



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

ADMINISTRATION BUILDING

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Sterling Heights High School Annual Education Report (AER) Cover Letter

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Sterling Heights High 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 Craig Miller for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.wcskids.net/District/Annual-report/index.html>, or you may review a copy in the main office at your child's school.

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

Our school "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Sterling Heights High School places a strong focus in many key areas of instruction. As a staff, we are committed to providing excellent instruction every day! We are focused on posting and referring to learning targets, using Classroom Instruction That Works strategies, providing professional development for teachers, and implementing high-leverage strategies such as 'Close and Critical reading and Writing Across The Curriculum' among all content areas. Sterling is committed to high expectations and providing the best instruction to all students.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.
2. Sterling Heights High School has school-wide goals for reading, writing, and math. Likewise, we have a school culture and focus that drives our mission and vision of providing excellent instruction to promote life-long achievement. We are committed to bell-to-bell instruction, displaying and referencing learning targets, using a variety of vocabulary strategies, close and critical reading strategies, and writing strategies to ensure student success. Our school culture is one that every minute... every day...Stallion Pride is on display!
3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math, Science and Technology Center (MMSTC)** is an honors program for 9th – 12th grade students in 11 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science and English language arts classes.

The **Middle School- School of Performing Arts (MSVPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional

college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

Community High School is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

The **Hatherly Early Childhood Center** supports the mission and vision of Warren Consolidated Schools in a variety of ways. The building is home to the WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported pre-school for 4 year-olds) Program, Transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

Year-round education offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education

5. Fall 2015 Iowa Percent Proficient (M-Step Four Level Companion)

	Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
Sterling Heights	CORE	9	342	69	20.2%	100	29.2%	127	37.1%	46	13.5%	50.6%
	ELA	9	347	69	19.9%	82	23.6%	125	36.0%	71	20.5%	56.5%
	MATH	9	346	90	26.0%	88	25.4%	121	35.0%	47	13.6%	48.6%
	CORE	10	297	78	26.3%	63	21.2%	96	32.3%	60	20.2%	52.5%
	ELA	10	319	91	28.5%	64	20.1%	82	25.7%	82	25.7%	51.4%
	MATH	10	319	88	27.6%	77	24.1%	109	34.2%	45	14.1%	48.3%
				Level 1 1-23 NPR		Level 2 24-45 NPR		Level 3 46-79 NPR		Level 4 80-99 NPR		

6. Parent Participation at Fall and Spring Conferences

YEAR	FALL	SPRING
2014-2015	40%	29%
2015-2016	40%	28%
CHANGE	0%	-1%

7. Additional high school information:
 - a. SHHS had fourteen students participate in dual enrollment for the 2015-2016 school year. Sterling also had eleven students participate in the Early College of Macomb program.
 - b. At Sterling Heights High School, we offer Advanced Placement courses based on student interest and requests. This year we offered six different AP courses in various areas, as well as, students have the ability to attend an IB program.
 - c. For the 2015-2016 school year we had 451 students participate in AP courses which represents approximately 30% of our student population, and have 28 students attending the IB Program.
 - d. Out of 297 AP Exams taken, 59% of those students received a score that could lead to college credit.

Sterling Heights High School is proud to have increased student achievement scores and is committed to giving every student the best educational opportunities for learning. The culture of the school supports this vision and students are encouraged and motivated daily to put their Stallion Pride on display!

During the 2015-2016 academic year, the Class of 2016 received nearly \$4.6 million in scholarship money, and 44% of the students graduated with a 3.0 or higher GPA! We also have the largest AP Psychology program in the county and leading in the state.

This past February, Bridge Magazine named Sterling Heights High School as one of 54 High Schools across the state to earn the distinction of an Academic State Champion! This award was given based on how we best prepare our students for the rigors of a college education or career training after high school graduation. In 2015 and 2016, in the U.S. News and World Report of "Best High Schools," Sterling Heights High School was ranked as the Top High School in Macomb County and one of the top 2100 nationally. SHHS also received a similar distinction from U.S. News and World Report in 2012. Additionally, Newsweek ranked Sterling Heights High School as one of the *TOP BEST HIGH SCHOOLS FOR 2013*. We are proud to have a dedicated staff to ensure student success with several of the members being named district Teacher of the Year!

Sincerely,

Craig Miller

Principal, Sterling Heights High School

02/07/2017

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	35.7%	37.2%	11.3%	25.9%	27.0%	35.8%
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	48.7%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2014-15	64.8%	47.9%	52.9%	14.7%	38.2%	17.6%	29.4%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	28.2%	27.5%	5.0%	22.5%	37.5%	35.0%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	20.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	32.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	35.7%	37.1%	12.0%	25.1%	25.8%	37.1%
ELA	11th Grade Content	Female	2014-15	55.4%	39.3%	36.0%	9.1%	26.9%	28.5%	35.5%
ELA	11th Grade Content	Male	2014-15	43.3%	32.3%	38.5%	13.6%	24.9%	25.4%	36.1%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	25.6%	25.1%	4.8%	20.3%	26.4%	48.5%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	3.1%	1.3%	0.0%	1.3%	10.1%	88.6%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	8.8%	16.7%	0.0%	16.7%	33.3%	50.0%

M-STEP Grades 3-11

Mathematics	11th Grade Content	All Students	2014-15	28.5%	18.9%	21.4%	6.5%	14.9%	25.6%	53.0%
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	18.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2014-15	60.7%	31.1%	35.3%	5.9%	29.4%	26.5%	38.2%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	9.9%	7.5%	2.5%	5.0%	25.0%	67.5%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	10.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	4.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	19.3%	22.5%	7.1%	15.4%	25.8%	51.7%
Mathematics	11th Grade Content	Female	2014-15	29.1%	17.9%	19.4%	4.3%	15.1%	25.8%	54.8%
Mathematics	11th Grade Content	Male	2014-15	27.8%	20.0%	23.7%	8.9%	14.8%	25.4%	50.9%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	12.2%	11.9%	1.8%	10.1%	21.6%	66.5%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	0.5%	0.0%	0.0%	0.0%	10.1%	89.9%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	1.3%	0.0%	0.0%	0.0%	8.3%	91.7%
Science	11th Grade Content	All Students	2014-15	29.4%	16.0%	16.6%	6.5%	10.1%	23.1%	60.3%
Science	11th Grade Content	All Students	2015-16	33.0%	19.3%	21.5%	7.5%	14.1%	18.8%	59.7%

M-STEP Grades 3-11

Science	11th Grade Content	American Indian or Alaska Native	2014-15	23.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	24.4%	17.6%	2.9%	14.7%	35.3%	47.1%
Science	11th Grade Content	Asian	2015-16	50.6%	28.8%	30.3%	15.2%	15.2%	24.2%	45.5%
Science	11th Grade Content	Black or African American	2014-15	7.3%	6.8%	5.0%	2.5%	2.5%	22.5%	72.5%
Science	11th Grade Content	Black or African American	2015-16	8.3%	6.7%	9.4%	3.1%	6.3%	31.3%	59.4%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	10.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	13.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	37.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	12.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	13.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	16.6%	18.4%	7.9%	10.5%	21.3%	60.3%
Science	11th Grade Content	White	2015-16	38.7%	21.1%	22.2%	7.0%	15.1%	16.9%	60.9%

M-STEP Grades 3-11

Science	11th Grade Content	Female	2014-15	26.7%	13.0%	13.4%	4.8%	8.6%	21.5%	65.1%
Science	11th Grade Content	Female	2015-16	29.8%	17.1%	16.7%	3.3%	13.3%	22.8%	60.6%
Science	11th Grade Content	Male	2014-15	32.1%	18.9%	20.1%	8.3%	11.8%	24.9%	55.0%
Science	11th Grade Content	Male	2015-16	36.3%	21.5%	26.4%	11.5%	14.8%	14.8%	58.8%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	9.8%	7.0%	2.2%	4.8%	17.2%	75.8%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	12.2%	12.0%	3.7%	8.3%	14.7%	73.3%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	0.0%	0.0%	0.0%	0.0%	1.3%	98.7%
Science	11th Grade Content	English Language Learners	2015-16	4.2%	0.5%	0.0%	0.0%	0.0%	2.6%	97.4%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	5.1%	8.3%	8.3%	0.0%	16.7%	75.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	3.6%	4.3%	0.0%	4.3%	8.7%	87.0%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	32.5%	29.0%	5.6%	23.4%	43.1%	27.9%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	32.2%	36.5%	6.6%	29.8%	45.6%	18.0%
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	40.0%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

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	Asian	2014-15	61.7%	42.0%	32.4%	8.8%	23.5%	58.8%	8.8%
Social Studies	11th Grade Content	Asian	2015-16	59.8%	41.4%	48.5%	15.2%	33.3%	36.4%	15.2%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	22.2%	20.0%	0.0%	20.0%	55.0%	25.0%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	21.8%	37.5%	3.1%	34.4%	50.0%	12.5%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	10.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	26.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	54.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	28.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	21.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	33.2%	30.0%	6.4%	23.6%	39.3%	30.7%
Social Studies	11th Grade Content	White	2015-16	49.3%	33.7%	34.9%	6.3%	28.5%	45.8%	19.4%
Social Studies	11th Grade Content	Female	2014-15	40.5%	28.6%	20.4%	0.5%	19.9%	49.5%	30.1%

M-STEP Grades 3-11

Social Studies	11th Grade Content	Female	2015-16	39.1%	29.4%	33.3%	3.9%	29.4%	50.0%	16.7%
Social Studies	11th Grade Content	Male	2014-15	47.2%	36.2%	38.5%	11.2%	27.2%	36.1%	25.4%
Social Studies	11th Grade Content	Male	2015-16	47.1%	35.0%	39.6%	9.3%	30.2%	41.2%	19.2%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	24.4%	17.6%	3.1%	14.5%	43.6%	38.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	21.8%	24.0%	3.7%	20.3%	50.7%	25.3%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	3.6%	3.8%	0.0%	3.8%	27.8%	68.4%
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	3.1%	0.0%	0.0%	0.0%	48.7%	51.3%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	12.5%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	9.5%	13.0%	0.0%	13.0%	56.5%	30.4%

02/07/2017

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
Sterling Heights Senior H.S.	2015-16	Total Score	All Students	982.9	N/A	107	29.6%	254	70.4%	361
Sterling Heights Senior H.S.	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Total Score	Asian	1006.7	N/A	12	36.4%	21	63.6%	33
Sterling Heights Senior H.S.	2015-16	Total Score	Black or African American	965.9	N/A	<10	18.8%	26	81.2%	32
Sterling Heights Senior H.S.	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Total Score	Native Hawaiian or Other Pacific Islander	<10	N/A	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Total Score	White	981.8	N/A	85	30.0%	198	70.0%	283
Sterling Heights Senior H.S.	2015-16	Total Score	Female	966.9	N/A	46	25.6%	134	74.4%	180
Sterling Heights Senior H.S.	2015-16	Total Score	Male	998.8	N/A	61	33.7%	120	66.3%	181

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SAT

Sterling Heights Senior H.S.	2015-16	Total Score	Economically Disadvantaged	933.6	N/A	42	19.4%	175	80.6%	217
Sterling Heights Senior H.S.	2015-16	Total Score	Not Economically Disadvantaged	1057.3	N/A	65	45.1%	79	54.9%	144
Sterling Heights Senior H.S.	2015-16	Total Score	English Language Learners	808.7	N/A	<10	5.3%	72	94.7%	76
Sterling Heights Senior H.S.	2015-16	Total Score	Not English Language Learners	1029.4	N/A	103	36.1%	182	63.9%	285
Sterling Heights Senior H.S.	2015-16	Total Score	Not Migrant	982.9	N/A	107	29.6%	254	70.4%	361
Sterling Heights Senior H.S.	2015-16	Total Score	Students With Disabilities	825.2	N/A	<10	<5%	22	>95%	23
Sterling Heights Senior H.S.	2015-16	Total Score	Students Without Disabilities	993.7	N/A	106	31.4%	232	68.6%	338
Sterling Heights Senior H.S.	2015-16	Total Score	Not Homeless	982.9	N/A	107	29.6%	254	70.4%	361
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	All Students	500.4	480	209	57.9%	152	42.1%	361
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Asian	504.5	480	19	57.6%	14	42.4%	33

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SAT

Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Black or African American	497.8	480	20	62.5%	12	37.5%	32
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Native Hawaiian or Other Pacific Islander	<10	480	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	White	500.1	480	163	57.6%	120	42.4%	283
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Female	498.9	480	104	57.8%	76	42.2%	180
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Male	501.8	480	105	58.0%	76	42.0%	181
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	474.9	480	102	47.0%	115	53.0%	217
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	538.8	480	107	74.3%	37	25.7%	144
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	English Language Learners	401.1	480	<10	10.5%	68	89.5%	76

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SAT

Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	526.8	480	201	70.5%	84	29.5%	285
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Not Migrant	500.4	480	209	57.9%	152	42.1%	361
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	419.6	480	<10	21.7%	18	78.3%	23
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	505.9	480	204	60.4%	134	39.6%	338
Sterling Heights Senior H.S.	2015-16	Evidence-Based Reading and Writing	Not Homeless	500.4	480	209	57.9%	152	42.1%	361
Sterling Heights Senior H.S.	2015-16	Mathematics	All Students	482.6	530	114	31.6%	247	68.4%	361
Sterling Heights Senior H.S.	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Mathematics	Asian	502.1	530	12	36.4%	21	63.6%	33
Sterling Heights Senior H.S.	2015-16	Mathematics	Black or African American	468.1	530	<10	21.9%	25	78.1%	32
Sterling Heights Senior H.S.	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10

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SAT

Sterling Heights Senior H.S.	2015-16	Mathematics	Native Hawaiian or Other Pacific Islander	<10	530	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Sterling Heights Senior H.S.	2015-16	Mathematics	White	481.8	530	91	32.2%	192	67.8%	283
Sterling Heights Senior H.S.	2015-16	Mathematics	Female	468.1	530	48	26.7%	132	73.3%	180
Sterling Heights Senior H.S.	2015-16	Mathematics	Male	497.0	530	66	36.5%	115	63.5%	181
Sterling Heights Senior H.S.	2015-16	Mathematics	Economically Disadvantaged	458.7	530	49	22.6%	168	77.4%	217
Sterling Heights Senior H.S.	2015-16	Mathematics	Not Economically Disadvantaged	518.5	530	65	45.1%	79	54.9%	144
Sterling Heights Senior H.S.	2015-16	Mathematics	English Language Learners	407.6	530	<10	10.5%	68	89.5%	76
Sterling Heights Senior H.S.	2015-16	Mathematics	Not English Language Learners	502.6	530	106	37.2%	179	62.8%	285
Sterling Heights Senior H.S.	2015-16	Mathematics	Not Migrant	482.6	530	114	31.6%	247	68.4%	361

SAT

Sterling Heights Senior H.S.	2015-16	Mathematics	Students With Disabilities	405.7	530	<10	<5%	22	>95%	23
Sterling Heights Senior H.S.	2015-16	Mathematics	Students Without Disabilities	487.8	530	113	33.4%	225	66.6%	338
Sterling Heights Senior H.S.	2015-16	Mathematics	Not Homeless	482.6	530	114	31.6%	247	68.4%	361

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	2014-15	79.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	81.0%	81.8%	81.8%	81.8%	0.0%	18.2%
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	81.8%	81.8%	27.3%	54.5%	18.2%
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	63.6%	63.6%	0.0%	63.6%	36.4%
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	63.6%	63.6%	36.4%	27.3%	36.4%
ELA	11th Grade Content	Black or African American	2014-15	66.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2015-16	72.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	65.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	67.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	30.8%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	11th Grade Content	Black or African American	2015-16	25.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	28.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	27.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	84.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	84.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	83.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	56.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	54.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	74.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	11th Grade Content	Female	2014-15	48.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	42.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	42.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	37.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	81.0%	80.0%	80.0%	80.0%	0.0%	20.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	80.6%	80.0%	80.0%	20.0%	60.0%	20.0%
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	47.3%	60.0%	60.0%	0.0%	60.0%	40.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	45.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	42.1%	60.0%	60.0%	30.0%	30.0%	40.0%
ELA	11th Grade Content	English Language Learners	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2015-16	80.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	33.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2015-16	38.7%	<10	<10	<10	<10	<10

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	2014-15	87.0%	72.7%	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	86.5%	81.8%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	85.1%	72.7%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	86.7%	90.9%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	69.0%	36.4%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	68.7%	90.9%	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	88.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	84.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	67.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	87.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	85.3%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Science	11th Grade Content	White	2014-15	70.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	70.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	90.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	85.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	85.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	85.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	84.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	85.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	67.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	67.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	91.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	81.8%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	87.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	90.9%	<10	<10	<10	<10

MI-Access Supported Independence

Science	11th Grade Content	Economically Disadvantaged	2014-15	73.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	69.3%	90.9%	<10	<10	<10	<10
ELA	11th Grade Content	English Language Learners	2014-15	92.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	English Language Learners	2015-16	72.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2014-15	76.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2015-16	88.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2014-15	46.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	52.0%	<10	<10	<10	<10	<10

MI-Access Participation

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



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	98.7%	69.6%	99.7%	68.0%	100.0%	75.3%
All Students	Mathematics	98.6%	62.1%	99.7%	57.8%	100.0%	62.9%
All Students	Science	98.1%	50.0%	99.5%	43.1%	100.0%	41.2%
All Students	Social Studies	98.1%	59.3%	99.6%	53.1%	100.0%	63.4%
Bottom 30%	ELA	N/A	25.1%	N/A	14.6%	N/A	23.4%
Bottom 30%	Mathematics	N/A	19.0%	N/A	13.2%	N/A	17.1%
Bottom 30%	Science	N/A	9.8%	N/A	4.7%	N/A	0.9%
Bottom 30%	Social Studies	N/A	13.3%	N/A	3.4%	N/A	3.6%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	<30
Asian	ELA	99.3%	84.3%	100.0%	76.0%	100.0%	77.4%
Asian	Mathematics	99.4%	83.7%	100.0%	69.3%	100.0%	61.3%
Asian	Science	99.3%	65.5%	99.7%	55.2%	100.0%	64.5%
Asian	Social Studies	99.3%	76.0%	99.7%	67.7%	100.0%	74.2%
Black or African American	ELA	97.7%	46.9%	99.8%	58.3%	100.0%	79.4%
Black or African American	Mathematics	97.4%	37.3%	99.7%	43.9%	100.0%	55.9%
Black or African American	Science	96.5%	23.9%	99.3%	33.2%	100.0%	32.4%
Black or African American	Social Studies	96.6%	33.6%	99.8%	44.3%	100.0%	67.7%
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	64.0%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	60.4%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	48.9%	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	58.1%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	<30	<30
Two or More Races	ELA	98.9%	67.8%	100.0%	66.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	51.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	97.1%	36.1%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	98.7%	46.6%	<30	<30
White	ELA	99.0%	75.6%	99.7%	68.5%	100.0%	75.7%
White	Mathematics	98.9%	68.4%	99.6%	58.5%	100.0%	63.0%
White	Science	98.6%	57.1%	99.6%	43.1%	100.0%	38.7%
White	Social Studies	98.5%	65.8%	99.6%	52.6%	100.0%	61.3%
Economically Disadvantaged	ELA	98.3%	56.8%	99.7%	61.4%	100.0%	68.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.7%	52.4%	100.0%	54.2%
Economically Disadvantaged	Science	97.5%	35.0%	99.5%	35.0%	100.0%	29.3%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.4%	43.4%	100.0%	50.0%
English Language Learners	ELA	98.8%	49.5%	99.7%	46.5%	100.0%	34.2%
English Language Learners	Mathematics	99.0%	48.4%	99.7%	46.0%	100.0%	34.2%



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.6%	21.0%	100.0%	14.5%
English Language Learners	Social Studies	98.2%	30.9%	99.4%	25.0%	100.0%	21.3%
Students With Disabilities	ELA	97.2%	40.1%	99.2%	39.9%	100.0%	40.0%
Students With Disabilities	Mathematics	97.1%	36.5%	99.3%	35.0%	100.0%	42.9%
Students With Disabilities	Science	97.0%	26.5%	98.9%	27.2%	100.0%	31.4%
Students With Disabilities	Social Studies	96.6%	30.8%	99.7%	29.7%	100.0%	50.0%



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	82.01%	85.12%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	87.50%	85.29%
Black or African American	67.31%	86.21%	92.11%
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	80.42%	84.00%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	74.12%	81.03%
English Language Learners	72.14%	54.19%	55.29%
Students With Disabilities	57.12%	72.26%	58.33%
Bottom 30%	N/A	N/A	N/A

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



MI School Data

Annual Education Report Sterling Heights Senior H.S.

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.14%	N/A

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

Accountability Status District Data

District Name	ELA Status	ELA 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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Sterling Heights Senior H.S.	Green	2	Green	2	Green	2	Green	2	Yellow	67



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	13	62	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

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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	#
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	‡	‡	‡	‡
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.



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

Annual Education Report Sterling Heights Senior H.S.

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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
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



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.



MI School Data

Annual Education Report Sterling Heights Senior H.S.

02/07/2017

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 African 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.



MI School Data

Annual Education Report Sterling Heights Senior H.S.

02/07/2017

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
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific 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), 2015 Reading Assessment.



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