



# BANGOR TOWNSHIP VIRTUAL SCHOOL

EDISON ADMINISTRATION BUILDING • 3359 E. MIDLAND ROAD • BAY CITY, MICHIGAN 48706

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March 1, 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 Bangor Township Virtual 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 Virtual School Director Jeff Albrecht for assistance.

The AER is available for you to review electronically by visiting the following web site: [www.bangorschools.org](http://www.bangorschools.org), 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.

The Bangor Township Virtual School (BTVS) is a 100% online school. The most difficult challenge has been student course completion. Students who complete courses online typically pass, while those who do not finish tend to fail due to an accumulation missed assignments. In the 2015-2016 school year, there were 329 courses taken by BTVS students in the fall semester. That is 171 passing courses out of 329 total or 52.0% of courses passing. There was not a fall semester in the 2014-2015 school year to compare this data.

In the 2015-2016 school year, there were 655 courses taken by BTVS students in the spring semester. The amount of courses completed was 393 (or 60.0% of the 655), and 353 (or 89.8% of the completed courses) of them were passed. That is 353 passing courses out of 655 total or 53.9% of courses passing. This is an increase of 4.4% from the spring semester of 2015 where only 49.5% of courses were passed.

One of the goals for the 2016-2017 school year is to increase the course completion percentage to 65% of all courses taken at BTVS. The result of the increased progress will show in the state MSTEP, PSAT9, PSAT10, and ACT assessments, as well as the local NWEA assessment for K-5 students and the Basic Assessment Skills Inventory (BASI) for 6-12 students. Heavy screening to find the students who fit online learning, placing students in the appropriate online program and courses that match their skill level,

and providing one-on-one intervention to struggling students via our mentor teacher are the initiatives currently in place to combat the completion challenge.

## PROCESS FOR ASSIGNING STUDENTS TO THE SCHOOL

The Bangor Township Virtual School has a very in-depth screening process for all potential students. According to the Department of Education’s leaders in alternative education and seat-time waivers, students with a history of truancy or discipline should not be considered for online schooling as an alternative to their education. Therefore, any student who shows interest in our program will go through a background check from their previous institution before meeting with the director of the virtual school. Placement into this program requires that each student and guardian understand that online school requires a significant amount of communication, parental involvement, and motivation by the student.

## THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Bangor Township Virtual School has just completed their first full year, and are still in the beginning stages of their school improvement plan. Our school is labeled a “small school” due to our enrollment numbers. Our school improvement plan states that we will reach the small school proficiency targets for combined grades 3-11 in Math, Science, Social Studies, and English Language Arts on the MSTEP for grades 3-8 and 11, PSAT9, PSAT10, and SAT. In the initial year’s data, we found that we made the proficiency mark in both English Language Arts and Social Studies, but just missed the proficiency mark in Math and Science. As for the other grade levels, 50% of students in grades K-2 and 12 will meet math or reading growth norms on the NWEA local assessment.

## A BRIEF DESCRIPTION OF THE SCHOOL

The Bangor Township Virtual School is a 100% online school that serves grades K-12 in the Bay, Arenac, Gladwin, Saginaw, Midland, and Tuscola counties. We offer two Pearson Education programs for our students known as Connexus and Grad Point. Through these two programs we are able to offer a significantly larger catalog of course offerings than most traditional schools such as career and technical education courses, various languages, advanced placement, gifted and talented, and even a few that are not offered at any other school in the six counties served. We even offer partnership courses that allow students to take what they have learned in 100% online courses to showcase their skills and knowledge in a hands-on setting with one of our local companies. There is also a school building that houses a “drop-in” center that allows students to come as needed to get assistance in their work, utilize school computers and internet, and socialize with fellow peers.

## CORE CURRICULUM

Our core curriculum follows the Common Core State Standards and can be found in our catalogs online at [btvs.org](http://btvs.org) under prospective students. The Connexus program is developed and maintained by a team of experts at Pearson Education, and our Grad Point courses are developed and maintained by a group of experts in Bangor Township Schools in a consortium with Oxford Community Schools.

## AGGREGATE STUDENT ACHIEVEMENT RESULTS

### PARENT-TEACHER CONFERENCE DATA

Parent-Teacher conferences are done differently from traditional schools at the Bangor Township Virtual School. The director of the program conducts home visits once a month with families to update guardians on student progress, answer questions, and provide useful feedback to students and parents. Families are given the option to come to the building for individualized meetings as well, or discuss progress over the phone if the option is more convenient. There is also an official parent teacher conference date in which families can meet with the mentor teacher to discuss progress, but is rarely utilized due to the home visit option. On average, the director is able to meet with 69 out of 79 guardians of students on home visits, or 87.3% of families each semester. Many of these families had multiple visits throughout the course of the year.

### POST-SECONDARY ENROLLMENTS

The Bangor Township Virtual School did not have any students enrolled in dual-enrollment courses in the 2015-2016 school year.

### COLLEGE EQUIVALENT COURSES

The Bangor Township Virtual School offers a number of Advanced Placement (AP) or college equivalent courses. We offer 15 options for college equivalent courses. Here is a list:

AP Art History A	AP English Language & Composition A	AP Psychology
AP Art History B	AP English Language & Composition B	AP Spanish Language A
AP Biology A	AP English Literature & Composition A	AP Spanish Language B
AP Biology B	AP English Literature & Composition B	AP Statistics A
AP Calculus AB A	AP Environmental Science A	AP Statistics B
AP Calculus AB B	AP Environmental Science B	AP United States Government and Politics
AP Calculus BC A	AP Human Geography A	AP United States History A
AP Calculus BC B	AP Human Geography B	AP United States History B
AP Computer Science A	AP Macroeconomics	
AP Computer Science B	AP Microeconomics	

### STUDENTS IN COLLEGE EQUIVALENT COURSES

The Bangor Township Virtual School did not have any students enrolled in college equivalent courses in the 2015-2016 school year.

### NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE

The Bangor Township Virtual School did not have any students receiving a score that lead to college credit in the 2015-2016 school year,

I am extremely proud to of the hard work that our students and staff have made to lay the foundation of the Bangor Township Virtual School. We collaborate and share ideas to improve programs, identify areas of student need both academically and socially, utilize data to drive changes necessary for student success, and encourage one another to embrace and learn from life's challenges. Most importantly, we maintain a belief that every student can succeed.

Sincerely,

Jeffrey B. Albrecht  
Virtual School Director  
Bangor Township Virtual School

**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	5th Grade Content	All Students	2015-16	50.6%	49.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	49.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	45.5%	50.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	40.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	21.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	40.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	41.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	44.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	40.4%	37.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	34.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	40.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	41.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	43.8%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	7th Grade Content	Male	2015-16	40.6%	37.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	34.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	53.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	American Indian or Alaska Native	2015-16	37.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	52.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	63.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	43.0%	44.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	47.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	10.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	37.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	39.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	35.8%	34.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	25.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	7.7%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	All Students	2015-16	32.8%	26.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	27.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	25.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	34.1%	27.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	21.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	27.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	27.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	19.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	36.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	20.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	30.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	American Indian or Alaska Native	2015-16	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	30.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	34.1%	32.5%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	Male	2015-16	31.4%	28.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	22.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	3.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	20.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	20.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	19.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	21.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	16.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	33.0%	43.1%	0.0%	0.0%	0.0%	8.3%	91.7%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	38.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	44.7%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	11th Grade Content	Female	2015-16	29.8%	39.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	47.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	28.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	12.5%	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

Social Studies	8th Grade Content	All Students	2015-16	29.3%	28.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	American Indian or Alaska Native	2015-16	21.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	30.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	22.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	33.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	21.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	6.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	50.7%	8.3%	0.0%	8.3%	75.0%	16.7%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	23.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	53.7%	10.0%	0.0%	10.0%	70.0%	20.0%
Social Studies	11th Grade Content	Female	2015-16	39.1%	43.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	58.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	40.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	18.8%	<10	<10	<10	<10	<10

**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
Bangor Township Virtual School	2015-16	Total Score	All Students	808.5	N/A	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	White	812.0	N/A	<10	<5%	10	>95%	10
Bangor Township Virtual School	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	Not English Language Learners	808.5	N/A	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Total Score	Not Migrant	808.5	N/A	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10

**SAT**

Bangor Township Virtual School	2015-16	Total Score	Students Without Disabilities	820.9	N/A	<10	<5%	11	>95%	11
Bangor Township Virtual School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Total Score	Not Homeless	808.3	N/A	<10	<5%	12	>95%	12
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	All Students	428.5	480	<10	23.1%	10	76.9%	13
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	White	430.0	480	<10	30.0%	<10	70.0%	10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	428.5	480	<10	23.1%	10	76.9%	13

**SAT**

Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Not Migrant	428.5	480	<10	23.1%	10	76.9%	13
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	439.1	480	<10	27.3%	<10	72.7%	11
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Evidence-Based Reading and Writing	Not Homeless	429.2	480	<10	25.0%	<10	75.0%	12
Bangor Township Virtual School	2015-16	Mathematics	All Students	380.0	530	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	White	382.0	530	<10	<5%	10	>95%	10
Bangor Township Virtual School	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10

**SAT**

Bangor Township Virtual School	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	Not English Language Learners	380.0	530	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Mathematics	Not Migrant	380.0	530	<10	<5%	13	>95%	13
Bangor Township Virtual School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	Students Without Disabilities	381.8	530	<10	<5%	11	>95%	11
Bangor Township Virtual School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Bangor Township Virtual School	2015-16	Mathematics	Not Homeless	379.2	530	<10	<5%	12	>95%	12

**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
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No Data to Display

**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
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No Data to Display

**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%	99.4%	71.6%	93.6%	<30
All Students	Mathematics	98.6%	62.1%	99.2%	59.0%	90.3%	<30
All Students	Science	98.1%	50.0%	99.2%	51.1%	<30	<30
All Students	Social Studies	98.1%	59.3%	99.1%	65.9%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	15.5%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	9.1%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	5.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	15.8%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	76.3%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	57.5%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	97.4%	47.2%	<30	<30



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	97.1%	53.1%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	64.5%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	97.0%	50.0%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	99.3%	71.9%	<30	<30
White	Mathematics	98.9%	68.4%	99.2%	59.6%	<30	<30
White	Science	98.6%	57.1%	99.3%	52.4%	<30	<30
White	Social Studies	98.5%	65.8%	99.2%	68.0%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	64.7%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.7%	51.8%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	98.4%	42.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.0%	56.9%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A



## MI School Data

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#### Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.1%	35.8%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.2%	32.2%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	92.7%	12.2%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.9%	33.3%	<30	<30



**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	94.09%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
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%	94.58%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	90.77%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

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#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.76%	N/A

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



**Annual Education Report  
Bangor Township Virtual School**

03/06/2017

**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



**Annual Education Report  
Bangor Township Virtual School**

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**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
Bangor Township Virtual School	Green	2	Red	0	Red	0	Green	2	Orange	4



**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
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No Data to Display

*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
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No Data to Display

**Teacher Quality - Provisional**

	Certification Percent
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No Data to Display



**NAEP Grade 4 Math**

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

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

**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.

**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.

**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.

**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 Pacific Islander	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