

## 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - MICHIGAN

Districts and Schools (CCD/ED <i>Facts</i> SY 2008-09, 2009-10, 2010-11)		# in the state		
		2008-09	2009-10	2010-11
All districts		832	839	845
All schools		3,793	3,668	3,571
Title I schools		1,967	2,093	2,008
Charter schools		272	286	286
Student Enrollment (CCD 2008-09, 2009-10, 2010-11)		# in the state		
		2008-09	2009-10	2010-11
All students		1,659,921	1,649,082	1,587,067
Elem school grade students (PreK-5)		741,972	742,229	715,335
Middle school grade students (6-8)		364,773	362,391	354,918
High school grade students (9-12)		535,452	529,531	508,868
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11)		# and % of schools		
		2008-09	2009-10	2010-11
Made AYP: All schools	#	3,289	3,243	2,886
	%	90.8	89.5	84.7
Made AYP: Title I schools	#	1,854	1,942	1,777
	%	96.5	94.1	90.8
Identified for improvement (Yr 1): Title I schools	#		38	29
	%		1.8	1.5
Identified for improvement (Yr 2): Title I schools	#	106	43	25
	%	5.5	2.1	1.3
State Assessment Performance: 4th Grade Reading (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every other year.		% of students performing at or above Proficient level (AMO for 2011 is 77.0%)		
		2008-09	2009-10	2010-11
All students		77	83	84
American Indian or Alaska Native		74	83	78
Asian or Pacific Islander		88	90	
Asian				92
Native Hawaiian or Other Pacific Islander				90
Black or African American		57	68	69
Hispanic/Latino		64	74	78
White		83	88	88
Two or more races				83
Economically disadvantaged		65	75	76
Limited English proficient		51	64	67
Children with disabilities		51	60	58
State Assessment Performance: 4th Grade Mathematics (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.		% of students performing at or above Proficient level (AMO for 2011 is 74.0%)		
		2008-09	2009-10	2010-11
All students		88	92	91
American Indian or Alaska Native		87	89	89
Asian or Pacific Islander		95	97	
Asian				97
Native Hawaiian or Other Pacific Islander				96
Black or African American		74	82	81
Hispanic/Latino		81	89	89
White		92	95	94
Two or more races				91
Economically disadvantaged		81	88	87
Limited English proficient		76	87	84
Children with disabilities		71	80	78

Student Enrollment (CCD SY 2008-09, 2009-10, 2010-11)		% of state total		
		2008-09	2009-10	2010-11
American Indian or Alaska Native		1	1	1
Asian or Pacific Islander		3	3	3
Asian		†	†	3
Native Hawaiian/Other Pacific Islander		†	†	#
Black or African American		20	20	19
Hispanic/Latino		5	5	6
White		71	70	70
Two or more races		†	†	2
Economically disadvantaged		42	46	46
Limited English proficient		4	4	4
Children with disabilities		14	14	14
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11)		# and % of schools		
		2008-09	2009-10	2010-11
Corrective action: Title I Schools	#	18	15	18
	%	0.9	0.7	0.9
Restructuring/Planning: Title I Schools	#		13	10
	%		0.6	0.5
Restructuring/Implementation: Title I Schools	#	84	55	60
	%	4.4	2.7	3.1
Note: Please refer to the attached Explanatory Notes when interpreting this data.				
NAEP Achievement: 4th Grade Reading (NAEP 2007, 2009, 2011) Administered every other year.		% of students performing at or above Proficient level		
		2007	2009	2011
All students		32	30	31
American Indian/Alaska Native		‡	‡	‡
Asian/Pacific Islander		44	42	48
Asian		—	—	48
Native Hawaiian/Other Pacific Islander		—	—	‡
Black		12	9	8
Hispanic		19	17	20
White		39	36	37
Unclassified, or two or more races		‡	‡	33
Economically disadvantaged		16	15	17
Limited English proficient		13	9	7
Children with disabilities		14	10	10
NAEP Achievement: 4th Grade Mathematics (NAEP 2007, 2009, 2011) Administered every other year.		% of students performing at or above Proficient level		
		2007	2009	2011
All students		37	35	35
American Indian/Alaska Native		‡	‡	‡
Asian/Pacific Islander		69	55	71
Asian		—	—	71
Native Hawaiian/Other Pacific Islander		—	—	‡
Black		12	9	8
Hispanic		26	20	21
White		44	43	41
Unclassified, or two or more races		‡	‡	27
Economically disadvantaged		20	17	18
Limited English proficient		32	12	12
Children with disabilities		16	19	14

## 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - MICHIGAN

State Assessment Performance: <b>8th Grade Reading</b> (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 74.0%)		
	2008-09	2009-10	2010-11
All students	77	83	82
American Indian or Alaska Native	74	81	76
Asian or Pacific Islander	88	91	
Asian			90
Native Hawaiian or Other Pacific Islander			89
Black or African American	59	71	68
Hispanic/Latino	67	77	75
White	82	87	86
Two or more races			84
Economically disadvantaged	65	75	73
Limited English proficient	49	61	57
Children with disabilities	44	55	51
State Assessment Performance: <b>8th Grade Mathematics</b> (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 66.0%)		
	2008-09	2009-10	2010-11
All students	75	70	78
American Indian or Alaska Native	73	63	76
Asian or Pacific Islander	89	88	
Asian			91
Native Hawaiian or Other Pacific Islander			83
Black or African American	53	46	57
Hispanic/Latino	65	59	70
White	81	77	84
Two or more races			77
Economically disadvantaged	62	57	67
Limited English proficient	57	51	57
Children with disabilities	47	40	50
State Assessment Performance: <b>High School Reading</b> (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 79.0%)		
	2008-09	2009-10	2010-11
All students	53	66	64
American Indian or Alaska Native	40	60	59
Asian or Pacific Islander	64	75	
Asian			73
Native Hawaiian or Other Pacific Islander			59
Black or African American	26	39	37
Hispanic/Latino	36	52	50
White	59	72	70
Two or more races			63
Economically disadvantaged	34	50	48
Limited English proficient	13	23	23
Children with disabilities	29	37	36
State Assessment Performance: <b>High School Mathematics</b> (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11) Administered every year.	% of students performing at or above Proficient level (AMO for 2011 is 67.0%)		
	2008-09	2009-10	2010-11
All students	50	51	52
American Indian or Alaska Native	38	40	43
Asian or Pacific Islander	72	72	
Asian			76
Native Hawaiian or Other Pacific Islander			47
Black or African American	18	18	20
Hispanic/Latino	33	35	36
White	57	58	60
Two or more races			56
Economically disadvantaged	31	32	34
Limited English proficient	21	18	22
Children with disabilities	23	24	24

NAEP Achievement: <b>8th Grade Reading</b> (NAEP 2007, 2009, 2011) Administered every other year.	% of students performing at or above Proficient level		
	2007	2009	2011
All students	28	31	32
American Indian/Alaska Native	‡	‡	‡
Asian/Pacific Islander	‡	‡	53
Asian	—	—	54
Native Hawaiian/Other Pacific Islander	—	—	‡
Black	7	9	11
Hispanic	14	26	26
White	34	36	36
Unclassified, or two or more races	‡	‡	‡
Economically disadvantaged	12	15	19
Limited English proficient	‡	8	8
Children with disabilities	6	5	7
NAEP Achievement: <b>8th Grade Mathematics</b> (NAEP 2007, 2009, 2011) Administered every other year.	% of students performing at or above Proficient level		
	2007	2009	2011
All students	29	31	31
American Indian/Alaska Native	‡	‡	‡
Asian/Pacific Islander	‡	59	63
Asian	—	—	63
Native Hawaiian/Other Pacific Islander	—	—	‡
Black	5	5	7
Hispanic	11	17	23
White	35	37	35
Unclassified, or two or more races	‡	‡	‡
Economically disadvantaged	14	13	16
Limited English proficient	‡	10	17
Children with disabilities	4	3	7

## 2012 ED*Facts* STATE PROFILE: THREE-YEAR COMPARISON - MICHIGAN

AP Participation Rate (College Board 2010, 2011, 2012) for classes of 2009, 2010, 2011)	State %			AP Performance (College Board 2010, 2011, 2012) for classes of 2009, 2010, 2011)	State %			
	2009	2010	2011		2009	2010	2011	
Took at least one examination	21.4	23.2	24.7	Scored three or higher on an AP examination	13.6	15.0	16.0	
State Graduation Rate (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11 for SY 2007-08, 2008-09, 2009-10)	State graduation rate %			State Dropout Rate (ED <i>Facts</i> /CSPR SY 2008-09, 2009-10, 2010-11 for SY 2007-08, 2008-09, 2009-10)	State dropout rate %			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
All students	76	75	76	All students	6	5	4	
American Indian or Alaska Native	66	65	66	American Indian or Alaska Native	7	8	5	
Asian or Pacific Islander	88	86	88	Asian or Pacific Islander	3	<3%	3	
Black, non-Hispanic	56	56	58	Black, non-Hispanic	11	11	9	
Hispanic/Latino	60	60	64	Hispanic/Latino	9	8	6	
White, non-Hispanic	82	82	82	White, non-Hispanic	4	4	<3%	
Economically disadvantaged	61	60	65	Economically disadvantaged	8	9	6	
Limited English proficient	67	65	67	Limited English proficient	8	5	7	
Children with disabilities	58	57	57	Children with disabilities	8	7	6	
Averaged Freshman Graduation Rate (AFGR) (CCD SY 2007-08, 2008-09, 2009-10)	State %			Economic Data (CCD FY 2008, 2009, 2010, in constant 2009-10 dollars)	2008	2009	2010	
	2007-08	2008-09	2009-10					
All students	76.3	75.3	75.9	Per-pupil expenditure	State \$	10,316	10,476	10,447
					National \$	10,545	10,696	10,654
College Enrollment Rate (CCD/IPEDS 2006, 2008, 2010)	State %			Funding for education (in thousands)	Federal \$	1,569,345	2,276,181	2,575,799
	2006	2008	2010		State \$	11,558,454	11,014,037	10,516,655
All students	.645	.599	.619		Local \$	6,963,137	6,491,274	6,308,726
State Contact Information (ED <i>Facts</i> 2012)								
Chief State School Officer	Telephone							
Michael Flanagan	(517) 373-9235							

**Notes:**

- The following symbols (definitions in parentheses) may appear in table cells containing NAEP, NCES, CCD, and IPEDS data:  
— (not available); † (not applicable); # (rounds to zero); ! (interpret data with caution); ‡ (reporting standards not met).
- The following symbols may appear in table cells containing ED*Facts* and CSPR data:  
<3% (less than three percent), >97% (greater than ninety-seven percent), n< (data have been suppressed based on the state's established data suppression rules).
- Please refer to the attached Explanatory Notes when interpreting this data.
- This ED*Facts* Profile report was developed by the Performance Information Management Service staff at the U.S. Department of Education. Please contact 877-457-3336 for further information.

## EXPLANATORY NOTES: 2012 EDFACTS STATE PROFILE: THREE-YEAR COMPARISON

### Overview

(1) The ED*Facts* profiles provide summarized, annual data on the status, performance, and funding of public schools, districts, and states, and on the enrollment, assessment, and outcomes of prekindergarten through 12th grade students.

(2) The most recent data available are shown, and the years vary depending upon data sources. Data for previously published years may have been updated.

(3) In the profile, 'all students' refers to total student membership in the state and is broken out into subgroups by school grades, race/ethnicity, and special populations. As labeled on the profiles, 'all students' only includes a single grade level for assessments (4th, 8th, or one high school grade) and for graduation and college rates (12th grade), but not for the dropout rate (which covers four grades: 9-12th).

(4) The school and enrollment counts in these reports are for schools under the jurisdictions of the fifty states and the District of Columbia. Bureau of Indian Education schools and the Department of Defense dependents' schools and their students are not included in these reports

(5) Race and ethnicity categories vary by data source, state, and year.

Student enrollment and dropout rates: Between SY 2008-09 and SY 2010-11, all states were required to transition from reporting five racial and ethnic (RE5) categories to reporting seven racial and ethnic categories (RE7). Under RE7 reporting, "Two or more races" was added, and "Asian or Pacific Islander" was divided into "Asian" and "Native Hawaiian or Other Pacific Islander". Depending on the year in which a state began using RE7, data for some of the RE categories may not be present for all years. Whether states report "Asian or Pacific Islander" or "Asian" and "Native Hawaiian or Other Pacific Islander" depends on the year in which they implemented RE7 reporting. Data reported using RE5 categories are not comparable to data reported using RE7 categories.

Assessment performance and graduation rates: States report these data using the major racial and ethnic groups defined in their State Accountability Workbooks. In this profile, the major RE groups have been mapped to the seven RE categories shown. Whether states report "Asian or Pacific Islander" or "Asian" and "Native Hawaiian or Other Pacific Islander" depends on their State Accountability Workbooks.

NAEP achievement: These data were reported using six RE categories prior to 2011 and seven categories in 2011. Prior to 2011, students in the "Two or more races" category were categorized as "Unclassified" and Asian student results were combined with results for Pacific Islander students.

(6) There are three special populations reported in the profile.

Economically disadvantaged students are students determined to be eligible for their schools' free and reduced price meals under the National School Lunch Program.

Limited English proficient students are students served through ESEA Title III programs and students receiving LEP services through other programs designed for LEP students.

Children with disabilities (IDEA) are children with intellectual disability, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan provided under IDEA. Note that for state level data, this count includes children ages 3-21.

### Districts and Schools

The number of all school districts and public schools, Title I participating schools, and charter schools in the state. This includes only the districts and schools that are operational (open, changed agency/changed boundary, new, added, or reopened) and that have pre-K through 12th grade student membership greater than zero. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESAs), supervisory unions, state-operated agencies, federally operated agencies, and independent charter districts with total student enrollment greater than zero. Starting with SY 2009-10, school counts are also restricted to schools that are not dually reported by the Bureau of Indian Education and the state.

(Data source: Common Core of Data (CCD), "Local Education Agency Universe Survey," SY 2008-09 v1a, 2009-10 v1b preliminary, 2010-11 v1a preliminary, and "Public Elementary/ Secondary School Universe Survey," SY 2008-09 v1b, 2009-10 v1b preliminary, 2010-11 v1a preliminary; ED*Facts*, SY 2008-09, 2009-10, 2010-11)

### Student Enrollment

The number and percentage of all students enrolled in operational public schools with membership greater than zero in the state as of October 1 (or the closest school day to October 1) of the reported year for all grade levels from pre-K through 12th grade, as well as ungraded students. Total student membership is used for the denominator in the percentages. Some states may not have submitted complete enrollment data, thus affecting the numbers and percentages. State-level counts are derived from data reported at the state level and may have been imputed for missing data or edited to align with other state-reported data. Enrollment counts by school level (elementary, middle and high) do not include ungraded students. The percentages of economically disadvantaged students, limited English proficient students, and children with disabilities (IDEA) are based on aggregated school-level and agency-level data.

(Data source: Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," SY 2008-09 v1b, 2009-10 v1b preliminary, 2010-11 v1a preliminary for special populations, and "State Nonfiscal Survey of Public Elementary/Secondary Education," SY 2008-09 v1c, 2009-10 v1b, 2010-11 v1a, for 'all students', students by RE, and students by school grade)

### Adequate Yearly Progress

Adequate yearly progress (AYP) is the minimum level of improvement that public schools, districts, and states must achieve each year in order to meet the state's academic standards based on criteria in the Elementary and Secondary Education Act (ESEA), as amended.

Made AYP includes all public schools or Title I participating schools that achieved or exceeded the state standards. The denominator for the percentage includes schools with valid NCES ID numbers and available AYP designations, and may exclude schools that were new or newly reconfigured the year of data collection.

For schools that did not meet AYP in the same content area for several consecutive years, there are five improvement statuses based on the number of years they missed AYP. In the Adequate Yearly Progress section, the school year column headers refer to the Consolidated State Performance Report (CSPR) in which the data were reported. However, the improvement statuses are in effect for the following school year. On the ED Data Express website, improvement statuses are reported under the year in which the improvement statuses are in effect. The school years shown in the Adequate Yearly Progress section refer to the CSPR in which the data were collected. The improvement statuses are in effect for the school year following the CSPR in which they were collected. These data are also reported on the ED Data Express website under the school year in which the improvement statuses are in effect.

Identified for improvement (Year 1): did not meet AYP for two consecutive years.

Identified for improvement (Year 2): did not meet AYP for three consecutive years.

Corrective action: did not meet AYP after four consecutive years, including two years in improvement status.

Restructuring/Planning: did not meet AYP after five consecutive years

Restructuring/Implementation: did not meet AYP after six consecutive years.

(Data source: ED*Facts* for the Title I participating schools, and the Consolidated State Performance Report (CSPR) for 'all schools')

### State Assessment Performance

The percentage of public school students in the state performing at or above the Proficient level set by the state. Starting with SY 2005-06, reading and math assessments are administered every year from grades 3-8 and one grade in high school (HS). Changes in the percentage of proficient students can be a reflection of changes other than actual improvements in performance (e.g., changes in state standards, state proficiency cut scores, state assessments), so the data may not be comparable year to year.

The SY 2009-10 high school mathematics state assessment performance rates for Arkansas, Louisiana, and Tennessee report the percent of students performing at the advanced level, rather than the percent performing at or above the proficient level. This discrepancy is limited to the SY 2009-10 data and was corrected for subsequent school years.

**AMO** stands for "annual measurable objective" and is the state's annual target percentage of students who perform at or above Proficient on subject area assessments. Meeting AMO is the first step toward demonstrating AYP under ESEA, as amended, which stipulates that all states demonstrate 100% proficiency in reading and math by SY 2013-14. States continue to revise their AMOs (e.g., with the development of new tests), which may account for a lapse in data or a jump in AMOs over the years. No AMOs are shown for three states (New York, Oklahoma, Vermont) whose AMOs are based on a performance score index rather than the percentage of proficient students. AMOs are not comparable across states, grade levels, or subject areas.

**Testing period:** The following states conduct statewide assessments during fall testing windows, rather than spring testing windows: Maine (grade 3 through 8 only), Nebraska (science only), New Hampshire, North Dakota, Rhode Island, Vermont, and Wisconsin. Typically the fall testing states report assessment results based on the prior year's content. For example, a test conducted in the fall of a student's 4th grade year would cover content from the student's 3rd grade year, but would be reported as 4th grade assessment results. Therefore, results are not comparable between states that test students in the spring and those that test in the fall. (Data source: ED Facts for the special populations; CSPR for 'all students' and by RE; OESE, State Accountability Plans, for AMOs)

#### **NAEP Achievement**

The percentage of public school students in the state who performed at or above the Proficient level on the National Assessment of Educational Progress (NAEP). ESEA, as amended, requires states that receive Title I funding to participate in the NAEP in reading and math at grades 4 and 8 every two years. The NAEP provides aggregated scores by state, grade level, subject, and subgroup, but does not provide individual scores for the students or schools. Differences in year-to-year percentages of students performing at or above Proficient level are not necessarily statistically significant. Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. The children with disabilities subgroup also includes students with Section 504 plans who require accommodations on NAEP.

#### **Advanced Placement (AP) Participation Rate**

**Took at least one examination** is the percentage of public high school graduates in the state who have taken at least one AP exam during their HS career. **Scored three or higher on an AP examination** is the percentage of public high school graduates in the state who have scored at least a 3 (on a scale of 1-5) on at least one AP exam during their HS career.

**Updates:** Starting 2012 (class of 2011 data), the terminology changed from HS seniors to HS graduates, though College Board uses these terms interchangeably. AP data are revised and republished the next year as prior year data. The 2009 data were revised for 13 states (Arizona, Arkansas, District of Columbia, Florida, Kansas, Kentucky, Louisiana, Massachusetts, Nebraska, New Jersey, North Carolina, Ohio, Washington), and the 2010 data were revised for 7 states (Connecticut, Florida, Indiana, Louisiana, Minnesota, North Carolina, South Dakota). The changes were each less than 1%. The 2011 data are the first issuance of that year's data. (Data source: College Board, "Annual AP Report to the Nation")

#### **Graduation Rate**

State graduation rate is the percentage of students measured from the beginning of HS who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years. Alternatively, the state graduation rate can be defined another way by the state to more accurately measure the rate of students who graduate from HS with a regular diploma, which is approved by the Secretary in the state plan. This does not count a dropout as a transfer. The graduation rate is reported in the following year.

#### **Dropout Rate**

The state dropout rate calculates the percentage of students leaving a public school in a single year as determined by NCES CCD guidelines. The dropout rate is reported in the following year.

#### **Averaged Freshman Graduation Rate**

This Averaged Freshman Graduation Rate (AFGR) is an estimate of the percentage of an entering public high school freshman class graduating in four years. For example, for SY 2007-08, the AFGR equals the total number of diploma recipients in SY 2007-08, divided by the average membership of the 8th grade class in SY 2003-04, the 9th grade class in SY 2004-05, and the 10th grade class in SY 2005-06.

(Data source: CCD, "State Dropout and Completion Data File," SY 2007-08 v1b, 2008-09 v1a, 2009-10 vv0p)

#### **College Enrollment Rate**

College enrollment rate is the estimated percentage of HS graduates who attend public or private colleges the next year. The numerator for this rate is the number of college freshman who graduated from HS in the previous 12 months (reported by institutions of higher education on IPEDS), and the denominator is the number of HS graduates as reported by states (CCD) and private schools (PSS).

(Data source: CCD, "State Dropout and Completion Data File," 2006, 2008, 2010; "Private School Survey (PSS)," 2005, 2007, 2009, and Integrated Postsecondary Education Data System (IPEDS), Spring 2007, 2009, 2011 for 2006, 2008, 2010)

#### **Economic Data**

The economic data are inflation-adjusted: they are in constant dollars based on the Consumer Price Index, prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis.

**Per-pupil expenditure (PPE)** – The state PPE is current expenditures divided by student membership for the state. The national PPE is the sum of expenditures for the 50 states and DC, divided by the sum of student membership for the 50 states and DC, and is thus not state-specific.

**Funding for education** is the total amount of government funds provided for education in the state, detailed by source. Federal funding are funds from federal government agencies to a state or local educational agency (LEA) for education purposes. State funding are funds produced within the boundaries of the state educational agency (SEA) that are available for the SEA's use, including allocating to LEAs. Local funding are funds produced within the boundaries of an LEA that are available for the LEA's use.

(Data source: U.S. Department of Education, NCES, CCD (Fiscal), "National Public Education Financial Survey" (NPEFS) FY 2008 v1b, 2009 v1b, 2010 v0f—preliminary)