



# MT. PLEASANT PULLEN ELEMENTARY

2014-2015 SCHOOL ANNUAL REPORT COVER LETTER

Diane Falsetta, Principal

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## Principal's Greeting/Message

March 23, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Mt. Pleasant Pullen Elementary. 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 [MISchoolData: Mt. Pleasant Pullen Elementary](#), or you may review a copy in the main office at your child's school.

Pullen has identified our key challenges, as indicated by the attached combined M-Step data report, to be addressing the gap between our economically disadvantaged (ED) students and our non-economically disadvantaged students in the area of 3<sup>rd</sup> grade math proficiency. We are also looking at the gap between our third grade males and our females in the area of reading proficiency.

Key initiatives our school will be using to address the above learning gap will be effectively using all our available resources to raise the academic achievement levels for all our students, with a major focus on accelerating the achievement levels for our bottom 30 percent, ED, and male students in reading. The best practice strategies we will be implementing to achieve the above challenges are differentiated instruction, data driven decision making, and research-based interventions in the area of math and reading.

## Description of the School

Pullen Elementary School serves students in Kindergarten through third grades. Approximately 74 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 Support (PBIS), and Response to Intervention Team/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"> <li>• Differentiated Instruction</li> <li>• Data-Based Decision Making</li> <li>• Parent Involvement Opportunities.</li> </ul>		Making Progress in all areas	
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>		Making Progress in all areas	
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>		Making Progress in all areas	
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>		Making Progress in all areas	

## 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 this spring.

### 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.

## Parent Conferences

### Parent Teacher Conference Attendance Data

Subgroups	2013-2014		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

## Pullen NWEA Performance Scores for Reading and Math

### 2013-2014

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	95	154	157	31	Kindergarten	94	154	158	33
First Grade	83	174	177	33	First Grade	80	177	179	36
Second Grade	88	190	191	44	Second Grade	87	194	196	52
Third Grade	95	196	198	40	Third Grade	94	195	199	21

### 2014-2015

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	88	157	162	39	Kindergarten	87	160	164	46
First Grade	81	178	180	41	First Grade	81	182	183	44
Second Grade	80	195	194	62	Second Grade	78	201	199	73
Third Grade	81	197	199	35	Third Grade	85	200	202	25

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)

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## M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	66.2%	60.7%	0%	60.7%	32.6%	6.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	American Indian	2013-14	58.4%	42.9%	50%	0%	50%	38.9%	11.1%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	30.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	54.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	73.2%	66.1%	0%	66.1%	32.3%	1.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	71.4%	63.3%	0%	63.3%	28.6%	8.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	60%	57.5%	0%	57.5%	37.5%	5%

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M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	52.8%	53.1%	0%	53.1%	38.8%	8.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	33.3%	23.1%	0%	23.1%	53.8%	23.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	58.9%	54%	25.3%	28.7%	35.6%	10.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2014-15	44.3%	41.2%	50%	30%	20%	40%	10%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	58.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10

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## M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	62.1%	56.1%	28.8%	27.3%	34.8%	9.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	60.8%	63.3%	26.5%	36.7%	32.7%	4.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	56.7%	42.1%	23.7%	18.4%	39.5%	18.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	38.5%	46.7%	13.3%	33.3%	40%	13.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	38.6%	27.3%	9.1%	18.2%	36.4%	36.4%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	37.8%	31%	4.6%	26.4%	23%	46%
Mathematics	2nd Grade Content	American Indian	2013-14	33.7%	25%	16.7%	5.6%	11.1%	16.7%	66.7%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	8.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10

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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	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	27.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	41.5%	37.7%	4.9%	32.8%	26.2%	36.1%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	37.6%	33.3%	6.3%	27.1%	16.7%	50%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	38%	28.2%	2.6%	25.6%	30.8%	41%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	23.4%	14.6%	6.3%	8.3%	31.3%	54.2%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	38.7%	25%	0%	25%	8.3%	66.7%
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	American Indian	2014-15	44.4%	35.3%	40%	0%	40%	30%	30%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	50%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	50%	<10	<10	<10	<10	<10



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## M-STEP Grades 3-8

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	Hispanic of Any Race	2014-15	35.7%	<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	White	2014-15	57.3%	55.9%	54.5%	16.7%	37.9%	31.8%	13.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	52.4%	51%	8.2%	42.9%	36.7%	12.2%
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	Economically Disadvantaged	2014-15	33.5%	36.1%	37.8%	11.1%	26.7%	35.6%	26.7%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	45.5%	36.4%	0%	36.4%	36.4%	27.3%

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## MME

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
No Data to Display										

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	66.7%	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	66.7%	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	50%	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	50%	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	66.7%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	50%	<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	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	American Indian	2013-14	80%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	American Indian	2013-14	66.7%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<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
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<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

## Annual Education Report Pullen Elementary School

### 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	Mathematics	98.1%	36.5%	95.4%	N/A	100%	N/A
All Students	ELA	98.1%	48.5%	96.4%	N/A	100%	N/A
All Students	Science	97.5%	22.2%	94.5%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	95.5%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	93.4%	N/A	<30	N/A
American Indian	ELA	98%	41.5%	95.2%	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	93%	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	92.1%	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	95.2%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	98.4%	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	92.5%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	96.2%	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	89.5%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	94.7%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A



## Annual Education Report

### Pullen Elementary School

#### 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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	97.1%	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	97.1%	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	97.8%	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	97%	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	95.9%	N/A	100%	N/A
White	ELA	98.5%	55%	96.4%	N/A	100%	N/A
White	Science	98.1%	26.6%	94.7%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	95.9%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	95.4%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	96.7%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	94.2%	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	94.9%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	<30	N/A	<30	N/A
English Language Learners	ELA	98.2%	24%	<30	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	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 Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.9%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.6%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	94.2%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	93.7%	N/A	N/A	N/A

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## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	73.1%	N/A
American Indian	64.8%	47.1%	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	79.9%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	62.3%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	56.9%	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	94.7%	91.7%	95.8%

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

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



04/08/2016

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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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	18	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%	0.0%	0.0%

## Teacher Quality - Provisional

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

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## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 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	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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) 2015 Mathematics Achievement.

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## NAEP Grade 12 Math

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

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 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	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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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.

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## 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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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.

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## NAEP Grade 12 Reading

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

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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	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0