



Sayre Elementary School

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May 4, 2018

Dear Parents and Community Members:

We are pleased to present you with the [Annual Education Report \(AER\)](#) which provides key information on the 2016-2017 educational progress for Sayre 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 for assistance.

The AER is available for you to review electronically by visiting www.slcs.us or you may review a copy in the main office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Sayre Elementary was not given one of these labels.

The key challenge for Sayre Elementary School remains closing the gaps between all students and economically disadvantaged students and between all students and students with disabilities. To address this challenge, our highly qualified teachers utilize a workshop model of instruction that allows for differentiation and guided instruction. One-to-one tutoring and small group instruction is provided for identified students using district criteria and cut scores based on assessments aligned to content standards. Classroom teachers work closely with special education and to accommodate students with special needs and to accelerate learning.

State law requires that we also report additional information.

Student Assignment

All students within the South Lyon Community Schools are assigned to schools based upon residency within the geographic boundaries determined by the district. At the elementary school level, students whose academic programming needs qualify them for

special education services provided by our district's Cognitively Impaired program attend Hardy Elementary School regardless of geographic residency; students whose academic needs qualify them for the academically talented program attend Brummer Elementary School regardless of geographic residency. Sayre Elementary School currently enrolls some interdistrict School of Choice (under section 105 and 105C) students who live outside of South Lyon and who were admitted prior to the 2016-2017 school year. At this time South Lyon Schools has closed 105 and 105C enrollment.

School Improvement Plan Status

The AdvancEd/NCA accreditation process is firmly embedded in the Sayre Elementary School continuous School Improvement Process. This process provides a solid framework for increasing student achievement at Sayre. In February 2015, Sayre Elementary School participated in an External Review and was fully accredited. The External Review team commended Sayre for its commitment to shared values and beliefs, maximizing interventions for students with limited resources and being a caring, energetic and engaged staff. We will begin a new cycle of the accreditation process and school improvement in 2016-2017.

Our next formal peer review will be scheduled during the 2020-2021 school year. As part of our continuous improvement process, the Sayre staff will continue to monitor progress on our school improvement goals by gathering and analyzing student achievement data. For a copy of our school improvement report or for more information, please contact the office at Sayre Elementary School.

The Michigan K-12 Academic Standards serve as the basis for South Lyon Community Schools' curriculum. To guide continuous improvement, the district's curriculum coordinators in collaboration with teachers serving on the Subject Area Committees engage in an ongoing process to ensure alignment with the Michigan Standards in ELA, Mathematics, Science and Social Studies. For a copy of our curriculum or for more information, you may contact the Sayre office or our district department of Curriculum, Instruction, Technology, and Assessment (CITA).

Achievement Tests

Aggregate student achievement results on the following state assessments, Michigan Educational Assessment Program (MEAP) and Michigan Student Test of Educational Progress (M-STEP), can be accessed using the website link referenced above or in the hardcopy of the report available in the Bartlett Elementary School Main Office.

Parent-Teacher Conference Attendance

During, 2015-2016, with 611 students, 602 students were represented at conferences for an attendance rate of 98%. 2016-2017, with 618 students, we had representation for 606 students at conferences for an attendance rate of 98%. Our Curriculum Night attendance in 2015-2016 was at a rate of 85% for K-2nd grade and 78% for 3rd - 5th grades. In 2016-2017, we saw 88% of our K-2nd grade families and 76% of our 3rd-5th grade families at Curriculum Night.

At Sayre Elementary School we are very proud of the hard work and achievement of our students, the dedication of our outstanding staff, and the continuing support of our parents and community.

Sincerely,

Jennifer Herbstreit

Jennifer Herbstreit,
Principal

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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
ELA	3rd Grade Content	All Students	2015-16	46.0%	60.0%	63.0%	35.2%	27.8%	22.2%	14.8%
ELA	3rd Grade Content	All Students	2016-17	44.1%	58.8%	69.1%	29.6%	39.5%	22.2%	8.6%
ELA	3rd Grade Content	Asian	2015-16	65.9%	63.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	68.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	57.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	34.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	47.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	60.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	61.8%	63.9%	35.1%	28.9%	22.7%	13.4%
ELA	3rd Grade Content	White	2016-17	51.7%	60.5%	73.6%	31.9%	41.7%	18.1%	8.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	61.3%	65.6%	42.6%	23.0%	19.7%	14.8%
ELA	3rd Grade Content	Female	2016-17	47.7%	65.4%	76.2%	26.2%	50.0%	19.0%	4.8%

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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	3rd Grade Content	Male	2015-16	42.6%	58.6%	59.6%	25.5%	34.0%	25.5%	14.9%
ELA	3rd Grade Content	Male	2016-17	40.7%	52.3%	61.5%	33.3%	28.2%	25.6%	12.8%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	35.8%	12.5%	6.3%	6.3%	50.0%	37.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	30.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2015-16	31.9%	51.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	61.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	26.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	15.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	65.6%	69.0%	38.0%	31.0%	18.0%	13.0%
ELA	4th Grade Content	All Students	2016-17	44.2%	62.2%	63.0%	38.9%	24.1%	15.7%	21.3%
ELA	4th Grade Content	Asian	2015-16	67.8%	73.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2016-17	66.9%	71.9%	<10	<10	<10	<10	<10

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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	4th Grade Content	Black or African American	2016-17	19.2%	51.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	62.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	43.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	68.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	45.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	66.6%	68.8%	40.9%	28.0%	17.2%	14.0%
ELA	4th Grade Content	White	2016-17	51.5%	63.7%	64.3%	39.8%	24.5%	15.3%	20.4%
ELA	4th Grade Content	Female	2015-16	50.9%	70.1%	72.3%	38.3%	34.0%	14.9%	12.8%
ELA	4th Grade Content	Female	2016-17	48.6%	65.4%	62.9%	46.8%	16.1%	16.1%	21.0%
ELA	4th Grade Content	Male	2015-16	41.8%	61.7%	66.0%	37.7%	28.3%	20.8%	13.2%
ELA	4th Grade Content	Male	2016-17	39.9%	58.8%	63.0%	28.3%	34.8%	15.2%	21.7%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	38.9%	52.9%	35.3%	17.6%	23.5%	23.5%

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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	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	37.7%	13.3%	6.7%	6.7%	26.7%	60.0%
ELA	4th Grade Content	English Learners	2016-17	22.9%	37.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	25.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	19.1%	27.3%	9.1%	18.2%	18.2%	54.5%
ELA	5th Grade Content	All Students	2015-16	50.6%	73.4%	77.4%	35.5%	41.9%	13.7%	8.9%
ELA	5th Grade Content	All Students	2016-17	51.1%	70.4%	63.4%	25.7%	37.6%	23.8%	12.9%
ELA	5th Grade Content	Asian	2015-16	74.7%	81.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2016-17	73.2%	72.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	37.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	24.8%	23.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	65.9%	80.0%	30.0%	50.0%	0.0%	20.0%
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	71.9%	<10	<10	<10	<10	<10

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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	5th Grade Content	Two or More Races	2015-16	49.0%	81.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	65.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	74.4%	76.2%	37.1%	39.0%	15.2%	8.6%
ELA	5th Grade Content	White	2016-17	58.6%	71.5%	63.3%	25.6%	37.8%	25.6%	11.1%
ELA	5th Grade Content	Female	2015-16	55.8%	78.2%	80.6%	47.2%	33.3%	12.5%	6.9%
ELA	5th Grade Content	Female	2016-17	56.0%	74.8%	62.5%	31.3%	31.3%	20.8%	16.7%
ELA	5th Grade Content	Male	2015-16	45.5%	68.0%	73.1%	19.2%	53.8%	15.4%	11.5%
ELA	5th Grade Content	Male	2016-17	46.2%	66.4%	64.2%	20.8%	43.4%	26.4%	9.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	40.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	43.8%	42.9%	21.4%	21.4%	21.4%	35.7%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	18.9%	13.3%	6.7%	6.7%	40.0%	46.7%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	17.2%	<10	<10	<10	<10	<10

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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	All Students	2015-16	45.2%	53.4%	62.0%	21.3%	40.7%	24.1%	13.9%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	56.5%	63.0%	19.8%	43.2%	27.2%	9.9%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	67.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	88.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	30.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	31.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	44.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	50.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	55.3%	63.9%	19.6%	44.3%	23.7%	12.4%
Mathematics	3rd Grade Content	White	2016-17	54.8%	56.9%	63.9%	20.8%	43.1%	26.4%	9.7%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	52.9%	63.9%	23.0%	41.0%	19.7%	16.4%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	58.3%	59.5%	9.5%	50.0%	31.0%	9.5%

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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	Male	2015-16	46.6%	53.9%	59.6%	19.1%	40.4%	29.8%	10.6%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	54.7%	66.7%	30.8%	35.9%	23.1%	10.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	25.2%	12.5%	0.0%	12.5%	37.5%	50.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	32.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	56.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	70.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	15.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	15.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	67.5%	75.0%	25.0%	50.0%	19.0%	6.0%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	57.3%	63.0%	17.6%	45.4%	25.9%	11.1%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	73.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2016-17	72.2%	65.6%	<10	<10	<10	<10	<10

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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	Black or African American	2016-17	14.6%	37.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	48.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	41.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	62.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	54.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	69.3%	75.3%	25.8%	49.5%	18.3%	6.5%
Mathematics	4th Grade Content	White	2016-17	49.7%	58.9%	64.3%	15.3%	49.0%	25.5%	10.2%
Mathematics	4th Grade Content	Female	2015-16	42.1%	63.1%	68.1%	17.0%	51.1%	25.5%	6.4%
Mathematics	4th Grade Content	Female	2016-17	39.6%	52.4%	59.7%	12.9%	46.8%	29.0%	11.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	71.4%	81.1%	32.1%	49.1%	13.2%	5.7%
Mathematics	4th Grade Content	Male	2016-17	44.2%	62.4%	67.4%	23.9%	43.5%	21.7%	10.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	39.8%	52.9%	23.5%	29.4%	35.3%	11.8%

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Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	28.3%	6.7%	6.7%	0.0%	73.3%	20.0%
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	45.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	32.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	14.6%	27.3%	0.0%	27.3%	27.3%	45.5%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	47.7%	40.3%	16.9%	23.4%	38.7%	21.0%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	52.9%	40.6%	12.9%	27.7%	40.6%	18.8%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	71.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2016-17	65.4%	68.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	12.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	23.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	34.1%	30.0%	0.0%	30.0%	40.0%	30.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	43.8%	<10	<10	<10	<10	<10

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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	5th Grade Content	Two or More Races	2015-16	30.0%	42.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	45.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	48.9%	40.0%	17.1%	22.9%	39.0%	21.0%
Mathematics	5th Grade Content	White	2016-17	42.4%	53.8%	40.0%	11.1%	28.9%	42.2%	17.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	47.6%	38.9%	20.8%	18.1%	41.7%	19.4%
Mathematics	5th Grade Content	Female	2016-17	32.6%	48.0%	31.3%	10.4%	20.8%	41.7%	27.1%
Mathematics	5th Grade Content	Male	2015-16	35.8%	47.7%	42.3%	11.5%	30.8%	34.6%	23.1%
Mathematics	5th Grade Content	Male	2016-17	37.4%	57.5%	49.1%	15.1%	34.0%	39.6%	11.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	17.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	26.0%	35.7%	14.3%	21.4%	14.3%	50.0%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	10.8%	6.7%	0.0%	6.7%	20.0%	73.3%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	14.1%	<10	<10	<10	<10	<10

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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	All Students	2015-16	14.7%	28.9%	21.0%	8.0%	13.0%	44.0%	35.0%
Science	4th Grade Content	All Students	2016-17	14.6%	24.4%	22.2%	8.3%	13.9%	41.7%	36.1%
Science	4th Grade Content	Asian	2015-16	28.4%	31.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2016-17	27.8%	25.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	7.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	20.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	12.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	50.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	36.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	29.3%	22.6%	8.6%	14.0%	43.0%	34.4%
Science	4th Grade Content	White	2016-17	18.2%	25.8%	20.4%	6.1%	14.3%	44.9%	34.7%
Science	4th Grade Content	Female	2015-16	13.0%	25.9%	17.0%	4.3%	12.8%	44.7%	38.3%

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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
Science	4th Grade Content	Female	2016-17	12.6%	19.3%	21.0%	4.8%	16.1%	43.5%	35.5%
Science	4th Grade Content	Male	2015-16	16.4%	31.6%	24.5%	11.3%	13.2%	43.4%	32.1%
Science	4th Grade Content	Male	2016-17	16.5%	29.6%	23.9%	13.0%	10.9%	39.1%	37.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	15.0%	23.5%	5.9%	17.6%	29.4%	47.1%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	8.0%	6.7%	6.7%	0.0%	6.7%	86.7%
Science	4th Grade Content	English Learners	2016-17	4.3%	12.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	11.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	5.6%	0.0%	0.0%	0.0%	36.4%	63.6%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	37.9%	41.9%	6.5%	35.5%	50.0%	8.1%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	45.3%	49.5%	3.0%	46.5%	45.5%	5.0%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	33.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2016-17	38.0%	54.5%	<10	<10	<10	<10	<10

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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
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	18.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	15.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	29.3%	50.0%	10.0%	40.0%	40.0%	10.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	43.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	28.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	45.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	39.5%	40.0%	4.8%	35.2%	51.4%	8.6%
Social Studies	5th Grade Content	White	2016-17	26.7%	45.6%	50.0%	3.3%	46.7%	45.6%	4.4%
Social Studies	5th Grade Content	Female	2015-16	16.7%	36.8%	43.1%	9.7%	33.3%	47.2%	9.7%
Social Studies	5th Grade Content	Female	2016-17	19.3%	40.5%	33.3%	0.0%	33.3%	62.5%	4.2%
Social Studies	5th Grade Content	Male	2015-16	21.0%	39.0%	40.4%	1.9%	38.5%	53.8%	5.8%
Social Studies	5th Grade Content	Male	2016-17	23.9%	49.9%	64.2%	5.7%	58.5%	30.2%	5.7%

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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
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	15.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	21.2%	28.6%	0.0%	28.6%	64.3%	7.1%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	6.8%	13.3%	0.0%	13.3%	60.0%	26.7%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	10.9%	<10	<10	<10	<10	<10



05/18/2018

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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

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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
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No Data to Display

Annual Education Report
Sayre Elementary School (03496)

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
Sayre Elementary School (03496)

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 Sayre Elementary School (03496)

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%	99.7%	65.8%	100.0%	65.2%
All Students	Mathematics	98.7%	39.1%	99.7%	55.4%	100.0%	55.8%
All Students	Science	97.9%	24.9%	99.6%	41.3%	100.0%	22.2%
All Students	Social Studies	97.8%	33.7%	99.7%	54.5%	100.0%	50.5%
Bottom 30%	ELA	N/A	3.8%	N/A	2.6%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.2%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.5%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
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%	100.0%	74.8%	<30	<30
Asian	Mathematics	99.3%	68.9%	100.0%	75.6%	<30	<30
Asian	Science	99.1%	41.4%	100.0%	43.4%	<30	<30
Asian	Social Studies	98.9%	51.9%	100.0%	63.5%	<30	<30
Black or African American	ELA	97.6%	25.0%	100.0%	44.2%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	100.0%	30.4%	<30	<30
Black or African American	Science	96.0%	7.0%	97.3%	16.9%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	100.0%	29.1%	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	56.8%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	42.5%	<30	<30

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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**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	23.5%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	100.0%	43.1%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	<30	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	100.0%	60.6%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	100.0%	51.4%	<30	<30
Two or More Races	Science	97.7%	21.9%	100.0%	41.5%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	100.0%	54.8%	<30	<30
White	ELA	98.9%	56.1%	99.6%	66.9%	100.0%	66.8%
White	Mathematics	99.0%	45.6%	99.7%	56.3%	100.0%	56.0%
White	Science	98.4%	29.7%	99.6%	43.3%	100.0%	20.4%
White	Social Studies	98.3%	39.7%	99.6%	55.5%	100.0%	50.6%
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	39.7%	100.0%	27.8%
Economically Disadvantaged	Mathematics	98.3%	23.3%	100.0%	28.7%	100.0%	22.2%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	21.1%	<30	<30
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	31.3%	<30	<30

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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%	100.0%	41.7%	<30	<30
English Learners	Mathematics	99.0%	23.0%	100.0%	46.9%	<30	<30
English Learners	Science	98.4%	5.0%	100.0%	13.6%	<30	<30
English Learners	Social Studies	98.2%	7.8%	100.0%	<30	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	99.1%	26.3%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	99.3%	17.9%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	99.2%	15.7%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	99.0%	18.8%	<30	<30

Annual Education Report
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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	91.77%	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%	76.92%	N/A
Hispanic of Any Race	72.60%	85.71%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	83.33%	N/A
White	83.38%	92.31%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	62.00%	N/A
English Learners	72.11%	100.00%	N/A
Students With Disabilities	55.35%	66.07%	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%	91.45%	96.27%

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

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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
Sayre Elementary School	82.17	89.24	N/A	N/A	95.56	100.00	N/A	88.03

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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	14	27	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	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	14.6%

Annual Education Report
 Sayre Elementary School (03496)

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.

Annual Education Report
Sayre Elementary School (03496)

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
Sayre Elementary School (03496)

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.

Annual Education Report
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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