



# MT. PLEASANT PULLEN ELEMENTARY

2015-2016 SCHOOL ANNUAL REPORT COVER LETTER

Diane Falsetta, Principal

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 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: <https://goo.gl/6Y5zvY> , or you may review a copy in the main office at Pullen Elementary School.

For the 2016-2017 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the existing 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 the above labels.

Pullen Elementary was not identified with any of the above 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.

Respectfully,

*Diane Falsetta*

Pullen Elementary School 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, 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<br>BEGUN | MAKING<br>PROGRESS | COMPLETED |
| All students will improve their proficiency abilities in the area of Social Studies  |                  |                    |           |
| <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>        |                  | X                  |           |
| All students will improve their proficiency abilities in the area of math  |                  |                    |           |
| <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent/Family Involvement Opportunities</li> </ul>  |                  | X                  |           |
| All student will improve their proficiency abilities in the area of English Language Arts  |                  |                    |           |
| <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data- Based Decision Making</li> <li>• Parent/Family Involvement Opportunities</li> </ul> |                  | X                  |           |
| All students will improve their proficiency abilities in the area of Science   |                  |                    |           |
| <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent/Family Involvement Opportunities</li> </ul>  |                  | X                  |           |

## Core Curriculum Status

A copy of the Core Curriculum is available on our school district website under Curriculum and Instruction:  
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; Lucy Calkins, MAISA Writing Units, Daily 5, CAFÉ, Houghton Mifflin Reading Series, and Rebecca Sitton Spelling, 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-6 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 or 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 the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction. Currently the building educators utilize, Science: A Closer Look series published by Macmillan/McGraw Hill verified by research conducted by our PSC science task force. This curriculum was last approved by our Board of Education in the spring of 2008. We are currently in cycle studying our Science curriculum. The PSC task force will be reporting initial recommendations to change our curriculum and standards to the Next Generation Science Standards (NGSS) this spring 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.

## Parent Conferences

| Parent Teacher Conference Attendance Data |                                |                                    |                                |                                    |
|---|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| Subgroups                                 | 2014-2015                      |                                    | 2015-2016                      |                                    |
|   | Number of students represented | Percentage of students represented | Number of students represented | Percentage of students represented |
| All                                       | 335/364                        | 92%                                | 370/390                        | 95%                                |

## 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 3<sup>rd</sup> 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 2014-2015

| Reading      | Number of students tested | Building Mean RIT Score | District Mean RIT Score | Standard Deviation | Math         | Number of students tested | Building Mean RIT Score | District Mean RIT Score | Standard Deviation |
|--------------|---------------------------|-------------------------|-------------------------|--------------------|--------------|---------------------------|-------------------------|-------------------------|--------------------|
| Kindergarten | 88                        | 157                     | 161                     | 10.5               | Kindergarten | 87                        | 160                     | 164                     | 12.5               |
| First Grade  | 81                        | 178                     | 179                     | 11.9               | First Grade  | 81                        | 182                     | 182                     | 10.8               |
| Second Grade | 80                        | 195                     | 194                     | 11.7               | Second Grade | 78                        | 201                     | 201                     | 12.5               |
| Third Grade  | 81                        | 197                     | 200                     | 15.9               | Third Grade  | 85                        | 200                     | 202                     | 12.5               |

### Pullen NWEA Scores for Reading and Math 2015-2016

| Reading      | Number of students tested | Building Mean RIT Score | District Mean RIT Score | Standard Deviation | Math         | Number of students tested | Building Mean RIT Score | District Mean RIT Score | Standard Deviation |
|--------------|---------------------------|-------------------------|-------------------------|--------------------|--------------|---------------------------|-------------------------|-------------------------|--------------------|
| Kindergarten | 94                        | 160                     | 163                     | 10.8               | Kindergarten | 95                        | 162                     | 165                     | 10.6               |
| First Grade  | 85                        | 178                     | 181                     | 13.0               | First Grade  | 83                        | 181                     | 184                     | 14.2               |
| Second Grade | 82                        | 190                     | 193                     | 12.8               | Second Grade | 82                        | 199                     | 203                     | 17.0               |
| Third Grade  | 80                        | 201                     | 203                     | 14.2               | Third Grade  | 80                        | 203                     | 205                     | 10.6               |

### Pullen Third Grade M-STEP Data

| Math | Proficiency Percentage |
|------|------------------------|
| 2015 | 48.3                   |
| 2016 | 46.3                   |

| Reading | Proficiency Percentage |
|---------|------------------------|
| 2015    | 54.0                   |
| 2016    | 45.1                   |

Pullen's "closing the achievement gap" percentile state-wide ranking was at the 79<sup>th</sup> percentile in 2015-2016. Pullen's overall state ranking was at the 59<sup>th</sup> percentile.

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

***"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)

**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                     | 2014-15     | 50.0%                             | 58.9%                                | 54.0%                              | 25.3%            | 28.7%              | 35.6%                        | 10.3%                  |
| 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 | American Indian or Alaska Native | 2014-15     | 44.3%                             | 41.2%                                | 50.0%                              | 30.0%            | 20.0%              | 40.0%                        | 10.0%                  |
| 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 | Asian                            | 2014-15     | 69.7%                             | 58.3%                                | <10                                | <10              | <10                | <10                          | <10                    |
| ELA     | 3rd Grade Content | Asian                            | 2015-16     | 65.9%                             | 80.0%                                | <10                                | <10              | <10                | <10                          | <10                    |
| ELA     | 3rd Grade Content | Black or African American        | 2014-15     | 23.2%                             | 50.0%                                | <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 | Hispanic of Any Race             | 2014-15     | 37.2%                             | 50.0%                                | <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 | Two or More Races                | 2014-15     | 47.7%                             | <10                                  | <10                                | <10              | <10                | <10                          | <10                    |
| ELA     | 3rd Grade Content | Two or More Races                | 2015-16     | 42.9%                             | 30.0%                                | <10                                | <10              | <10                | <10                          | <10                    |

**M-STEP Grades 3-11**

|             |                   |                            |         |       |       |       |       |       |       |       |
|-------------|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA         | 3rd Grade Content | White                      | 2014-15 | 58.2% | 62.1% | 56.1% | 28.8% | 27.3% | 34.8% | 9.1%  |
| 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 | Female                     | 2014-15 | 54.7% | 60.8% | 63.3% | 26.5% | 36.7% | 32.7% | 4.1%  |
| 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 | Male                       | 2014-15 | 45.5% | 56.7% | 42.1% | 23.7% | 18.4% | 39.5% | 18.4% |
| 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 | Economically Disadvantaged | 2014-15 | 35.3% | 38.5% | 46.7% | 13.3% | 33.3% | 40.0% | 13.3% |
| 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 | English Language Learners  | 2014-15 | 34.7% | <10   | <10   | <10   | <10   | <10   | <10   |
| ELA         | 3rd Grade Content | English Language Learners  | 2015-16 | 31.9% | <10   | <10   | <10   | <10   | <10   | <10   |
| ELA         | 3rd Grade Content | Students With Disabilities | 2014-15 | 23.3% | 38.6% | 27.3% | 9.1%  | 18.2% | 36.4% | 36.4% |
| ELA         | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | 42.5% | 40.0% | 6.7%  | 33.3% | 40.0% | 20.0% |
| Mathematics | 3rd Grade Content | All Students               | 2014-15 | 48.8% | 52.9% | 48.3% | 12.6% | 35.6% | 32.2% | 19.5% |
| Mathematics | 3rd Grade Content | All Students               | 2015-16 | 45.2% | 52.9% | 46.3% | 11.0% | 35.4% | 28.0% | 25.6% |

**M-STEP Grades 3-11**

|             |                   |                                  |         |       |       |       |       |       |       |       |
|-------------|-------------------|----------------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| Mathematics | 3rd Grade Content | American Indian or Alaska Native | 2014-15 | 44.4% | 35.3% | 40.0% | 0.0%  | 40.0% | 30.0% | 30.0% |
| 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 | Asian                            | 2014-15 | 73.6% | 50.0% | <10   | <10   | <10   | <10   | <10   |
| Mathematics | 3rd Grade Content | Asian                            | 2015-16 | 73.1% | 90.0% | <10   | <10   | <10   | <10   | <10   |
| Mathematics | 3rd Grade Content | Black or African American        | 2014-15 | 20.3% | 50.0% | <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 | Hispanic of Any Race             | 2014-15 | 35.7% | <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 | Two or More Races                | 2014-15 | 43.6% | <10   | <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 | White                            | 2014-15 | 57.3% | 55.9% | 54.5% | 16.7% | 37.9% | 31.8% | 13.6% |
| 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 | Female                           | 2014-15 | 48.1% | 52.4% | 51.0% | 8.2%  | 42.9% | 36.7% | 12.2% |



**M-STEP Grades 3-11**

|             |                   |                            |         |       |       |       |       |       |       |       |
|-------------|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| 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 | Male                       | 2014-15 | 49.5% | 53.3% | 44.7% | 18.4% | 26.3% | 26.3% | 28.9% |
| 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 | Economically Disadvantaged | 2014-15 | 33.5% | 36.1% | 37.8% | 11.1% | 26.7% | 35.6% | 26.7% |
| 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 | English Language Learners  | 2014-15 | 37.0% | <10   | <10   | <10   | <10   | <10   | <10   |
| Mathematics | 3rd Grade Content | English Language Learners  | 2015-16 | 37.8% | <10   | <10   | <10   | <10   | <10   | <10   |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2014-15 | 24.5% | 45.5% | 36.4% | 0.0%  | 36.4% | 36.4% | 27.3% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | 32.5% | 26.7% | 0.0%  | 26.7% | 40.0% | 33.3% |



**MI School Data**  
**Annual Education Report**  
**Pullen Elementary School**

03/01/2017

**SAT**

| Location Name | School Year | Subject | Student Group | Mean SAT Score | Benchmark | Met or Exceeded | % Met or Exceeded | Did Not Meet | % Did Not Meet | Number Assessed |
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|

No Data to Display

**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         | 2014-15     | 69.2%                             | <10                                  | <10                                | <10               | <10              | <10              |
| ELA         | 3rd Grade Content | All Students         | 2015-16     | 86.0%                             | 80.0%                                | <10                                | <10               | <10              | <10              |
| Mathematics | 3rd Grade Content | All Students         | 2014-15     | 71.1%                             | <10                                  | <10                                | <10               | <10              | <10              |
| Mathematics | 3rd Grade Content | All Students         | 2015-16     | 64.9%                             | 70.0%                                | <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                | 2014-15     | 71.8%                             | <10                                  | <10                                | <10               | <10              | <10              |
| ELA         | 3rd Grade Content | White                | 2015-16     | 87.2%                             | <10                                  | <10                                | <10               | <10              | <10              |
| Mathematics | 3rd Grade Content | White                | 2014-15     | 72.9%                             | <10                                  | <10                                | <10               | <10              | <10              |
| Mathematics | 3rd Grade Content | White                | 2015-16     | 67.3%                             | <10                                  | <10                                | <10               | <10              | <10              |
| ELA         | 3rd Grade Content | Female               | 2014-15     | 69.3%                             | <10                                  | <10                                | <10               | <10              | <10              |

**MI-Access Functional Independence**

|             |                   |                            |         |       |     |     |     |     |     |
|-------------|-------------------|----------------------------|---------|-------|-----|-----|-----|-----|-----|
| ELA         | 3rd Grade Content | Female                     | 2015-16 | 85.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female                     | 2014-15 | 69.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female                     | 2015-16 | 61.4% | <10 | <10 | <10 | <10 | <10 |
| ELA         | 3rd Grade Content | Male                       | 2014-15 | 69.2% | <10 | <10 | <10 | <10 | <10 |
| ELA         | 3rd Grade Content | Male                       | 2015-16 | 86.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Male                       | 2014-15 | 71.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Male                       | 2015-16 | 66.6% | <10 | <10 | <10 | <10 | <10 |
| ELA         | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 68.9% | <10 | <10 | <10 | <10 | <10 |
| ELA         | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 85.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 71.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 65.3% | <10 | <10 | <10 | <10 | <10 |

**MI-Access Supported Independence**

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

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%                    | 98.4%                 | 69.1%                        | 100.0%              | 74.1%                       |
| All Students                     | Mathematics    | 98.6%              | 62.1%                    | 98.4%                 | 65.1%                        | 100.0%              | 59.3%                       |
| All Students                     | Science        | 98.1%              | 50.0%                    | 97.0%                 | 50.0%                        | N/A                 | N/A                         |
| All Students                     | Social Studies | 98.1%              | 59.3%                    | 96.5%                 | 64.4%                        | N/A                 | N/A                         |
| Bottom 30%                       | ELA            | N/A                | 25.1%                    | N/A                   | 9.3%                         | N/A                 | <30                         |
| Bottom 30%                       | Mathematics    | N/A                | 19.0%                    | N/A                   | 14.6%                        | N/A                 | <30                         |
| Bottom 30%                       | Science        | N/A                | 9.8%                     | N/A                   | 9.2%                         | N/A                 | N/A                         |
| Bottom 30%                       | Social Studies | N/A                | 13.3%                    | N/A                   | 14.0%                        | N/A                 | N/A                         |
| American Indian or Alaska Native | ELA            | 98.4%              | 63.4%                    | 96.1%                 | 51.4%                        | <30                 | <30                         |
| American Indian or Alaska Native | Mathematics    | 98.4%              | 55.9%                    | 96.1%                 | 56.9%                        | <30                 | <30                         |
| American Indian or Alaska Native | Science        | 98.0%              | 46.3%                    | 90.6%                 | 36.8%                        | N/A                 | N/A                         |
| American Indian or Alaska Native | Social Studies | 97.3%              | 54.5%                    | 93.2%                 | 43.3%                        | N/A                 | N/A                         |
| Asian                            | ELA            | 99.3%              | 84.3%                    | 100.0%                | 84.4%                        | <30                 | <30                         |
| Asian                            | Mathematics    | 99.4%              | 83.7%                    | 100.0%                | 84.4%                        | <30                 | <30                         |
| 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%                    | 100.0%                | 63.2%                        | <30                 | <30                         |
| Black or African American        | Mathematics    | 97.4%              | 37.3%                    | 100.0%                | 50.9%                        | <30                 | <30                         |
| Black or African American        | Science        | 96.5%              | 23.9%                    | 97.0%                 | 40.0%                        | 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%                    | 96.9%                 | 50.9%                        | <30                 | <30                         |
| Hispanic of Any Race             | Mathematics    | 98.8%              | 51.1%                    | 96.9%                 | 57.9%                        | <30                 | <30                         |
| Hispanic of Any Race             | Science        | 98.1%              | 36.7%                    | <30                   | <30                          | N/A                 | N/A                         |



**Accountability Details Subject Data**

|   |                |       |       |       |       |        |       |
|---|----------------|-------|-------|-------|-------|--------|-------|
| Hispanic of Any Race                      | Social Studies | 98.0% | 47.7% | 90.6% | <30   | N/A    | N/A   |
| Native Hawaiian or Other Pacific Islander | ELA            | 99.5% | 72.4% | <30   | N/A   | N/A    | N/A   |
| Native Hawaiian or Other Pacific Islander | Mathematics    | 99.7% | 65.9% | <30   | 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% | <30   | N/A   | N/A    | N/A   |
| Two or More Races                         | ELA            | 98.9% | 67.8% | 99.0% | 60.8% | <30    | <30   |
| Two or More Races                         | Mathematics    | 98.7% | 59.2% | 98.0% | 58.3% | <30    | <30   |
| 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% | 97.9% | 64.4% | N/A    | N/A   |
| White                                     | ELA            | 99.0% | 75.6% | 98.5% | 72.4% | 100.0% | 81.7% |
| White                                     | Mathematics    | 98.9% | 68.4% | 98.6% | 66.8% | 100.0% | 65.0% |
| White                                     | Science        | 98.6% | 57.1% | 97.8% | 53.6% | N/A    | N/A   |
| White                                     | Social Studies | 98.5% | 65.8% | 97.3% | 68.3% | N/A    | N/A   |
| Economically Disadvantaged                | ELA            | 98.3% | 56.8% | 97.7% | 55.5% | 100.0% | 70.0% |
| Economically Disadvantaged                | Mathematics    | 98.2% | 48.5% | 97.7% | 50.2% | 100.0% | 52.5% |
| Economically Disadvantaged                | Science        | 97.5% | 35.0% | 94.9% | 32.3% | N/A    | N/A   |
| Economically Disadvantaged                | Social Studies | 97.5% | 43.9% | 94.8% | 45.9% | N/A    | N/A   |
| English Language Learners                 | ELA            | 98.8% | 49.5% | <30   | <30   | <30    | <30   |
| English Language Learners                 | Mathematics    | 99.0% | 48.4% | <30   | <30   | <30    | <30   |





**Accountability Details Subject Data**

|                            |                |       |       |       |       |     |     |
|----------------------------|----------------|-------|-------|-------|-------|-----|-----|
| English Language Learners  | Science        | 98.5% | 22.0% | <30   | <30   | N/A | N/A |
| English Language Learners  | Social Studies | 98.2% | 30.9% | <30   | <30   | N/A | N/A |
| Students With Disabilities | ELA            | 97.2% | 40.1% | 96.8% | 41.0% | <30 | <30 |
| Students With Disabilities | Mathematics    | 97.1% | 36.5% | 96.8% | 41.8% | <30 | <30 |
| Students With Disabilities | Science        | 97.0% | 26.5% | 95.6% | 23.8% | N/A | N/A |
| Students With Disabilities | Social Studies | 96.6% | 30.8% | 92.9% | 31.9% | N/A | N/A |



**Accountability Details Graduation Data**

| Student Group                             | Statewide | District | School |
|---|-----------|----------|--------|
| All Students                              | 79.79%    | 73.93%   | 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%    | 76.69%   | N/A    |
| Female                                    | 83.76%    | N/A      | N/A    |
| Male                                      | 76.00%    | N/A      | N/A    |
| Economically Disadvantaged                | 67.48%    | 49.46%   | N/A    |
| English Language Learners                 | 72.14%    | N/A      | N/A    |
| Students With Disabilities                | 57.12%    | 44.44%   | N/A    |
| Bottom 30%                                | N/A       | N/A      | N/A    |

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



## MI School Data

### Annual Education Report Pullen Elementary School

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#### Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students  | 94.32%    | 90.74%   | 94.55% |

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



**Annual Education Report  
Pullen Elementary School**

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**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 |
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display



**Annual Education Report  
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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 |
|--------------------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
| Pullen Elementary School | Green      | 2         | Green       | 2          |                |               |                       |                      | Lime           | 16            |



**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     | 17   | 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 | 0.0%                  |



# MI School Data

## Annual Education Report Pullen Elementary School

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### NAEP Grade 4 Math

|   | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students                              | 100                 | 23                  | 77            | 34                 | 5                |
| Male                                      | 51                  | 22                  | 78            | 36                 | 6                |
| Female                                    | 49                  | 23                  | 77            | 32                 | 4                |
| National Lunch Program Eligibility        |                     |                     |               |                    |                  |
| Eligible                                  | 47                  | 36                  | 64            | 17                 | 1                |
| Not Eligible                              | 53                  | 10                  | 90            | 49                 | 9                |
| Info not available                        | #                   | ‡                   | ‡             | ‡                  | ‡                |
| Race/Ethnicity                            |                     |                     |               |                    |                  |
| White                                     | 72                  | 15                  | 85            | 39                 | 5                |
| Black or African American                 | 15                  | 53                  | 47            | 10                 | &#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.



# MI School Data

## Annual Education Report Pullen Elementary School

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### NAEP Grade 8 Math

|   | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students                              | 100                 | 32                  | 39            | 22                 | 7                |
| Male                                      | 51                  | 31                  | 39            | 23                 | 7                |
| Female                                    | 49                  | 34                  | 39            | 21                 | 6                |
| National Lunch Program Eligibility        |                     |                     |               |                    |                  |
| Eligible                                  | 45                  | 48                  | 39            | 12                 | 2                |
| Not Eligible                              | 55                  | 19                  | 40            | 30                 | 11               |
| Info not available                        | #                   | ‡                   | ‡             | ‡                  | ‡                |
| Race/Ethnicity                            |                     |                     |               |                    |                  |
| White                                     | 69                  | 23                  | 43            | 26                 | 7                |
| Black or African American                 | 20                  | 66                  | 29            | 5                  | #                |
| Hispanic                                  | 4                   | 38                  | 44            | 15                 | 4                |
| Asian                                     | 3                   | 11                  | 18            | 39                 | 32               |
| American Indian or Alaska Native          | 1                   | ‡                   | ‡             | ‡                  | ‡                |
| Native Hawaiian or Other Pacific Islander | #                   | ‡                   | ‡             | ‡                  | ‡                |
| Two or More Races                         | 2                   | ‡                   | ‡             | ‡                  | ‡                |
| Student classified as having a disability |                     |                     |               |                    |                  |
| SD  | 11                  | 77                  | 19            | 3                  | #                |
| Not SD                                    | 89                  | 27                  | 41            | 24                 | 7                |
| Student is an English Language Learner    |                     |                     |               |                    |                  |
| ELL                                       | 3                   | 54                  | 33            | 11                 | 2                |
| Not ELL                                   | 97                  | 32                  | 39            | 22                 | 7                |

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





# MI School Data

## Annual Education Report Pullen Elementary School

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### NAEP Grade 12 Math

|   | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students                              | 100                 | 34                  | 41            | 23                 | 2                |
| Male                                      | 51                  | 32                  | 41            | 26                 | 1                |
| Female                                    | 49                  | 35                  | 42            | 22                 | 1                |
| National Lunch Program Eligibility        |                     |                     |               |                    |                  |
| Eligible                                  | 35                  | 54                  | 37            | 9                  | 0                |
| Not Eligible                              | 64                  | 22                  | 44            | 32                 | 2                |
| Info not available                        | 0                   | 0                   | 0             | 0                  | 0                |
| Race/Ethnicity                            |                     |                     |               |                    |                  |
| White                                     | 76                  | 26                  | 42            | 30                 | 2                |
| Black or African American                 | 14                  | 68                  | 27            | 5                  | 0                |
| Hispanic                                  | 5                   | 58                  | 33            | 9                  | 0                |
| Asian                                     | 3                   | 26                  | 32            | 35                 | 7                |
| Other Pacific Islander                    | 1                   | 0                   | 0             | 0                  | 0                |
| American Indian or Alaska Native          | 0                   | 0                   | 0             | 0                  | 0                |
| Native Hawaiian or Other Pacific Islander | 1                   | 0                   | 0             | 0                  | 0                |
| Two or More Races                         |                     |                     |               |                    |                  |
| Student classified as having a disability |                     |                     |               |                    |                  |
| SD  | 9                   | 78                  | 19            | 3                  | 0                |
| Not SD                                    | 91                  | 30                  | 43            | 25                 | 2                |
| Student is an English Language Learner    |                     |                     |               |                    |                  |
| ELL                                       | 2                   | 0                   | 0             | 0                  | 0                |
| Not ELL                                   | 98                  | 33                  | 41            | 24                 | 2                |

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



# MI School Data

## Annual Education Report Pullen Elementary School

03/01/2017

### 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        | 48                  | 50                  | 50            | 16                 | 1                |
| Eligible                                  | 52                  | 24                  | 76            | 40                 | 8                |
| Not Eligible                              | #                   | ‡                   | ‡             | ‡                  | ‡                |
| 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               |
| Other                                     | 1                   | ‡                   | ‡             | ‡                  | ‡                |
| American Indian or Alaska Native          | #                   | ‡                   | ‡             | ‡                  | ‡                |
| Native Hawaiian or Other Pacific Islander | 3                   | 30                  | 70            | 37                 | 8                |
| Two or More Races                         |                     |                     |               |                    |                  |
| Student classified as having a disability | 12                  | 76                  | 24            | 7                  | #                |
| SD  | 88                  | 32                  | 68            | 31                 | 6                |
| Not SD                                    |                     |                     |               |                    |                  |
| Student is an English Language Learner    | 4                   | 52                  | 48            | 16                 | 2                |
| ELL                                       | 96                  | 36                  | 64            | 29                 | 5                |
| Not ELL                                   |                     |                     |               |                    |                  |

# Rounds to zero

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



# MI School Data

## Annual Education Report Pullen Elementary School

03/01/2017

### NAEP Grade 8 Reading

|   | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students                              | 100                 | 24                  | 44            | 29                 | 3                |
| Male                                      | 51                  | 29                  | 45            | 25                 | 2                |
| Female                                    | 49                  | 20                  | 42            | 34                 | 4                |
| National Lunch Program Eligibility        |                     |                     |               |                    |                  |
| Eligible                                  | 45                  | 37                  | 45            | 17                 | 1                |
| Not Eligible                              | 55                  | 14                  | 43            | 39                 | 4                |
| Info not available                        | #                   | ‡                   | ‡             | ‡                  | ‡                |
| Race/Ethnicity                            |                     |                     |               |                    |                  |
| White                                     | 69                  | 18                  | 44            | 34                 | 3                |
| Black or African American                 | 20                  | 47                  | 44            | 9                  | 35               |
| Hispanic                                  | 4                   | 27                  | 41            | 29                 | 3                |
| Asian/Native Hawaiian or Pacific Islander | 3                   | 13                  | 35            | 41                 | 10               |
| American Indian or Alaska Native          | 1                   | ‡                   | ‡             | ‡                  | ‡                |
| Two or More Races                         | 2                   | ‡                   | ‡             | ‡                  | ‡                |
| Student classified as having a disability |                     |                     |               |                    |                  |
| SD  | 10                  | 64                  | 30            | 5                  | #                |
| Not SD                                    | 90                  | 20                  | 45            | 32                 | 3                |
| Student is an English Language Learner    |                     |                     |               |                    |                  |
| ELL                                       | 3                   | 57                  | 37            | 6                  | #                |
| Not ELL                                   | 97                  | 23                  | 44            | 30                 | 3                |

# Rounds to zero

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



# MI School Data

## Annual Education Report Pullen Elementary School

03/01/2017

### NAEP Grade 12 Reading

|   | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students                              | 100                 | 26                  | 5             | 27                 | 5                |
| Male                                      | 50                  | 31                  | 37            | 28                 | 4                |
| Female                                    | 50                  | 20                  | 37            | 37                 | 6                |
| National Lunch Program Eligibility        |                     |                     |               |                    |                  |
| Eligible                                  | 35                  | 37                  | 39            | 22                 | 2                |
| Not Eligible                              | 64                  | 19                  | 36            | 38                 | 7                |
| Info not available                        | 1                   | 0                   | 0             | 0                  | 0                |
| Race/Ethnicity                            |                     |                     |               |                    |                  |
| White                                     | 76                  | 20                  | 38            | 36                 | 6                |
| Black or African American                 | 14                  | 52                  | 36            | 12                 | 0                |
| Hispanic                                  | 5                   | 34                  | 44            | 21                 | 1                |
| Asian                                     | 3                   | 21                  | 26            | 41                 | 12               |
| Other 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            |