N/A	N/A
White	ELA	98.9%	56.1%	98.6%	61.7%	N/A	N/A
White	Mathematics	99.0%	45.6%	98.6%	44.2%	N/A	N/A
White	Science	98.4%	29.7%	96.3%	33.8%	N/A	N/A
White	Social Studies	98.3%	39.7%	96.5%	33.8%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	98.4%	50.2%	N/A	N/A
Economically Disadvantaged	Mathematics	98.3%	23.3%	98.4%	34.8%	N/A	N/A
Economically Disadvantaged	Science	97.2%	13.0%	94.7%	25.0%	N/A	N/A
Economically Disadvantaged	Social Studies	97.0%	18.3%	94.8%	25.4%	N/A	N/A

Annual Education Report
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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 Learners	ELA	98.6%	24.0%	N/A	N/A	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	N/A	N/A	N/A	N/A
English Learners	Science	98.4%	5.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	100.0%	19.4%	N/A	N/A
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	14.6%	N/A	N/A
Students With Disabilities	Science	96.9%	15.8%	97.7%	14.3%	N/A	N/A
Students With Disabilities	Social Studies	95.9%	14.2%	98.1%	7.7%	N/A	N/A

Annual Education Report
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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	75.64%	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	100.00%	N/A
Black or African American	67.36%	100.00%	N/A
Hispanic of Any Race	72.60%	100.00%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	100.00%	N/A
White	83.38%	74.32%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	52.63%	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	68.18%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	97.63%	100.00%

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

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Columbia Elementary School (00412)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Columbia Elementary School	N/A	N/A	N/A	N/A	94.19	N/A	N/A	94.19

Annual Education Report
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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	17	9	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency or Provisional Certification	15.4%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 Mathematics Achievement.

Annual Education Report
Columbia Elementary School (00412)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Two or More Races	†	†	†	†	†
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 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	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9