



August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education (AER) which provides key information on the 2012-2013 educational progress for Westdale 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 the principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.stcs.org/westdale> or you may review a copy in the principal's 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.

Westdale has been identified as a Reward school.

Since the beginning of the 2010-2011 school year, Westdale Elementary has been serving students in young fives through second grade. We are firmly committed to providing our students with a strong foundation in literacy and numeracy. We have implemented new core curriculum materials in these areas during the past two years. We use benchmark assessments to monitor the progress of our students as they develop the skills and knowledge to meet state standards.

State law requires that we also report additional information:

Process for Assigning Pupils

Students who live within the Westdale Elementary School district boundaries are assigned to Westdale Elementary School. Students from other school districts within the county may also attend Westdale Elementary School if approved through the Schools of Choice option and are assigned to Westdale by the district.

Status of 3-5 Year School Improvement Plan

Westdale's school improvement plan was created in 2010-11. It is reviewed and revised annually. Westdale is in the third year of a 3 year planning cycle. Our three main goals are to improve student achievement in reading, math, and writing.

Description of Specialized Schools

Talent Development- Hemmeter Elementary school houses the district's elementary talent development program. Hemmeter is a K-5 school. Students are accepted on the basis IQ and achievement scores. Core curriculum opportunities for accelerated learning are enhanced through projects and higher level material.

Melvin G. Millet Learning Center- The Millet Center is operated by the Saginaw ISD, is located in Bridgeport and serves students with special needs. Through IEP process, parents and school systems determine placement in the program. Students receive instruction in behavior and self-care skills, as well as practical work skills for daily living.

Core Curriculum

A copy of the core curriculum may be obtained from the curriculum office at the Saginaw Township Community Schools Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

Student Achievement Results

Due to the young age of Westdale's student population, no nationally-normed achievement tests are administered. Local benchmark assessments such as MLPP and AIMSweb are administered by classroom teachers three in order to identify areas of improvement or the need for intervention.

Students Represented by Parents at Fall Parent-Teacher Conferences

School Year	Number of Students Enrolled	Percentage of Students Represented
2011-12	333	96%
2012-13	368	98%

We have a wonderful faculty and staff who are prepared each day to help our students learn academically, as well as to become responsible, respectful, and caring citizens. The positive influence of our staff creates an environment which escalates student enthusiasm for all aspects of the school day.

Sincerely,

Karen M. Volk
Westdale Elementary Principal



08/19/2013

Annual Education Report Westdale Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	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 Westdale Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	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 Westdale Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
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No Data to Display

Annual Education Report Westdale Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	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 Westdale Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	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 Westdale Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	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 Westdale Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.1%	63.5%
Bottom 30%	District	Mathematics		10.0%
African American	District	Mathematics	98.9%	43.6%
American Indian	District	Mathematics	100.0%	54.6%
Asian	District	Mathematics	100.0%	82.2%
Hispanic of Any Race	District	Mathematics	98.7%	49.8%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100.0%	33.3%
Two or More Races	District	Mathematics	100.0%	53.3%
White	District	Mathematics	99.1%	67.6%
Economically Disadvantaged	District	Mathematics	98.7%	50.7%
English Language Learners	District	Mathematics	100.0%	45.5%
Students With Disabilities	District	Mathematics	103.0%	42.6%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%

Annual Education Report Westdale Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.1%	89.1%
Bottom 30%	District	Reading		66.6%
African American	District	Reading	98.9%	76.6%
American Indian	District	Reading	100.0%	100.0%
Asian	District	Reading	98.0%	93.3%
Hispanic of Any Race	District	Reading	98.7%	86.6%
Native Hawaiian or Other Pacific Islander	District	Reading	100.0%	100.0%
Two or More Races	District	Reading	100.0%	90.0%
White	District	Reading	99.3%	91.1%
Economically Disadvantaged	District	Reading	98.9%	82.7%
English Language Learners	District	Reading	100.0%	72.7%
Students With Disabilities	District	Reading	103.3%	62.2%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Science	98.2%	40.5%
Bottom 30%	District	Science		.3%
African American	District	Science	97.5%	18.5%
American Indian	District	Science	100.0%	16.7%
Asian	District	Science	100.0%	56.4%
Hispanic of Any Race	District	Science	98.2%	27.7%
Native Hawaiian or Other Pacific Islander	District	Science	100.0%	0%
Two or More Races	District	Science	100.0%	26.7%
White	District	Science	98.2%	45.2%
Economically Disadvantaged	District	Science	97.4%	25.1%
English Language Learners	District	Science	100.0%	20.0%
Students With Disabilities	District	Science	99.3%	17.7%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	97.5%	54.4%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	96.4%	27.5%
American Indian	District	Social Studies	100.0%	28.6%
Asian	District	Social Studies	100.0%	74.2%
Hispanic of Any Race	District	Social Studies	97.1%	38.5%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies	100.0%	100.0%
Two or More Races	District	Social Studies	95.0%	50.0%
White	District	Social Studies	97.7%	60.1%
Economically Disadvantaged	District	Social Studies	95.8%	36.7%
English Language Learners	District	Social Studies	100.0%	16.7%
Students With Disabilities	District	Social Studies	103.0%	21.1%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	98.0%	76.7%
Bottom 30%	District	Writing		27.2%
African American	District	Writing	97.3%	62.6%
American Indian	District	Writing	100.0%	20.0%
Asian	District	Writing	97.8%	82.9%
Hispanic of Any Race	District	Writing	97.2%	68.1%
Native Hawaiian or Other Pacific Islander	District	Writing	100.0%	100.0%
Two or More Races	District	Writing	100.0%	58.8%
White	District	Writing	98.2%	80.4%
Economically Disadvantaged	District	Writing	97.4%	62.2%
English Language Learners	District	Writing	100.0%	50.0%
Students With Disabilities	District	Writing	98.6%	29.0%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	86.2%
African American	District	75.0%
Hispanic of Any Race	District	83.0%
White	District	88.6%
Economically Disadvantaged	District	85.0%
Students With Disabilities	District	72.2%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.0%
All Students	District	94.0%
All Students	School	94.0%

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



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Saginaw Township Community Schools	Westdale Elementary School	Reward School	Green	2			Green	2					Yellow	17

Annual Education Report Westdale 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	18	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	4.5%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 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	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Westdale Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report Westdale Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
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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	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5