



August 13, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Herig 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 Principal Susan Duran for assistance.

The AER is available for you to review electronically by visiting the following web site www.spsd.net, or you may review a copy in the principal's office at Herig Elementary 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.

Herig School is continuously working to strive for excellence. The continued support of parents, staff and community in this effort is appreciated.

Herig Elementary School serves Pre-K through grade 5, and all teaching staff is highly qualified. Herig Elementary has special programs such as Pre-Kindergarten, extended day for kindergarten students, Special Education, Resource and Title 1 programs, Read Association and Foster Grandparents.

Through the School Improvement Plan, the staff has identified the academic areas that need improvement. Continued work in the areas of reading, writing and math are the improvement focus. Through the use of universal screening, the success of students is monitored throughout the school year to insure that students are making the academic gains needed for the 2013-14 school year. As a result, Tier I and Tier II interventions will be utilized through "Response to Intervention" instructional model. Tier III will be provided as intensive instruction for students needing a small group setting.

Herig Elementary School has a high degree of parent participation. On average, ninety-five percent of our parents participated in the 2013-14 Parent/Teacher Conferences. Herig School is a neighborhood school that serves students within Saginaw Public Schools' established boundaries. Herig School also serves students outside the geographic area through both the school of choice and open enrollment process.

BOARD OF EDUCATION



I would like to congratulate students, staff and parents for their hard work and focus on student academic success. Parents may access copies of the school's core curriculum by visiting the district's website at www.spsd.net.

The administration and faculty at Herig Elementary School are committed to providing the highest quality education for all students. We believe that by providing quality programs and dedicated efforts by school staff and community stakeholders, student will receive the education they deserve.

Herig Elementary School is your best choice for a brighter future.

Sincerely,

Susan Duran, Principal

BOARD OF EDUCATION

Beverly J. Yanca, President • Glenda F. Richardson-Vaughn, Vice President • Alexis S. Thomas, Secretary • Delena Spates-Allen, Treasurer
Ruth Ann Knapp, Trustee • Rudy Patterson, Trustee • Mattie L. Thompson, Trustee

2013-2014 Annual Report

SCHOOL DISTRICT OF THE CITY OF SAGINAW



Herig Elementary

Susan Duran, Principal

1905 Houghton Avenue ♦ Saginaw, Michigan 48602 ♦ Phone: (989) 399-4350 ♦ Fax (989) 399-4355

About Our School

A total of 435 students in PreK-5th grades attend Herig Elementary School. Daily attendance averages 96%. There are 29 professional teaching staff members and 15 support personnel, including aides, custodians, and a secretary. The parent group president is Kathy Kelly. The percentage of parents attending: Fall Conferences 95%; Spring Conferences 90%.

Special Programs

Herig is proud to offer excellent academic and enrichment programs that include the following: Pre-Kindergarten, Full-Day Kindergarten, Extended Day Before and After the Bell, Art, Music, and Physical Education. Also offered in the Sports Programs are football, basketball for both boys and girls, floor hockey, softball, volleyball, and soccer. In addition, we have SVSU, Delta, and CMU partnerships, the Foster Grandparent Program, the Back Pack Program, Just for Kids, Title I support including after school tutoring, Hartley Nature Center, Reading Is Fundamental, Project READ, and Safety & Service Squads. Also offered are online technology programs: Accelerated Reader, READ180, Fast Math, Read About, Pearson and Math in Focus, STAR, Brain Pop, and System 44. Also, the students at Herig enjoy a strong relationship with the Butman-Fish Library.

Showcasing Our Successes

Fifth graders visited the Hartley Outdoor Education Center for a three-day camping trip where they engaged in outdoor environmental activities that included learning about the hardwood forest, wetlands, creeks, ponds, and wildlife.

Also, students visited the Indian Village, Murphy Farm, the Schroeder Pioneer Cabin, and the Fowler One-Room-Cabin. Fun was had by all. In addition, Herig students visited Leaman's Apple Farm, the Castle Museum, The Temple Theater, Butman-Fish Library, Bay City State Park, the Delta College Planetarium, the Saginaw Firehouse, and Willie Thompson Middle School.

The Herig staff is also proud to congratulate our former student and the 2014 Arthur Hill High School (AHHS) Valedictorian Brittney Taylor, who joins 2013 and 2012 former Herig Husky AHHS Valedictorians Charnay Gloss and Elias Noriega.

Challenges

The MEAP target achievement goals will increase for the 2014/2015 school year, so the Herig school quality team has organized a plan to prepare the students for this important test. The plan includes continued focus on improved student performance in all academic areas with a strong commitment to raising writing achievement, to strengthening parent and family involvement partnerships, improve students' daily attendance, decrease tardiness and the number of students checked out of school early, and to also to develop and increase the number of community partnerships.

Technology

Empowering the use of Informational Technology is a priority at Herig. Students access technology-based programs to maximize their learning. Accelerated Reader continues to be a focus, and students access the program from computers in both their classrooms and the Media Center. Students progress in the core academic areas assisted by Fast Forward, Fast Math, System 44, Read About, Brain POP, STAR, Spelling City, Pearson reading and science applications, Math Focus, and Go Solve It by using computers in the classroom, portable wireless lab, and the Media Center. In addition, students utilize web-based instructional programs during their independent work time, and for listening comprehension. Teachers use Skyward, a web-based student attendance program, and many teachers use other programs including Moodle, online lesson planners and grade keepers, Discovery Streaming, and Brain Pop. Teachers also instruct using interactive white boards, and students continue to enjoy learning from this new and different curricular tool.

Parent Involvement

Herig staff and students hosted classroom-based activities to help strengthen and build school-to-home relationships for their parents and guardians. The activities included guided reading and listening comprehension and math for the parents and guests. The students at all grade levels enjoyed hosting a learning activity from the core content areas for their guests. Also, workshops helped parents learn about important topics regarding student achievement.

Academic Core Curriculum

Academic core curriculum in Saginaw Schools is that set of essential academic learning that every student, K-12, is expected to know and do. Saginaw has adopted Standards for all academic content areas, for all students, and continues to develop and implement grade level benchmarks, assessments, and instructional techniques aligned with these standards.

Saginaw Schools offer all students a core academic curriculum aligned with National and State standards in history, geography, economics, science, mathematics, civics, and reading and writing.

The District continues to involve teachers at all levels in defining and refining the standards of these core areas. These standards, in addition to national standards, are directly tied to the District Mission and Graduate Standards. We recognize the need to continuously improve curriculum and to maintain a rigorous program of study for all students. Developing a core curriculum is a start not an end. Refining, managing and updating is a continuous job as we learn more about how students learn best and examine what all students need to know as they enter the world of work and continue their education.

Academic core curriculum documents in the areas noted above are available by contacting the office of Information Services at (989) 399-6630.

Non-Discriminatory Policy

It is the policy of the Board of Education and the School District not to unlawfully discriminate on the basis of handicap, race, religion, national origin, sex, age, marital status, height or weight. The District reaffirms its policy to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Elliott-Larsen Civil Rights Act, the Michigan Handicappers' Civil Rights Act, the Americans With Disabilities Act of 1998, and all other applicable Federal and State laws and regulations prohibiting discrimination.



Saginaw Board of Education

Beverly J. Yanca, President
Glenda Richardson-Vaughn, Vice-President
Alexis S. Thomas, Secretary
Delena Spates-Allen, Treasurer
Rudy Patterson, Trustee
Ruth Ann Knapp, Trustee
Mattie L. Thompson, Trustee

Carlton D. Jenkins, Ph.D., Superintendent of Schools

**Annual Education Report
Herig School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	21.1%	17.6%	0%	17.6%	17.6%	64.7%
Mathematics	3rd Grade	All Students	2013-14	40.1%	18.1%	9.3%	1.3%	8%	14.7%	76%
Mathematics	3rd Grade	African American	2012-13	18%	10.7%	14.3%	0%	14.3%	25%	60.7%
Mathematics	3rd Grade	African American	2013-14	18.2%	8.7%	6.7%	0%	6.7%	8.9%	84.4%
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	24.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	16.9%	10%	0%	10%	30%	60%
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	40.5%	28.6%	0%	28.6%	7.1%	64.3%
Mathematics	3rd Grade	White	2013-14	46.6%	40.3%	15.8%	5.3%	10.5%	21.1%	63.2%
Mathematics	3rd Grade	Female	2012-13	39.8%	23.1%	31.3%	0%	31.3%	12.5%	56.3%
Mathematics	3rd Grade	Female	2013-14	39.7%	15.6%	6.1%	0%	6.1%	12.1%	81.8%
Mathematics	3rd Grade	Male	2012-13	42%	19.2%	11.4%	0%	11.4%	20%	68.6%
Mathematics	3rd Grade	Male	2013-14	40.6%	20.4%	11.9%	2.4%	9.5%	16.7%	71.4%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	14.5%	17%	0%	17%	17%	66%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	11.7%	8.3%	1.4%	6.9%	13.9%	77.8%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	3.8%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	15.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	5.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	14.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	23.5%	10%	2%	8%	16%	74%
Mathematics	4th Grade	All Students	2013-14	45.3%	23.1%	15.4%	1.9%	13.5%	21.2%	63.5%
Mathematics	4th Grade	African American	2012-13	20%	15.8%	16.7%	4.2%	12.5%	4.2%	79.2%
Mathematics	4th Grade	African American	2013-14	18.2%	10.9%	10.3%	0%	10.3%	24.1%	65.5%
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	20%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	18.5%	0%	0%	0%	16.7%	83.3%
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	53.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Native Hawaiian or Other Pacific Islander	2013-14	46.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	40.3%	6.3%	0%	6.3%	25%	68.8%
Mathematics	4th Grade	White	2013-14	52.9%	50%	50%	10%	40%	20%	30%
Mathematics	4th Grade	Female	2012-13	45.7%	25%	12%	4%	8%	8%	80%
Mathematics	4th Grade	Female	2013-14	43.4%	23.5%	12.5%	0%	12.5%	18.8%	68.8%

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Mathematics	4th Grade	Male	2012-13	46.4%	22.1%	8%	0%	8%	24%	68%
Mathematics	4th Grade	Male	2013-14	47.2%	22.7%	16.7%	2.8%	13.9%	22.2%	61.1%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	17.1%	8.9%	2.2%	6.7%	13.3%	77.8%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	15.6%	14.3%	2%	12.2%	20.4%	65.3%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	5.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	10%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	4.7%	9.1%	0%	9.1%	9.1%	81.8%
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	14.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	22.5%	17.9%	0%	17.9%	20.5%	61.5%
Mathematics	5th Grade	All Students	2013-14	45.2%	20%	11.1%	0%	11.1%	20%	68.9%
Mathematics	5th Grade	African American	2012-13	20.5%	11.7%	19%	0%	19%	19%	61.9%
Mathematics	5th Grade	African American	2013-14	20%	12.3%	13.6%	0%	13.6%	9.1%	77.3%
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	18.3%	7.7%	0%	7.7%	30.8%	61.5%
Mathematics	5th Grade	Hispanic of Any Race	2013-14	32.3%	15.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	42.7%	<10	<10	<10	<10	<10

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Mathematics	5th Grade	White	2013-14	51.7%	35%	6.3%	0%	6.3%	37.5%	56.3%
Mathematics	5th Grade	Female	2012-13	43.9%	21.7%	9.1%	0%	9.1%	22.7%	68.2%
Mathematics	5th Grade	Female	2013-14	44.7%	21.4%	11.8%	0%	11.8%	17.6%	70.6%
Mathematics	5th Grade	Male	2012-13	47.5%	23.4%	29.4%	0%	29.4%	17.6%	52.9%
Mathematics	5th Grade	Male	2013-14	45.7%	18.7%	10.7%	0%	10.7%	21.4%	67.9%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	13.2%	17.1%	0%	17.1%	20%	62.9%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	14.5%	11.6%	0%	11.6%	18.6%	69.8%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	8.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	4.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	7%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	2%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	46.5%	52.9%	2%	51%	33.3%	13.7%
Reading	3rd Grade	All Students	2013-14	61.3%	35.9%	27.6%	0%	27.6%	55.3%	17.1%
Reading	3rd Grade	African American	2012-13	44.8%	37.5%	46.4%	3.6%	42.9%	35.7%	17.9%
Reading	3rd Grade	African American	2013-14	37.3%	26.6%	21.7%	0%	21.7%	58.7%	19.6%
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	53.7%	<10	<10	<10	<10	<10

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Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	34.2%	20%	0%	20%	80%	0%
Reading	3rd Grade	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	61.1%	64.3%	0%	64.3%	28.6%	7.1%
Reading	3rd Grade	White	2013-14	68.8%	58.9%	47.4%	0%	47.4%	31.6%	21.1%
Reading	3rd Grade	Female	2012-13	70.2%	53.7%	56.3%	6.3%	50%	31.3%	12.5%
Reading	3rd Grade	Female	2013-14	64.1%	38.9%	21.2%	0%	21.2%	60.6%	18.2%
Reading	3rd Grade	Male	2012-13	63%	39.7%	51.4%	0%	51.4%	34.3%	14.3%
Reading	3rd Grade	Male	2013-14	58.6%	33%	32.6%	0%	32.6%	51.2%	16.3%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	39.6%	51.1%	2.1%	48.9%	34%	14.9%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	30.2%	26%	0%	26%	57.5%	16.4%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	38.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	30.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	17.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	20%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	47%	46%	2%	44%	38%	16%

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Reading	4th Grade	All Students	2013-14	70%	48.3%	39.2%	2%	37.3%	43.1%	17.6%
Reading	4th Grade	African American	2012-13	43%	36.7%	33.3%	4.2%	29.2%	41.7%	25%
Reading	4th Grade	African American	2013-14	47.6%	38.9%	42.9%	3.6%	39.3%	39.3%	17.9%
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	55.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	45%	16.7%	0%	16.7%	58.3%	25%
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2012-13	71.6%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Native Hawaiian or Other Pacific Islander	2013-14	76.8%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	65.7%	62.5%	0%	62.5%	37.5%	0%
Reading	4th Grade	White	2013-14	76.5%	69.1%	60%	0%	60%	30%	10%
Reading	4th Grade	Female	2012-13	71.1%	49.8%	40%	4%	36%	44%	16%
Reading	4th Grade	Female	2013-14	73%	55.8%	60%	0%	60%	26.7%	13.3%
Reading	4th Grade	Male	2012-13	65.1%	44.2%	52%	0%	52%	32%	16%
Reading	4th Grade	Male	2013-14	67%	41.2%	30.6%	2.8%	27.8%	50%	19.4%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	41.4%	46.7%	2.2%	44.4%	37.8%	15.6%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	42.6%	39.6%	2.1%	37.5%	41.7%	18.8%

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Reading	4th Grade	English Language Learners	2012-13	39.1%	44.4%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	33.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	17.5%	36.4%	0%	36.4%	54.5%	9.1%
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	23.5%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	49.4%	56.4%	2.6%	53.8%	33.3%	10.3%
Reading	5th Grade	All Students	2013-14	71.7%	48.8%	44.4%	2.2%	42.2%	42.2%	13.3%
Reading	5th Grade	African American	2012-13	47.8%	38.6%	57.1%	0%	57.1%	28.6%	14.3%
Reading	5th Grade	African American	2013-14	48.7%	39%	34.8%	4.3%	30.4%	43.5%	21.7%
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	50%	61.5%	0%	61.5%	30.8%	7.7%
Reading	5th Grade	Hispanic of Any Race	2013-14	60.8%	55.6%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	71.6%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2013-14	78.2%	66.7%	46.7%	0%	46.7%	46.7%	6.7%
Reading	5th Grade	Female	2012-13	74.1%	51.3%	59.1%	4.5%	54.5%	31.8%	9.1%
Reading	5th Grade	Female	2013-14	74.2%	51.6%	35.3%	0%	35.3%	47.1%	17.6%
Reading	5th Grade	Male	2012-13	66.8%	47.3%	52.9%	0%	52.9%	35.3%	11.8%
Reading	5th Grade	Male	2013-14	69.2%	46.2%	50%	3.6%	46.4%	39.3%	10.7%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	41%	51.4%	2.9%	48.6%	37.1%	11.4%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	44%	44.2%	2.3%	41.9%	41.9%	14%
Reading	5th Grade	English Language Learners	2012-13	36.3%	39.1%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	39.2%	37.5%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	22.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	18.4%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	6.2%	2.6%	2.6%	0%	17.9%	79.5%
Science	5th Grade	All Students	2013-14	16.8%	8.8%	2.1%	0%	2.1%	12.8%	85.1%
Science	5th Grade	African American	2012-13	2.6%	1.2%	0%	0%	0%	23.8%	76.2%
Science	5th Grade	African American	2013-14	3.3%	2.8%	4.2%	0%	4.2%	8.3%	87.5%
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	1.6%	0%	0%	0%	15.4%	84.6%
Science	5th Grade	Hispanic of Any Race	2013-14	7.7%	7.8%	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	16.2%	<10	<10	<10	<10	<10
Science	5th Grade	White	2013-14	20.7%	20.7%	0%	0%	0%	12.5%	87.5%
Science	5th Grade	Female	2012-13	11.6%	5.4%	4.5%	4.5%	0%	13.6%	81.8%

**Annual Education Report
Herig School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Female	2013-14	15.9%	7.5%	0%	0%	0%	16.7%	83.3%
Science	5th Grade	Male	2012-13	14.5%	7.2%	0%	0%	0%	23.5%	76.5%
Science	5th Grade	Male	2013-14	17.7%	10%	3.4%	0%	3.4%	10.3%	86.2%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	1.4%	2.9%	2.9%	0%	17.1%	80%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	5.4%	2.2%	0%	2.2%	13.3%	84.4%
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	<10	<10	<10	<10	<10
Science	5th Grade	English Language Learners	2013-14	2.9%	4%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	3%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	0%	0%	0%	0%	10%	90%

**Annual Education Report
Herig School****Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Herig School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	53.3%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	61.9%	81.8%	66.7%	0%	66.7%	33.3%
Mathematics	3rd Grade	African American	2012-13	56.5%	44.4%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	52.5%	66.7%	50%	0%	50%	50%
Mathematics	3rd Grade	White	2013-14	66%	100%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	50%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	66.7%	66.7%	0%	66.7%	33.3%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	53.3%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	80%	66.7%	0%	66.7%	33.3%
Mathematics	4th Grade	All Students	2012-13	57.5%	40%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	53.8%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	47%	37.5%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	46.3%	37.5%	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	100%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	54.5%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	40%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	50%	<10	<10	<10	<10

**Annual Education Report
Herig School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	All Students	2013-14	56.8%	28.6%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	44.8%	25%	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	58.9%	38.5%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	30%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	29.4%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	18.8%	33.3%	0%	33.3%	66.7%
Reading	3rd Grade	African American	2012-13	34.2%	22.2%	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	30.4%	9.1%	0%	0%	0%	100%
Reading	3rd Grade	White	2013-14	42.1%	40%	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	41.5%	28.6%	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	31.3%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	20%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	All Students	2012-13	46.3%	47.6%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	25%	33.3%	33.3%	0%	66.7%
Reading	4th Grade	African American	2012-13	36.3%	43.8%	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	35.2%	20%	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	50.1%	66.7%	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	42.9%	<10	<10	<10	<10

**Annual Education Report
Herig School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	Female	2013-14	46.2%	0%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	33.3%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	50%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	20%	33.3%	33.3%	0%	66.7%
Reading	5th Grade	All Students	2013-14	59.8%	28.6%	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.5%	25%	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	56.7%	30%	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	31.6%	<10	<10	<10	<10

**Annual Education Report
Herig School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2012-13	77.5%	75%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	68.8%	76.5%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	81.7%	72.7%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	77.1%	72.2%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	70.2%	60%	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	81.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	81%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	80.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	84.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	77.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	70%	66.7%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	81.7%	71.4%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	76.1%	69.2%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	78.5%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	70.8%	81.3%	<10	<10	<10	<10

**Annual Education Report
Herig School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	Economically Disadvantaged	2012-13	81.2%	76.2%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	76.6%	70.6%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	81.3%	70.6%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	76.5%	64.7%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	76.6%	75%	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	71.6%	75%	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	83.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	67.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	83.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	79.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	83.3%	84.6%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	76.1%	69.2%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	82.3%	70.6%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	75.1%	64.7%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	68.4%	70.6%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	64.9%	56.5%	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	79.7%	76.5%	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	73.9%	82.6%	<10	<10	<10	<10

**Annual Education Report
Herig School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	All Students	2012-13	50.5%	42.1%	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	47.4%	58.3%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	63.6%	66.7%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	59.2%	63.2%	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	74.4%	66.7%	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	70.9%	83.3%	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	41.6%	41.7%	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	38.9%	63.2%	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	65.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	62.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	80.8%	<10	<10	<10	<10	<10
Science	5th Grade	Female	2012-13	44.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	66.4%	64.3%	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	73.1%	86.7%	<10	<10	<10	<10
Science	5th Grade	Male	2013-14	48.4%	64.3%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	69.2%	68.8%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	66%	56.5%	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	78.9%	75%	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	73.8%	81.8%	<10	<10	<10	<10

**Annual Education Report
Herig School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	Economically Disadvantaged	2012-13	51.1%	44.4%	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2013-14	47.9%	56.5%	<10	<10	<10	<10

**Annual Education Report
Herig School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Herig School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Herig School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	98.5%	37.9%
Bottom 30%	District	Mathematics	N/A	7.8%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	98.6%	28.5%
Asian	District	Mathematics	100%	96%
Hispanic of Any Race	District	Mathematics	98.3%	35.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	100%	37.8%
White	District	Mathematics	98.1%	61%
Economically Disadvantaged	District	Mathematics	98.7%	31.9%
English Language Learners	District	Mathematics	100%	27.9%
Students With Disabilities	District	Mathematics	98.3%	30.1%
All Students	School	Mathematics	99.5%	42.8%
Bottom 30%	School	Mathematics	N/A	3.6%
African American	School	Mathematics	99.1%	36.5%
Hispanic of Any Race	School	Mathematics	100%	40%
Native Hawaiian or Other Pacific Islander	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30

**Annual Education Report
Herig School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	100%	56.3%
Economically Disadvantaged	School	Mathematics	99.4%	41.3%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	97.3%	50%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	98.8%	72.4%
Bottom 30%	District	Reading	N/A	21.6%
American Indian	District	Reading	<30	<30
African American	District	Reading	99%	66.1%
Asian	District	Reading	100%	98.7%
Hispanic of Any Race	District	Reading	98.3%	76.5%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	100%	62.2%
White	District	Reading	98.1%	86.6%
Economically Disadvantaged	District	Reading	99%	69%
English Language Learners	District	Reading	100%	64.9%
Students With Disabilities	District	Reading	98.7%	43.1%
All Students	School	Reading	99.5%	79%
Bottom 30%	School	Reading	N/A	37.5%

**Annual Education Report
Herig School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100%	77.1%
Hispanic of Any Race	School	Reading	100%	80%
Native Hawaiian or Other Pacific Islander	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	98%	83%
Economically Disadvantaged	School	Reading	99.4%	78.4%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	97.3%	64.1%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	97.4%	19.3%
Bottom 30%	District	Science	N/A	1%
American Indian	District	Science	<30	<30
African American	District	Science	97.5%	9.5%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	96.5%	18.8%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	97.5%	44.2%
Economically Disadvantaged	District	Science	97.8%	14.6%

Annual Education Report
Herig School
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science	100%	5.9%
Students With Disabilities	District	Science	98.7%	10.8%
All Students	School	Science	100%	11.9%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	100%	10.8%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	94.9%	29.2%
Bottom 30%	District	Social Studies	N/A	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	95.1%	18.6%
Asian	District	Social Studies	100%	95.2%
Hispanic of Any Race	District	Social Studies	93.4%	29.4%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30

**Annual Education Report
Herig School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	94.9%	55.6%
Economically Disadvantaged	District	Social Studies	94.9%	21.4%
English Language Learners	District	Social Studies	92.8%	4.8%
Students With Disabilities	District	Social Studies	90.1%	11.9%
All Students	School	Social Studies	0%	17.7%
Bottom 30%	School	Social Studies	N/A	<30
African American	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	0%	16.7%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	97.8%	50.7%
Bottom 30%	District	Writing	N/A	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.9%	43.7%
Asian	District	Writing	100%	97.4%
Hispanic of Any Race	District	Writing	97.7%	51.9%

**Annual Education Report
Herig School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	97.4%	69%
Economically Disadvantaged	District	Writing	98.2%	45.2%
English Language Learners	District	Writing	100%	39.2%
Students With Disabilities	District	Writing	98.4%	18.4%
All Students	School	Writing	98.3%	66.7%
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	98.2%	65.9%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Herig School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	65.2%
African American	District	66.9%
Hispanic of Any Race	District	64.8%
White	District	58.3%
Economically Disadvantaged	District	62.5%
Students With Disabilities	District	45.2%
Bottom 30%	District	91.6%

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

**Annual Education Report
Herig School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	93%
All Students	School	92%

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

**Annual Education Report
Herig School****Accountability Status District Data**

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

**Annual Education Report
Herig School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Saginaw, School District of the City of	Herig School		Green	2	Green	2	Green	2	Red	0	Red	0	Yellow	34

**Annual Education Report
Herig 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	5	17	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Herig School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

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

Annual Education Report
Herig School
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

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

**Annual Education Report
Herig School**
NAEP Grade 12 Math

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

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

**Annual Education Report
Herig School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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

**Annual Education Report
Herig School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
2	0	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

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

**Annual Education Report
Herig School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
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), 2013 Reading Assessment.

**Annual Education Report
Herig School**
NAEP Participation Data

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