School Annual Education Report (AER)
Tri County High School

August 18, 2014

We are pleased to present you with the Annual Education Report (AER) for Tri County High School, which provides key information on the 2013-2014 educational progress for Tri County 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 our school for assistance.

The AER is available for you to review electronically by visiting the following website: www.tricountyschools.com or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools in 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 55 of all schools in the state.

Our goal is to become a Priority school. At this time, we have not been identified as a Focus or Priority school.

Tri County Area Schools has a mission to help every child achieve his or her best future. With that, we continue our work to help students at every level show growth. One area that we need to improve in is helping the lowest scoring students show growth. We are continuing to implement and improve our systems for helping all our students. One area that we improved on this past school year was for the first time in years we had over a 90% daily attendance rate for the 2013-2014 school year.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
    - Pupils are assigned to Tri County High School based on grade level and geographic location.

2. THE STATUS OF THE 3-YEAR SCHOOL IMPROVEMENT PLAN
    - We have goals for improving reading, science, and math. Our goals are in process and reach out to 2021.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
    - A copy of our curriculum is available for review. Our curriculum has been created to align with both the state and federal government standards.

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4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

    - At Tri County High School our students take the MAP test (Measure of Academic Progress) 3 times each year. We use this test to measure our student learning as well as to monitor the standards to which we teach.
    - Students take the ACT/MME in 11th grade.
    - Students take the MEAP (Social Studies) and ACT/Plan tests in 9th and 10th grades
    - Our scores on the ACT over the last five years:
        i.   2009-2010 our composite score was 18.2
        ii. 2010-2011 our composite score was 18.9
        iii. 2011-2012 our composite score was 19.1
        iv. 2012-2013 our composite score was 19.0
        v.   2013-2014 our composite score was 18.9

5. IDENITFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT TEACHER CONFERENCES

    - Our High School has nearly 25% or our parents attend Parent/Teacher conferences throughout the school year.

6. HIGH SCHOOLS REPORT ON THE FOLLOWING:

    - THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) Tri County High School had 37 students that were dual enrolled. This equates to 5% of the student body.
    - THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)   N/A
    - THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EUIVALENT COURSES (AP/IB)   N/A
    - THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT   N/A

I would like to congratulate our community, parents, teachers, and students on the growth we have shown. I am looking forward to continuing on our path to help every child achieve his or her best future.

Sincerely,

Timothy Goheen, Principal

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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)

No Data to Display

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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)
Mathematics	11th Grade	All Students	2012-13	28.6%	15.4%	15.4%	2.4%	13%	52%	32.5%
Mathematics	11th Grade	All Students	2013-14	28.8%	17.7%	17.7%	2%	15.6%	45.6%	36.7%
Mathematics	11th Grade	American Indian	2012-13	15.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	5.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2012-13	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Two or More Races	2013-14	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	33.3%	16.4%	16.4%	2.6%	13.8%	52.6%	31%
Mathematics	11th Grade	White	2013-14	33.5%	17.6%	17.6%	2.1%	15.5%	45.8%	36.6%
Mathematics	11th Grade	Female	2012-13	27%	20.7%	20.7%	1.7%	19%	48.3%	31%
Mathematics	11th Grade	Female	2013-14	26.5%	18.8%	18.8%	1.3%	17.5%	51.2%	30%
Mathematics	11th Grade	Male	2012-13	30.3%	10.8%	10.8%	3.1%	7.7%	55.4%	33.8%
Mathematics	11th Grade	Male	2013-14	31.1%	16.4%	16.4%	3%	13.4%	38.8%	44.8%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	7.7%	7.7%	1.9%	5.8%	50%	42.3%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	13.6%	13.6%	3.4%	10.2%	47.5%	39%
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	<10	<10	<10	<10	<10	<10

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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)
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	0%	0%	0%	0%	21.4%	78.6%
Reading	11th Grade	All Students	2012-13	53.5%	55.3%	55.3%	9.8%	45.5%	30.1%	14.6%
Reading	11th Grade	All Students	2013-14	58.7%	53.7%	53.7%	8.1%	45.6%	30.9%	15.4%
Reading	11th Grade	American Indian	2012-13	47.3%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	28.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2012-13	52.8%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Two or More Races	2013-14	58.6%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	59.1%	56%	56%	10.3%	45.7%	30.2%	13.8%
Reading	11th Grade	White	2013-14	65%	53.5%	53.5%	8.3%	45.1%	30.6%	16%
Reading	11th Grade	Female	2012-13	56%	58.6%	58.6%	10.3%	48.3%	25.9%	15.5%
Reading	11th Grade	Female	2013-14	62.4%	59.3%	59.3%	7.4%	51.9%	34.6%	6.2%
Reading	11th Grade	Male	2012-13	51%	52.3%	52.3%	9.2%	43.1%	33.8%	13.8%
Reading	11th Grade	Male	2013-14	55%	47.1%	47.1%	8.8%	38.2%	26.5%	26.5%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	46.2%	46.2%	3.8%	42.3%	38.5%	15.4%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	50.8%	50.8%	4.9%	45.9%	34.4%	14.8%

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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)
Reading	11th Grade	Students With Disabilities	2012-13	19%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	35.7%	35.7%	0%	35.7%	28.6%	35.7%
Science	11th Grade	All Students	2012-13	25.7%	17.9%	17.9%	4.1%	13.8%	34.1%	48%
Science	11th Grade	All Students	2013-14	28.4%	19.6%	19.6%	4.1%	15.5%	41.2%	39.2%
Science	11th Grade	American Indian	2012-13	17%	<10	<10	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	3.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2012-13	21.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Two or More Races	2013-14	27.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	30.4%	18.1%	18.1%	4.3%	13.8%	36.2%	45.7%
Science	11th Grade	White	2013-14	33.4%	20.3%	20.3%	4.2%	16.1%	41.3%	38.5%
Science	11th Grade	Female	2012-13	22.5%	13.8%	13.8%	3.4%	10.3%	37.9%	48.3%
Science	11th Grade	Female	2013-14	24.6%	17.3%	17.3%	2.5%	14.8%	43.2%	39.5%
Science	11th Grade	Male	2012-13	28.9%	21.5%	21.5%	4.6%	16.9%	30.8%	47.7%
Science	11th Grade	Male	2013-14	32.2%	22.4%	22.4%	6%	16.4%	38.8%	38.8%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	9.6%	9.6%	1.9%	7.7%	32.7%	57.7%

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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)
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	16.7%	16.7%	5%	11.7%	40%	43.3%
Science	11th Grade	Students With Disabilities	2012-13	5.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2013-14	5.5%	7.1%	7.1%	0%	7.1%	21.4%	71.4%

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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
No Data to Display									

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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	11th Grade	All Students	2012-13	65.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	67%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	91.9%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	59%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2012-13	47.4%	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2012-13	85.9%	<10	<10	<10	<10	<10
Science	11th Grade	African American	2012-13	38.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	72%	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	73.7%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	94.2%	<10	<10	<10	<10	<10
Reading	11th Grade	White	2013-14	93.2%	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	66.5%	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	64.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	58.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	93.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	53%	<10	<10	<10	<10	<10

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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	11th Grade	Male	2012-13	69.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2013-14	69.1%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2012-13	91.3%	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2013-14	89.6%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2012-13	61.3%	<10	<10	<10	<10	<10
Science	11th Grade	Male	2013-14	57.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2012-13	91.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2012-13	57.2%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10

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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)

No Data to Display

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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)

No Data to Display

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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	99.6%	59.8%
Bottom 30%	District	Mathematics	N/A	15.7%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	99.6%	60.4%
Economically Disadvantaged	District	Mathematics	99.5%	52.8%
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	100%	36.4%
All Students	School	Mathematics	97.5%	35.6%
Bottom 30%	School	Mathematics	N/A	2.2%
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	97.4%	35.4%
Economically Disadvantaged	School	Mathematics	95.7%	27.4%
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%

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Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	99.8%	86.8%
Bottom 30%	District	Reading	N/A	60.7%
American Indian	District	Reading	<30	<30
African American	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	99.8%	86.4%
Economically Disadvantaged	District	Reading	99.8%	83.3%
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading	100%	55.6%
All Students	School	Reading	98.8%	80%
Bottom 30%	School	Reading	N/A	37.8%
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	98.7%	79.3%
Economically Disadvantaged	School	Reading	98.6%	77.8%
Students With Disabilities	School	Reading	<30	<30
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%

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Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	99.2%	39.4%
Bottom 30%	District	Science	N/A	0.8%
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	99.1%	40.2%
Economically Disadvantaged	District	Science	99.1%	32.2%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	100%	11.3%
All Students	School	Science	98.1%	55.3%
Bottom 30%	School	Science	N/A	2.2%
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	98.1%	55.9%
Economically Disadvantaged	School	Science	97.1%	47.6%
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%

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Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	99%	56.4%
Bottom 30%	District	Social Studies	N/A	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	99%	56.8%
Economically Disadvantaged	District	Social Studies	98.4%	50%
Students With Disabilities	District	Social Studies	98.3%	20.4%
All Students	School	Social Studies	98.6%	68.2%
Bottom 30%	School	Social Studies	N/A	0%
American Indian	School	Social Studies		
African American	School	Social Studies		
Hispanic of Any Race	School	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	School	Social Studies		
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	98.5%	67.1%
Economically Disadvantaged	School	Social Studies	97.6%	58.5%
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%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	99.8%	71.5%
Bottom 30%	District	Writing	N/A	7.2%
African American	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	99.8%	72.1%
Economically Disadvantaged	District	Writing	100%	67%
Students With Disabilities	District	Writing	100%	25%
All Students	School	Writing	99.4%	63.5%
Bottom 30%	School	Writing	N/A	0%
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	99.4%	63.6%
Economically Disadvantaged	School	Writing	100%	58.1%
Students With Disabilities	School	Writing	<30	<30

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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	82.3%
White	District	81.6%
Economically Disadvantaged	District	74.4%
Bottom 30%	District	93.3%
All Students	School	83.7%
White	School	83%
Economically Disadvantaged	School	76.3%
Bottom 30%	School	93.3%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	94%

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

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Tri County Area Schools	Tri County Senior High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	38

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	27	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility					
Eligible	54	35	45	18	2
Not Eligible	46	9	34	45	12
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	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability					
SD	12	50	34	15	1
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	8	21	40	32	7
Not ELL	92	21	40	32	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 Program (NAEP) 2013 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male Female	52 48	31 28	38 42	23 24	8 6
National Lunch Program Eligibility Eligible Not Eligible Info not available	 46 54 0	 46 16 0	 38 42 0	 14 32 0	 2 10 0
Race/Ethnicity White Black Hispanic Asian American Indian Native Hawaiian/Pacific Islander Two or More Races	 72 16 6 3 1 2	 21 64 51 12 0 0 0	 43 29 35 28 0 0 0	 29 6 13 30 0 0 0	 7 1 1 30 0 0 0
Student classified as having a disability SD Not SD	 12 88	 50 20	 34 40	 14 33	 2 7
Student is an English Language Learner ELL Not ELL	 3 97	 74 28	 24 41	 2 24	 0 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 Program (NAEP) 2013 Mathematics Achievement.

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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	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
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

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Tri County Senior High 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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
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
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	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.

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NAEP Grade 8 Reading

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

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.

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NAEP Grade 12 Reading

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

Rounds to zero

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

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NAEP Participation Data

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

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