



MT. PLEASANT PULLEN ELEMENTARY

2016-2017 SCHOOL ANNUAL REPORT COVER LETTER

Diane Falsetta, Principal

Principal's Greeting/Message

May 3, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Pullen Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Diane Falsetta, principal, for assistance.

The AER is available for you to review electronically by visiting [2016-2017 Pullen Elementary Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Pullen School will continue to analyze data contained in our AER combined report, NWEA, and DIBELS to determine best teaching strategies, and programs to address our student learning needs. Pullen educators continue to be committed to our instructional peer coaching model in order to improve our overall tier one instruction in reading and math. At Pullen School we are also devoted to providing daily reading and math interventions that are prescribe for individual student needs based on their above data. Our school has established grade level Professional Learning teams, who are dedicated to clarifying essential learning targets, agree on common pacing, create formative assessments, and systematically respond when students are not learning.

Sincerely,

Diane Falsetta,
Pullen Elementary Principal

Description of the School

Pullen Elementary School serves students in Developmental Kindergarten through third grades. Approximately 73.4 percent of our student population qualifies for free and reduced lunches. Programs provided to students at our school include, Title 1 School-Wide service, Universal Breakfast Program, special education services, Kids Hope mentoring program, school-wide Positive Behavior Intervention Supports(PBIS), Reading Corps tutors and Multi-tiered System of Support MTSS/process. Pullen partners with Central Michigan University to provide additional classroom support in the area of reading (America Reads) and math (America Counts).

Process for Assigning Pupils to the School

District Students are assigned to Pullen Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program that meets their IEP or eligibility. Mt. Pleasant Public School also has a choice process that parents can follow in order to come to our school.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available on school website (<http://pullen.edzone.net>). A paper copy of our School Improvement Plan can be accessed at our school offices upon request. The School Improvement Team, composed of several focused groups, meets monthly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan/Process. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement gaps/goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students will improve their proficiency abilities in the area of Social Studies			
<ul style="list-style-type: none"> • Differentiated Instruction • Data-Based Decision Making • Parent Involvement Opportunities. 		X	
All students will improve their proficiency abilities in the area of math			
<ul style="list-style-type: none"> • Differentiated Instruction • Data-Based Decision Making • Parent Involvement Opportunities. 		X	
All student will improve their proficiency abilities in the area of English Language Arts			
<ul style="list-style-type: none"> • Differentiated Instruction • Data-Based Decision Making • Parent Involvement Opportunities. 		X	
All students will improve their proficiency abilities in the area of Science			
<ul style="list-style-type: none"> • Differentiated Instruction • Data-Based Decision Making • Parent Involvement Opportunities. 		X	

Core Curriculum Status

A copy of the Core Curriculum is available on our school district website under Curriculum and Instruction:
www.mtpleasant.edzone.net

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards (CCSS) approved by the Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize best practice including; MAISA Writing Units, Daily 5, CAFÉ, Houghton Mifflin Journeys Reading/Spelling Series, which was verified by research conducted by our districts Professional Study Committee (PSC) and the ELA Task Force. Our district's PSC arranges for professional development for all K-5 staff related to these areas and building principals oversee implementation in their individual buildings.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards approved by Michigan's State Board of Education and Mt. Pleasant Public Schools Board of Education. Building educators utilize MATH IN FOCUS (Singapore Math) verified by research conducted by our PSC math task force. The mathematics curriculum was last approved by our local Board of Education in May 2012. PSC arranges for any and all professional development for K-6 teachers. Individual school buildings also arrange for PD as needed by looking at student data and needs. Building principals oversee implementation in their individual buildings.

Science

The Science curriculum follows Next Generation Science Standards approved by Michigan's State Board of Education. Pullen School has implemented National Geographic Science K-3, which includes common assessments and pacing in the areas of Earth, Physical, and Life science. This curriculum was last approved by our Board of Education in the spring of 2017.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Harcourt Social Studies series. This series was research and recommended by our district PSC Social Studies task force and then approved by our local Board of Education in May 2017. We are currently in cycle studying our Social Studies curriculum. The PSC task force will be reporting initial recommendations this spring 2017.

Aggregate Local Assessment Data

Mount Pleasant Public Schools have aligned their curriculum to meet the Common Core State Standards. The following assessments are local assessments given at each of our grade levels.

DIBELS (Dynamic Indicator of Early Literacy Skills): A quick one minute assessments given to assess reading fluency. Assessments include: Letter/Sound Fluency, Phoneme Fluency, Nonsense Word Fluency, Oral Reading Fluency and DAZE. DIBELS assessments are benchmarked three times per year (fall, winter, spring)

NWEA (Northwest Evaluation Association) is a computer adaptive assessment we give for all students in the areas of Reading and Math. It is given as a benchmark assessment three times per year (fall, winter, spring) in order to measure student growth over the course of the school year. The students receive a RIT score based on their level of performance.

M-Step is the assessment that replaced the state MEAP assessment. In our building, this assessment is given to our 3rd graders. All students take ELA (reading, writing, and listening) and Math. The M-Step is computerized. Students receiving a 1 or 2 are considered proficient. The test is usually given in April or May of each school year

Pullen NWEA Performance Scores for Reading and Math 2016-2017

Reading	Number of students tested	Building Mean RIT Score	District Mean RIT Score	Number of students at or above National Norm	Math	Number of students tested	Building Mean RIT Score	District Mean RIT Score	Number of Students at or above National Norm
Kindergarten	81	161.2	162	48	Kindergarten	80	162.5	164.4	52
First Grade	90	177.1	179.9	39	First Grade	89	179.1	183.3	49
Second Grade	76	191	193.4	45	Second Grade	76	200.2	203.1	51
Third Grade	85	197.3	199.2	39	Third Grade	85	201.4	204	38

Pullen NWEA Performance Scores for Reading and Math 2015-2016

Reading	Number of students tested	Building Mean RIT Score	District Mean RIT Score	Number of students at or above National Norm	Math	Number of students tested	Building Mean RIT Score	District Mean RIT Score	Number of Students at or above National Norm
Kindergarten	94	160	163	64	Kindergarten	95	162	165	69
First Grade	85	178	181	50	First Grade	83	181	184	47
Second Grade	82	190	193	45	Second Grade	82	199	203	55
Third Grade	80	201	203	47	Third Grade	80	203	205	46

Pullen Third Grade M-STEP Data

Math	Proficiency Percentage
2016-2017	43.0
2015-2016	46.3

Reading	Proficiency Percentage
2016-2017	
2015-2016	45.1

Parent Teacher Conference Attendance Data

	2015-2016		2016-2017	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	335/364	92%	336/361	93%

The Michigan Department of Education’s MI School Data website, a service of the Center for Educational Performance and Information (CEPI), gave Pullen Elementary an overall index score of 82.26 points out of 100. Our school quality score was 94.90/100, Proficiency Overview score was 74.95/100 and our Assessment Participation was 100/100 points. More detailed information can be found by going to the MI School Data website at mischooldata.org.

Pullen Elementary will continue to use its School Improvement Process and Data Dialog Protocol to help us better identify our academic strengths, gaps and weakness. Doing the above will also guide our instructional practices to insure ALL students have the opportunity to learn to their full potential and be productive citizens in an ever changing world.

Schools are the greatest hope for building a strong economic future for our communities and our children. Teaching our children the skills they need to lead a successful and meaningful life requires the support of every parent and community member. With a partnership among the parents, community members, and the entire school staff, high expectations can be set for every student as they are given the knowledge and skills to achieve their dreams.

Respectfully,

Diane Falsetta
Pullen School Principal

“Pullen Elementary School’s Vision is to foster a love of learning in an innovative, respectful, and caring school climate which empowers students to be productive citizens in an ever-changing world. “ (Pullen Vision Statement)

“Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become and engaged citizen in a diverse, and changing world.” (MPPS Mission Statement)

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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	3rd Grade Content	All Students	2015-16	46.0%	55.2%	45.1%	22.0%	23.2%	35.4%	19.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	48.7%	36.9%	19.0%	17.9%	26.2%	36.9%
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	31.3%	40.0%	20.0%	20.0%	50.0%	10.0%
ELA	3rd Grade Content	American Indian or Alaska Native	2016-17	30.6%	23.8%	20.0%	0.0%	20.0%	40.0%	40.0%
ELA	3rd Grade Content	Asian	2015-16	65.9%	80.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	41.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	30.0%	<10	<10	<10	<10	<10

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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	3rd Grade Content	Two or More Races	2016-17	41.7%	60.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	58.8%	50.8%	24.6%	26.2%	32.8%	16.4%
ELA	3rd Grade Content	White	2016-17	51.7%	51.1%	36.5%	21.2%	15.4%	26.9%	36.5%
ELA	3rd Grade Content	Female	2015-16	49.5%	61.0%	52.8%	25.0%	27.8%	33.3%	13.9%
ELA	3rd Grade Content	Female	2016-17	47.7%	55.1%	47.1%	20.6%	26.5%	20.6%	32.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	50.4%	39.1%	19.6%	19.6%	37.0%	23.9%
ELA	3rd Grade Content	Male	2016-17	40.7%	44.1%	30.0%	18.0%	12.0%	30.0%	40.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	43.0%	32.5%	20.0%	12.5%	45.0%	22.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	38.5%	36.4%	18.2%	18.2%	18.2%	45.5%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	42.5%	40.0%	6.7%	33.3%	40.0%	20.0%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	35.0%	26.7%	13.3%	13.3%	26.7%	46.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	52.9%	46.3%	11.0%	35.4%	28.0%	25.6%

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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
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48.7%	42.9%	16.7%	26.2%	31.0%	26.2%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	43.8%	50.0%	20.0%	30.0%	40.0%	10.0%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2016-17	36.1%	23.8%	26.7%	0.0%	26.7%	33.3%	40.0%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	90.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	46.7%	<10	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	White	2015-16	53.2%	57.1%	50.8%	9.8%	41.0%	27.9%	21.3%
Mathematics	3rd Grade Content	White	2016-17	54.8%	52.3%	48.1%	19.2%	28.8%	26.9%	25.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	55.0%	52.8%	5.6%	47.2%	19.4%	27.8%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	41.8%	38.2%	17.6%	20.6%	32.4%	29.4%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	51.2%	41.3%	15.2%	26.1%	34.8%	23.9%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	53.7%	46.0%	16.0%	30.0%	30.0%	24.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	42.1%	42.5%	12.5%	30.0%	22.5%	35.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	31.3%	30.3%	12.1%	18.2%	27.3%	42.4%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	32.5%	26.7%	0.0%	26.7%	40.0%	33.3%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	40.0%	40.0%	13.3%	26.7%	33.3%	26.7%

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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
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No Data to Display

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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	3rd Grade Content	All Students	2015-16	86.0%	80.0%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	70.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	American Indian or Alaska Native	2016-17	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	American Indian or Alaska Native	2016-17	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	91.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10

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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
Mathematics	3rd Grade Content	White	2016-17	63.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10

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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

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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

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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	98.6%	49.5%	98.9%	48.3%	100.0%	38.8%
All Students	Mathematics	98.7%	39.1%	98.8%	39.9%	100.0%	43.5%
All Students	Science	97.9%	24.9%	97.3%	24.7%	N/A	N/A
All Students	Social Studies	97.8%	33.7%	96.7%	35.0%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	<30
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	<30
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	N/A
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	96.8%	25.9%	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	96.8%	19.1%	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	96.0%	12.9%	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	92.5%	22.4%	N/A	N/A
Asian	ELA	99.1%	70.5%	100.0%	69.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	100.0%	73.2%	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.5%	39.7%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	98.5%	27.0%	<30	<30
Black or African American	Science	96.0%	7.0%	<30	<30	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	97.1%	6.3%	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	38.8%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	25.4%	<30	<30

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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**
Hispanic of Any Race	Science	97.7%	13.5%	97.3%	15.6%	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	96.9%	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	0.0%	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	97.3%	38.8%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	97.3%	26.2%	<30	<30
Two or More Races	Science	97.7%	21.9%	93.9%	9.3%	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	93.0%	18.4%	N/A	N/A
White	ELA	98.9%	56.1%	99.2%	51.7%	100.0%	39.6%
White	Mathematics	99.0%	45.6%	99.1%	43.4%	100.0%	47.2%
White	Science	98.4%	29.7%	97.7%	27.9%	N/A	N/A
White	Social Studies	98.3%	39.7%	97.3%	39.0%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.0%	31.7%	100.0%	37.5%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	23.1%	100.0%	31.3%
Economically Disadvantaged	Science	97.2%	13.0%	97.3%	13.7%	N/A	N/A
Economically Disadvantaged	Social Studies	97.0%	18.3%	95.5%	21.5%	N/A	N/A

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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**
English Learners	ELA	98.6%	24.0%	<30	<30	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	<30	<30	N/A	N/A
English Learners	Science	98.4%	5.0%	<30	<30	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	98.7%	26.8%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	98.3%	23.1%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	96.1%	13.3%	N/A	N/A
Students With Disabilities	Social Studies	95.9%	14.2%	91.2%	6.9%	N/A	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	68.90%	N/A
American Indian or Alaska Native	66.57%	37.50%	N/A
Asian	90.20%	77.78%	N/A
Black or African American	67.36%	71.43%	N/A
Hispanic of Any Race	72.60%	90.00%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	44.44%	N/A
White	83.38%	72.44%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	49.50%	N/A
English Learners	72.11%	80.00%	N/A
Students With Disabilities	55.35%	34.09%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	86.82%	89.72%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Pullen Elementary School	74.95	N/A	N/A	N/A	94.90	100.00	N/A	82.26

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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	1	19	8	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	17.9%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Two or More Races	†	†	†	†	†
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 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	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9