Churchill High School

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2017-2018
Annual Education Report

8900 Newburgh Road
Livonia, MI 48150
734-744-2650

Kevin Etue, Principal

May 23, 2018

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Churchill High School students based on 2016-17 assessment results.   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, John Stanton, Principal of Churchill High School, for assistance.

The AER is available for you to review electronically by visiting the following web site http://churchill.livoniapublicschools.org or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2016-17 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. 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 one of these labels.

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

The second section of the report contains information provided by the Michigan Department of Education. At Churchill High School we have several key challenges we are facing as it pertains to our State test scores. The challenges are to improve our subgroup test scores and bring the students in those groups to the levels they need to be so they are meeting the State proficiency targets. The three largest target groups for Churchill High School are the bottom 30%, students with disabilities, and black or African American students. We are instituting or continuing the following initiatives to help address the scoring gap between our proficient students and the bottom 30%, our students with disabilities, and our black or African American students.

We are working to address these issues in the following ways:
- Continuing to refine Churchill's school improvement plan to meet the needs of all Churchill students.
- Continuing Algebra Lab, supported by i-Ready, to help freshmen who need to increase math skills.
- Utilizing i-Ready to improve reading levels for students in Academic Prep.
- Continuing the liaison model for supporting resource room students.
- Continuing to run classes for struggling learners such as Academic Prep, Educational Strategies, and Academic Success Strategies.
- Expanding our before- and after-school programs to include more peer tutoring and staff interaction with students in classrooms and computer labs.

- Implementing math reinforcement course
- Implementing ELA reinforcement course

These initiatives are intended to accelerate the student achievement of subgroups, including the bottom 30%, students with disabilities, and black and African American students that are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Kevin Etue
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2501 . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at (734) 744-2524.

MISSION STATEMENT

The Churchill High School staff is committed to providing a safe, positive and challenging learning environment, motivating all students to reach their greatest potential.

SCHOOL PROFILE

CHURCHILL HIGH SCHOOL serves just under 1.500 students in grades 9-12. The principal of Churchill High School is Kevin Etue and the assistant principals are Karla Halvangis, Nichole Hunter and Bruce Rivera. There are 86 professional teaching staff members, one media specialist and six counselors. In addition, there is the following professional support staff: school psychologist, school social worker, student assistance person, speech and language therapist, resource classroom teachers, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

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

GRADUATION REQUIREMENTS

The Board of Education has established a specific core curriculum that requires 23 units in grades 9-12.

Graduation Requirements for Classes 2016 and Beyond:
4.0 units in language arts; 4.0 units in mathematics; 3.0 units in science; 3.0 units in social studies; 1.0 unit in physical education and health; 1.0 unit in visual performing and/or applied arts; 2.0 units in World Language; 20 hours of on-line experience provided in core courses; 7.0 units in electives

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Churchill High School based upon attendance within the geographic boundaries of the school as well as participation in magnet programs.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school community work cooperatively to improve student achievement in core curricular areas. This process relies on staff, parents, and students' participation in collaborative decision making to formulate and implement an effective school improvement plan.

At Churchill High School, we are pleased to participate in the District Accreditation model for North Central Association (NCA), and its parent company AdvancED. The District Accreditation framework fosters greater communication and support across grade levels and academic disciplines, as we work together to gather, analyze and make data-driven decisions to increase academic achievement in the target goal areas.

Currently, staff at Churchill High School is focused on improving student achievement in the target areas of reading, writing and mathematics. Churchill High School's academic goals during 2016-2017 and 2017-18 are as follows:
1. All students will be proficient in reading.
2. All students will be proficient in writing.
3. All students will be proficient in mathematics.
4. All staff and students will utilize new technology.

Each curricular area at Churchill High School has developed an individualized School Improvement Action Plan outlining how teachers will assist students in meeting the reading, writing, and mathematics goals in ways relevant to each particular subject area. Progress in the goal areas will be measured through a variety of local, state and national standardized assessments.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Churchill High School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern Program; vocational study at the Livonia Career Technical Center; International Baccalaureate (IB) program at Franklin; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program at Western Wayne Skill Center and the Livonia Transition Program (LTP) at Schoolcraft College. Other special education programs for high school students are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Churchill High School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, business, world language, family life, industrial technology, vocational education, and career and educational planning.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting, and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public Schools graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understandings and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

ENROLLMENT IN AP/COLLEGE LEVEL COURSES

During the 2016-2017 school year, 346 students were enrolled in 14 different Advanced Placement (AP) courses taught at Churchill High School. This is 23.3% of the building enrollment.

The following chart shows two years of data at the school and state levels. Listed are the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher (demonstrated college-level achievement through AP courses and exams).

AP EXAMS				
	Churchill		State	
	2016-2017	2015-2016	2016-2017	2015-2016
Total AP Students Testing	282	292	65,198	62,774
Number of Exams	581	554	109,654	103,980
AP Students with Scores 3+	214	216	42,299	40,376
% of Total AP Students with Scores 3+	75.9%	74.0%	64.9%	64.3%

The following chart shows the number of students enrolled in post-secondary courses in local colleges as well as the percentage as related to the total building enrollment tables.

DUAL ENROLLMENTS		
Churchill	Post Secondary (Dual Enrollment)	% Post Secondary (Dual Enrollment)
2016-2017	12	.81%
2015-2016	8	.49%

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Churchill High School has a high degree of parental involvement. Parenting activities this year are: Fall Open House, monthly PTSA meetings; three Meet the Team Nights; an M/S/C Open House, and an Incoming 9th Grade Parents' Night. This year we also held parent teacher conferences twice which were very successful again.

During the 2016-2017 fall parent/teacher conferences, 45.7% of our parents (680 parents) attended conferences and 23.5% (350 parents) attended parent/teacher conferences during the spring conferences. During the 2015-2016 fall parent/teacher conferences, 56.6% of our parents (878 parents) attended conferences and 39.4% (611 parents) attended parent/teacher conferences during the spring conferences.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY   IDD

INSTRUCTIONAL PROGRAM   **JUNE 20, 2011**
PARENT INVOLVEMENT   **Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status
The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data
- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)
- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

The link https://goo.gl/Wpv4nC will take you to the reports provided by the Michigan Department of Education for Churchill High School. The reports are also printed on the following pages.

MI School Data

Annual Education Report
Churchill High School (04848)

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	11th Grade Content	All Students	2015-16	33.0%	40.1%	44.4%	25.7%	18.6%	26.6%	29.1%
Science	11th Grade Content	All Students	2016-17	33.6%	38.4%	42.9%	22.2%	20.8%	28.0%	29.1%
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2016-17	26.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	56.3%	40.0%	30.0%	10.0%	30.0%	30.0%
Science	11th Grade Content	Asian	2016-17	52.8%	50.0%	61.5%	53.8%	7.7%	30.8%	7.7%
Science	11th Grade Content	Black or African American	2015-16	8.3%	10.8%	11.8%	9.8%	2.0%	27.5%	60.8%
Science	11th Grade Content	Black or African American	2016-17	8.4%	12.0%	6.1%	0.0%	6.1%	26.5%	67.3%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	21.3%	21.4%	21.4%	0.0%	57.1%	21.4%
Science	11th Grade Content	Hispanic of Any Race	2016-17	19.8%	38.3%	61.5%	38.5%	23.1%	15.4%	23.1%
Science	11th Grade Content	Two or More Races	2015-16	29.7%	35.0%	35.7%	14.3%	21.4%	28.6%	35.7%

MI School Data

Annual Education Report
Churchill High School (04848)

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	11th Grade Content	Two or More Races	2016-17	31.5%	47.4%	76.9%	30.8%	46.2%	23.1%	0.0%
Science	11th Grade Content	White	2015-16	38.7%	43.9%	52.3%	29.2%	23.1%	24.6%	23.1%
Science	11th Grade Content	White	2016-17	39.4%	40.2%	46.3%	23.5%	22.8%	28.7%	25.0%
Science	11th Grade Content	Female	2015-16	29.8%	38.1%	39.4%	19.4%	20.0%	30.9%	29.7%
Science	11th Grade Content	Female	2016-17	30.9%	38.0%	37.5%	14.6%	22.9%	32.3%	30.2%
Science	11th Grade Content	Male	2015-16	36.3%	42.1%	49.2%	31.8%	17.3%	22.3%	28.5%
Science	11th Grade Content	Male	2016-17	36.3%	38.9%	49.1%	30.8%	18.3%	23.1%	27.8%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	27.8%	28.4%	13.6%	14.8%	27.2%	44.4%
Science	11th Grade Content	Economically Disadvantaged	2016-17	17.9%	20.8%	22.2%	11.1%	11.1%	32.3%	45.5%
Science	11th Grade Content	English Learners	2015-16	4.2%	0.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2016-17	3.9%	5.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	10.0%	7.4%	7.4%	0.0%	14.8%	77.8%
Science	11th Grade Content	Students With Disabilities	2016-17	8.0%	5.1%	9.7%	6.5%	3.2%	6.5%	83.9%

MI School Data

Annual Education Report
Churchill High School (04848)

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	11th Grade Content	All Students	2015-16	43.1%	55.8%	58.5%	20.1%	38.4%	37.6%	4.0%
Social Studies	11th Grade Content	All Students	2016-17	46.0%	60.6%	64.1%	24.3%	39.8%	32.6%	3.3%
Social Studies	11th Grade Content	American Indian or Alaska Native	2015-16	35.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2016-17	37.5%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	75.0%	60.0%	20.0%	40.0%	30.0%	10.0%
Social Studies	11th Grade Content	Asian	2016-17	62.4%	73.3%	76.9%	46.2%	30.8%	15.4%	7.7%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	18.6%	21.6%	0.0%	21.6%	70.6%	7.8%
Social Studies	11th Grade Content	Black or African American	2016-17	17.8%	28.7%	16.0%	0.0%	16.0%	74.0%	10.0%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	48.9%	57.1%	7.1%	50.0%	35.7%	7.1%
Social Studies	11th Grade Content	Hispanic of Any Race	2016-17	32.8%	46.8%	76.9%	38.5%	38.5%	23.1%	0.0%
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	52.5%	57.1%	21.4%	35.7%	28.6%	14.3%

MI School Data

04/24/2018

Annual Education Report
Churchill High School (04848)

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	11th Grade Content	Two or More Races	2016-17	44.6%	71.1%	92.3%	30.8%	61.5%	7.7%	0.0%
Social Studies	11th Grade Content	White	2015-16	49.3%	59.7%	65.5%	24.2%	41.3%	32.2%	2.3%
Social Studies	11th Grade Content	White	2016-17	52.6%	63.8%	70.6%	26.8%	43.8%	27.2%	2.2%
Social Studies	11th Grade Content	Female	2015-16	39.1%	51.0%	55.4%	12.6%	42.9%	41.7%	2.9%
Social Studies	11th Grade Content	Female	2016-17	41.8%	57.0%	59.6%	19.2%	40.4%	38.3%	2.1%
Social Studies	11th Grade Content	Male	2015-16	47.1%	60.5%	61.5%	27.4%	34.1%	33.5%	5.0%
Social Studies	11th Grade Content	Male	2016-17	50.2%	64.5%	69.2%	30.2%	39.1%	26.0%	4.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	41.3%	44.4%	11.1%	33.3%	49.4%	6.2%
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	28.1%	44.4%	40.0%	8.0%	32.0%	52.0%	8.0%
Social Studies	11th Grade Content	English Learners	2015-16	9.2%	5.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Learners	2016-17	10.2%	21.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	23.3%	29.6%	7.4%	22.2%	55.6%	14.8%
Social Studies	11th Grade Content	Students With Disabilities	2016-17	15.5%	20.3%	18.8%	6.3%	12.5%	68.8%	12.5%

MI School Data

Annual Education Report
Churchill High School (04848)

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
Churchill High School	2015-16	Total Score	All Students	1097.8	N/A	192	54.5%	160	45.5%	352
Churchill High School	2016-17	Total Score	All Students	1095.8	N/A	182	50.4%	179	49.6%	361
Churchill High School	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2016-17	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2015-16	Total Score	Asian	1098.0	N/A	<10	40.0%	<10	60.0%	10
Churchill High School	2016-17	Total Score	Asian	1280.0	N/A	<10	69.2%	<10	30.8%	13
Churchill High School	2015-16	Total Score	Black or African American	929.4	N/A	<10	18.0%	41	82.0%	50
Churchill High School	2016-17	Total Score	Black or African American	902.2	N/A	<10	16.3%	41	83.7%	49
Churchill High School	2015-16	Total Score	Hispanic of Any Race	1077.1	N/A	<10	50.0%	<10	50.0%	14
Churchill High School	2016-17	Total Score	Hispanic of Any Race	1189.2	N/A	10	76.9%	<10	23.1%	13
Churchill High School	2015-16	Total Score	Two or More Races	1071.4	N/A	<10	50.0%	<10	50.0%	14
Churchill High School	2016-17	Total Score	Two or More Races	1218.5	N/A	10	76.9%	<10	23.1%	13

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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
Churchill High School	2015-16	Total Score	White	1131.7	N/A	164	62.4%	99	37.6%	263
Churchill High School	2016-17	Total Score	White	1111.7	N/A	144	52.9%	128	47.1%	272
Churchill High School	2015-16	Total Score	Female	1096.3	N/A	94	54.0%	80	46.0%	174
Churchill High School	2016-17	Total Score	Female	1095.3	N/A	94	48.7%	99	51.3%	193
Churchill High School	2015-16	Total Score	Male	1099.4	N/A	98	55.1%	80	44.9%	178
Churchill High School	2016-17	Total Score	Male	1096.4	N/A	88	52.4%	80	47.6%	168
Churchill High School	2015-16	Total Score	Economically Disadvantaged	998.4	N/A	29	36.7%	50	63.3%	79
Churchill High School	2016-17	Total Score	Economically Disadvantaged	987.1	N/A	29	29.0%	71	71.0%	100
Churchill High School	2015-16	Total Score	Not Economically Disadvantaged	1126.6	N/A	163	59.7%	110	40.3%	273
Churchill High School	2016-17	Total Score	Not Economically Disadvantaged	1137.4	N/A	153	58.6%	108	41.4%	261
Churchill High School	2015-16	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2016-17	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2015-16	Total Score	Not English Learners	1104.8	N/A	191	55.5%	153	44.5%	344

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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
Churchill High School	2016-17	Total Score	Not English Learners	1100.2	N/A	182	51.3%	173	48.7%	355
Churchill High School	2015-16	Total Score	Not Migrant	1097.8	N/A	192	54.5%	160	45.5%	352
Churchill High School	2016-17	Total Score	Not Migrant	1095.8	N/A	182	50.4%	179	49.6%	361
Churchill High School	2015-16	Total Score	Students With Disabilities	850.7	N/A	<10	<5%	26	>95%	27
Churchill High School	2016-17	Total Score	Students With Disabilities	851.0	N/A	<10	9.7%	28	90.3%	31
Churchill High School	2015-16	Total Score	Students Without Disabilities	1118.4	N/A	191	58.8%	134	41.2%	325
Churchill High School	2016-17	Total Score	Students Without Disabilities	1118.8	N/A	179	54.2%	151	45.8%	330
Churchill High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2016-17	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Churchill High School	2015-16	Total Score	Not Homeless	1097.7	N/A	192	54.7%	159	45.3%	351
Churchill High School	2016-17	Total Score	Not Homeless	1098.8	N/A	181	51.0%	174	49.0%	355
Churchill High School	2015-16	Evidence-Based Reading and Writing	All Students	548.6	480	252	71.6%	100	28.4%	352

Annual Education Report
Churchill High School (04848)

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
Churchill High School	2016-17	Evidence-Based Reading and Writing	All Students	551.0	480	266	73.7%	95	26.3%	361
Churchill High School	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Churchill High School	2016-17	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Churchill High School	2015-16	Evidence-Based Reading and Writing	Asian	539.0	480	<10	60.0%	<10	40.0%	10
Churchill High School	2016-17	Evidence-Based Reading and Writing	Asian	618.5	480	11	84.6%	<10	15.4%	13
Churchill High School	2015-16	Evidence-Based Reading and Writing	Black or African American	471.6	480	20	40.0%	30	60.0%	50
Churchill High School	2016-17	Evidence-Based Reading and Writing	Black or African American	457.8	480	19	38.8%	30	61.2%	49
Churchill High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	536.4	480	10	71.4%	<10	28.6%	14
Churchill High School	2016-17	Evidence-Based Reading and Writing	Hispanic of Any Race	596.9	480	11	84.6%	<10	15.4%	13
Churchill High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	527.9	480	<10	57.1%	<10	42.9%	14

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Annual Education Report
Churchill High School (04848)

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
Churchill High School	2016-17	Evidence-Based Reading and Writing	Two or More Races	615.4	480	12	92.3%	<10	7.7%	13
Churchill High School	2015-16	Evidence-Based Reading and Writing	White	564.8	480	207	78.7%	56	21.3%	263
Churchill High School	2016-17	Evidence-Based Reading and Writing	White	559.4	480	212	77.9%	60	22.1%	272
Churchill High School	2015-16	Evidence-Based Reading and Writing	Female	551.1	480	126	72.4%	48	27.6%	174
Churchill High School	2016-17	Evidence-Based Reading and Writing	Female	556.8	480	148	76.7%	45	23.3%	193
Churchill High School	2015-16	Evidence-Based Reading and Writing	Male	546.1	480	126	70.8%	52	29.2%	178
Churchill High School	2016-17	Evidence-Based Reading and Writing	Male	544.3	480	118	70.2%	50	29.8%	168
Churchill High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	503.2	480	49	62.0%	30	38.0%	79
Churchill High School	2016-17	Evidence-Based Reading and Writing	Economically Disadvantaged	498.0	480	56	56.0%	44	44.0%	100
Churchill High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	561.7	480	203	74.4%	70	25.6%	273

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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
Churchill High School	2016-17	Evidence-Based Reading and Writing	Not Economically Disadvantaged	571.3	480	210	80.5%	51	19.5%	261
Churchill High School	2015-16	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Churchill High School	2016-17	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Churchill High School	2015-16	Evidence-Based Reading and Writing	Not English Learners	551.8	480	251	73.0%	93	27.0%	344
Churchill High School	2016-17	Evidence-Based Reading and Writing	Not English Learners	553.2	480	265	74.6%	90	25.4%	355
Churchill High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	548.6	480	252	71.6%	100	28.4%	352
Churchill High School	2016-17	Evidence-Based Reading and Writing	Not Migrant	551.0	480	266	73.7%	95	26.3%	361
Churchill High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	429.6	480	<10	18.5%	22	81.5%	27
Churchill High School	2016-17	Evidence-Based Reading and Writing	Students With Disabilities	438.1	480	<10	22.6%	24	77.4%	31
Churchill High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	558.5	480	247	76.0%	78	24.0%	325

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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
Churchill High School	2016-17	Evidence-Based Reading and Writing	Students Without Disabilities	561.6	480	259	78.5%	71	21.5%	330
Churchill High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Churchill High School	2016-17	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Churchill High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	548.4	480	251	71.5%	100	28.5%	351
Churchill High School	2016-17	Evidence-Based Reading and Writing	Not Homeless	552.1	480	262	73.8%	93	26.2%	355
Churchill High School	2015-16	Mathematics	All Students	549.3	530	200	56.8%	152	43.2%	352
Churchill High School	2016-17	Mathematics	All Students	544.8	530	188	52.1%	173	47.9%	361
Churchill High School	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Churchill High School	2016-17	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Churchill High School	2015-16	Mathematics	Asian	559.0	530	<10	50.0%	<10	50.0%	10
Churchill High School	2016-17	Mathematics	Asian	661.5	530	<10	69.2%	<10	30.8%	13

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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
Churchill High School	2015-16	Mathematics	Black or African American	457.8	530	<10	18.0%	41	82.0%	50
Churchill High School	2016-17	Mathematics	Black or African American	444.5	530	10	20.4%	39	79.6%	49
Churchill High School	2015-16	Mathematics	Hispanic of Any Race	540.7	530	<10	50.0%	<10	50.0%	14
Churchill High School	2016-17	Mathematics	Hispanic of Any Race	592.3	530	10	76.9%	<10	23.1%	13
Churchill High School	2015-16	Mathematics	Two or More Races	543.6	530	<10	57.1%	<10	42.9%	14
Churchill High School	2016-17	Mathematics	Two or More Races	603.1	530	10	76.9%	<10	23.1%	13
Churchill High School	2015-16	Mathematics	White	566.9	530	170	64.6%	93	35.4%	263
Churchill High School	2016-17	Mathematics	White	552.2	530	148	54.4%	124	45.6%	272
Churchill High School	2015-16	Mathematics	Female	545.2	530	99	56.9%	75	43.1%	174
Churchill High School	2016-17	Mathematics	Female	538.5	530	96	49.7%	97	50.3%	193
Churchill High School	2015-16	Mathematics	Male	553.3	530	101	56.7%	77	43.3%	178
Churchill High School	2016-17	Mathematics	Male	552.0	530	92	54.8%	76	45.2%	168
Churchill High School	2015-16	Mathematics	Economically Disadvantaged	495.2	530	30	38.0%	49	62.0%	79

MI School Data

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Churchill High School (04848)

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
Churchill High School	2016-17	Mathematics	Economically Disadvantaged	489.1	530	32	32.0%	68	68.0%	100
Churchill High School	2015-16	Mathematics	Not Economically Disadvantaged	564.9	530	170	62.3%	103	37.7%	273
Churchill High School	2016-17	Mathematics	Not Economically Disadvantaged	566.1	530	156	59.8%	105	40.2%	261
Churchill High School	2015-16	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Churchill High School	2016-17	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Churchill High School	2015-16	Mathematics	Not English Learners	553.0	530	199	57.8%	145	42.2%	344
Churchill High School	2016-17	Mathematics	Not English Learners	547.0	530	188	53.0%	167	47.0%	355
Churchill High School	2015-16	Mathematics	Not Migrant	549.3	530	200	56.8%	152	43.2%	352
Churchill High School	2016-17	Mathematics	Not Migrant	544.8	530	188	52.1%	173	47.9%	361
Churchill High School	2015-16	Mathematics	Students With Disabilities	421.1	530	<10	7.4%	25	92.6%	27
Churchill High School	2016-17	Mathematics	Students With Disabilities	412.9	530	<10	9.7%	28	90.3%	31
Churchill High School	2015-16	Mathematics	Students Without Disabilities	559.9	530	198	60.9%	127	39.1%	325

MI School Data

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Churchill High School (04848)

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
Churchill High School	2016-17	Mathematics	Students Without Disabilities	557.2	530	185	56.1%	145	43.9%	330
Churchill High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Churchill High School	2016-17	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Churchill High School	2015-16	Mathematics	Not Homeless	549.4	530	200	57.0%	151	43.0%	351
Churchill High School	2016-17	Mathematics	Not Homeless	546.7	530	187	52.7%	168	47.3%	355

MI School Data

Annual Education Report
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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2016-17	83.0%	81.3%	76.9%	69.2%	7.7%	23.1%
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	63.2%	68.8%	61.5%	38.5%	23.1%	38.5%
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	51.1%	43.8%	30.8%	15.4%	15.4%	69.2%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2016-17	47.7%	43.8%	38.5%	23.1%	15.4%	61.5%
ELA	11th Grade Content	Asian	2015-16	57.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2016-17	62.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2015-16	76.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2016-17	52.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	38.1%	<10	<10	<10	<10	<10

MI School Data

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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
Science	11th Grade Content	Asian	2016-17	17.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	38.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2016-17	25.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2016-17	72.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2016-17	44.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2016-17	28.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2016-17	29.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2016-17	80.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2016-17	66.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2016-17	43.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2016-17	42.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	84.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2016-17	87.9%	83.3%	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	White	2015-16	83.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2016-17	70.2%	66.7%	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	56.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2016-17	60.7%	58.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2016-17	55.7%	50.0%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	81.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2016-17	82.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	74.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2016-17	57.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	42.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2016-17	45.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	37.0%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	11th Grade Content	Female	2016-17	42.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2016-17	83.3%	90.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2016-17	66.3%	80.0%	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2016-17	53.8%	50.0%	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2016-17	50.7%	50.0%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2016-17	83.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	63.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2016-17	51.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	47.5%	<10	<10	<10	<10	<10

MI School Data

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Churchill High School (04848)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	86.5%	89.5%	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2016-17	69.6%	58.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	86.7%	84.2%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	73.7%	50.0%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	68.7%	57.9%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	71.4%	58.3%	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2016-17	100.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2016-17	66.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2016-17	72.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2016-17	74.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	86.3%	84.6%	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	White	2015-16	85.3%	76.9%	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	70.0%	46.2%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	85.1%	93.3%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2016-17	69.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	85.4%	86.7%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2016-17	73.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	67.4%	60.0%	<10	<10	<10	<10
Science	11th Grade Content	Male	2016-17	71.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	91.7%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2016-17	74.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	83.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	77.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	69.3%	58.3%	<10	<10	<10	<10

MI School Data

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	Economically Disadvantaged	2016-17	75.3%	<10	<10	<10	<10	<10

MI School Data

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MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	72.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2016-17	61.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	58.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	58.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	56.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	64.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	60.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	71.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2016-17	63.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	55.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2016-17	57.5%	<10	<10	<10	<10	<10

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	White	2015-16	54.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2016-17	62.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2016-17	65.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2016-17	62.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2016-17	66.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	58.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	55.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	71.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	61.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	60.1%	<10	<10	<10	<10	<10

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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**
All Students	ELA	98.6%	49.5%	99.4%	58.3%	99.0%	74.1%
All Students	Mathematics	98.7%	39.1%	99.3%	51.9%	99.0%	52.4%
All Students	Science	97.9%	24.9%	99.0%	30.4%	98.7%	42.6%
All Students	Social Studies	97.8%	33.7%	99.2%	42.5%	99.0%	64.5%
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	14.2%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.7%	N/A	0.9%
Bottom 30%	Science	N/A	0.4%	N/A	0.6%	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	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	<30	<30
Asian	ELA	99.1%	70.5%	99.3%	72.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	99.3%	75.3%	<30	<30
Asian	Science	99.1%	41.4%	97.6%	34.5%	<30	<30
Asian	Social Studies	98.9%	51.9%	98.5%	51.2%	<30	<30
Black or African American	ELA	97.6%	25.0%	98.2%	35.1%	98.2%	39.2%
Black or African American	Mathematics	97.5%	14.2%	98.2%	25.0%	98.2%	19.6%
Black or African American	Science	96.0%	7.0%	97.7%	12.8%	98.2%	5.9%
Black or African American	Social Studies	95.9%	11.2%	98.5%	19.0%	100.0%	19.2%
Hispanic of Any Race	ELA	98.6%	36.9%	99.7%	54.4%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.2%	44.5%	<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%	27.0%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.3%	33.3%	<30	<30
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%	98.8%	55.1%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	98.4%	45.9%	<30	<30
Two or More Races	Science	97.7%	21.9%	98.2%	33.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	98.2%	42.2%	<30	<30
White	ELA	98.9%	56.1%	99.5%	60.4%	99.0%	78.2%
White	Mathematics	99.0%	45.6%	99.5%	54.2%	99.0%	54.6%
White	Science	98.4%	29.7%	99.2%	32.1%	98.6%	47.0%
White	Social Studies	98.3%	39.7%	99.3%	44.9%	98.6%	70.9%
Economically Disadvantaged	ELA	98.2%	33.5%	99.2%	42.3%	98.2%	58.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	34.7%	98.2%	33.7%
Economically Disadvantaged	Science	97.2%	13.0%	98.5%	17.8%	97.3%	22.3%
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.4%	28.1%	98.2%	44.7%

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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%	99.7%	33.7%	<30	<30
English Learners	Mathematics	99.0%	23.0%	99.0%	38.1%	<30	<30
English Learners	Science	98.4%	5.0%	98.0%	8.0%	<30	<30
English Learners	Social Studies	98.2%	7.8%	97.8%	13.8%	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	97.5%	30.3%	94.2%	40.4%
Students With Disabilities	Mathematics	97.9%	20.7%	97.6%	25.8%	94.2%	27.7%
Students With Disabilities	Science	96.9%	15.8%	97.7%	20.1%	92.3%	17.4%
Students With Disabilities	Social Studies	95.9%	14.2%	96.2%	15.6%	93.9%	26.7%

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.14%	91.80%
American Indian or Alaska Native	66.57%	75.00%	0.00%
Asian	90.20%	96.97%	100.00%
Black or African American	67.36%	82.30%	83.87%
Hispanic of Any Race	72.60%	91.49%	91.67%
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	92.31%	100.00%
White	83.38%	93.13%	92.86%
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	82.62%	83.96%
English Learners	72.11%	95.45%	100.00%
Students With Disabilities	55.35%	55.88%	43.48%
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%	89.20%	88.66%

* 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
Churchill High School	80.07	78.74	89.75	N/A	88.28	99.72	N/A	82.39

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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	21	78	1

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	1.0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

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

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

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

MI School Data

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

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

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or Afican American	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

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

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0