# School Annual Education Report (AER) <br> Bullock Creek Elementary 

Aug. 15, 2013

## Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Bullock Creek 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 Vicki Mikusko for assistance.

The AER is available for you to review electronically by visiting the following web site http://www.bcreek.k12.mi.us or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in $30 \%$ of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest $5 \%$ of all schools in the state.

Our school has been identified as: STATE "HAS NOT BEEN GIVEN ONE OF THESE LABELS."

One of the Key Challenges that Bullock Creek Elementary faces is to increase our achievement scores in the area of Math. Over the last two years, we have devoted much of professional development to teaching of math. In addition, we have started a new program. We feel with intensive training we have provided to our staff and the increased focus on math practices in the classroom, we will continue to see improved achievement scores in this area.

State law requires that we also report additional information. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
Bullock Creek Elementary has open enrolment. We accept schools of choice students in young 5's through $2^{\text {nd }}$ grade. Parents must apply for schools of
choice through the central administration office and must follow all district policies regarding schools of choice application. Students are assigned buildings through pre-determined boundaries. During the last two years, our enrollment has remained consistent with no more increase or decrease in student population.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
Bullock Creek Elementary is in year 3 of a 3-5 year school improvement plan. Our plan can be rated as "in progress." The Bullock Creek Elementary School improvement plan includes focus goals for reading, writing, and mathematics. The building's school improvement team is made of teachers and parents that provide input and monitoring. We will continue to work within the parameters of the school improvement plan and review it through out the school with staff and parents.

## A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

While Bullock Creek Elementary is not a specialized school, we do house a preschool offered by the West Midland Community Center. In addition, we house an early childhood program that is offered by the Midland County Educational Agency.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL
Michigan is a partner with the Common Core Curriculum. The state and Bullock Creek Elementary will be using the Common Core for ELA and mathematics with no variance. Bullock Creek Elementary uses the Michigan Grade Level Content Expectations for Science and Social Studies with no variance. Parents can obtain a copy of the National Core Curriculum by going to www.michigan.gov/mde. Parents can obtain copies of the common core curriculum in the main office of Bullock Creek Elementary

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS MEAP $3^{\text {rd }}$ Grade Reading: (\% proficient) 2012-13 2011-12 2010-11
85.7\% 64\% 72.5\%

MEAP $3^{\text {rd }}$ Grade Math: (\% proficient) 2012-13 2011-12 $2010-11$ 42.1\% 23\% 28.8\%

DIBLES Kindergarten: Phoneme Segmentation
2012-13 85\% Proficient
2011-12: 91\% Proficient
2010-11: 90\% Proficient

DIBLES $1^{\text {st }}$ grade Nonsense Word Fluency 2012-13: 55\% Proficient 2011-12: 59\% Proficient 2010-11: 61\% proficient Oral Reading Fluency 2012-13: 70\% Proficient 2011-12: 64\% Proficient 2010-11: 70\% Proficient

DIBLES $2^{\text {nd }}$ Grade Oral Reading Fluency 2012-13: 53\% Proficient 2011-12: 68\% Proficient 2010-11: 65\% Proficient

The combined report for Bullock Creek Elementary is also attached to this report. Bullock Creek Elementary ( $k-2$ ) is a feeder school for Pine River Elementary (3-5), the report reflects the state scores for which Bullock Creek Elementary is held accountable.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
Parent teacher conferences are held twice a year. Bullock Creek Elementary is proud that the parents in the community take such an active role in their child's education. For last two years, we have seen a large attendance at our Parent Teacher Conferences.

Parental Attendance at Parent Teacher Conferences:
Spring 2011 - 98\%
Fall 2012-97\%
Spring 2013-97\%

The 2012-13 school year was a productive one for Bullock Elementary students and staff. We continue to strive to meet state standards and to provide the best educational opportunities for our young students. We are proud that our parents and community stay involved and support our kids, our staff and our school.

Sincerely,

## Ticki Nikusko

| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% Students Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially Proficient (Level 3) | \% Not Proficient (Level 4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | 3rd Grade | All Students | 2011-12 | 100\% | 36.3\% | 19.4\% | < 10 | 18.6\% | 24.8\% | 55.8\% |
| Mathematics | 3rd Grade | All Students | 2012-13 | 100\% | 40.9\% | 36.8\% | < 10 | 36.1\% | 23.6\% | 39.6\% |
| Mathematics | 3rd Grade | African American | 2011-12 | < 10 | 14.5\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | African American | 2012-13 | < 10 | 18\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | American Indian | 2012-13 | < 10 | 30.6\% | < 10 | $<10$ | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Asian | 2012-13 | < 10 | 65.6\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Hispanic of Any Race | 2011-12 | < 10 | 23\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Hispanic of Any Race | 2012-13 | < 10 | 25.7\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Native Hawaiian or Other Pacific Islander | 2012-13 | < 10 | 40.2\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | White | 2011-12 | 100\% | 42.3\% | 18\% | < 10 | 17.2\% | 26.2\% | 55.7\% |
| Mathematics | 3rd Grade | White | 2012-13 | 100\% | 47.4\% | 38.4\% | < 10 | 37.7\% | 23.9\% | 37.7\% |
| Mathematics | 3rd Grade | Female | 2011-12 | 100\% | 34.9\% | < 10 | < 10 | < 10 | 20.3\% | 64.4\% |
| Mathematics | 3rd Grade | Female | 2012-13 | 100\% | 39.8\% | 36.4\% | < 10 | 36.4\% | 20.8\% | 42.9\% |
| Mathematics | 3rd Grade | Male | 2011-12 | 100\% | 37.6\% | 22.9\% | < 10 | 21.4\% | 28.6\% | 48.6\% |
| Mathematics | 3rd Grade | Male | 2012-13 | 100\% | 42\% | 37.3\% | < 10 | 35.8\% | 26.9\% | 35.8\% |
| Mathematics | 3rd Grade | Economically Disadvantaged | 2011-12 | 100\% | 23\% | 20.8\% | < 10 | 20.8\% | 20.8\% | 58.5\% |
| Mathematics | 3rd Grade | Economically Disadvantaged | 2012-13 | 100\% | 26.8\% | 21.7\% | < 10 | 21.7\% | 26.7\% | 51.7\% |



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$\left.\begin{array}{|l|l|l|l|l|l|l|l|l|l|}\hline \text { Subject } & \text { Grade } & \text { Testing Group } & \text { School Year } & \begin{array}{l}\text { \% Students } \\ \text { Tested }\end{array} & \begin{array}{l}\text { State \% } \\ \text { Students } \\ \text { Proficient }\end{array} & \begin{array}{l}\text { District \% } \\ \text { Students } \\ \text { Proficient }\end{array} & \begin{array}{l}\text { \% Advanced } \\ \text { (Level 1) }\end{array} & \begin{array}{l}\text { \% Proficient } \\ \text { (Level 2) }\end{array} \\ \hline \text { Mathematics } & \text { 3rd Grade } & \begin{array}{l}\text { English } \\ \text { Language } \\ \text { Learners }\end{array} \\ \text { (Level 3) }\end{array}\right)$



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| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially <br> Proficient <br> (Level 3) | \% Not Proficient (Level 4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | 7th Grade | Hispanic of Any Race | 2012-13 | $<10$ | 23.8\% | < 10 | < 10 | $<10$ | $<10$ | < 10 |
| Mathematics | 7th Grade | Two or More Races | 2012-13 | $<10$ | 34.5\% | < 10 | < 10 | $<10$ | $<10$ | < 10 |
| Mathematics | 7th Grade | White | 2011-12 | 100\% | 43.6\% | 54.7\% | < 10 | 51.1\% | 19.4\% | 25.9\% |
| Mathematics | 7th Grade | White | 2012-13 | 100\% | 44.2\% | 50\% | < 10 | 45.4\% | 26.2\% | 23.8\% |
| Mathematics | 7th Grade | Female | 2011-12 | 100\% | 38\% | 64.7\% | < 10 | 60.3\% | < 10 | 23.5\% |
| Mathematics | 7th Grade | Female | 2012-13 | 100\% | 38.8\% | 51.5\% | < 10 | 48.5\% | 25.8\% | 22.7\% |
| Mathematics | 7th Grade | Male | 2011-12 | 100\% | 36.5\% | 43.4\% | < 10 | 40.8\% | 26.3\% | 30.3\% |
| Mathematics | 7th Grade | Male | 2012-13 | 100\% | 37.5\% | 48.6\% | < 10 | 43.1\% | 27.8\% | 23.6\% |
| Mathematics | 7th Grade | Economically Disadvantaged | 2011-12 | 100\% | 21.6\% | 36.7\% | < 10 | 32.7\% | 20.4\% | 42.9\% |
| Mathematics | 7th Grade | Economically Disadvantaged | 2012-13 | 100\% | 22.5\% | 31.6\% | < 10 | 28.1\% | 29.8\% | 38.6\% |
| Mathematics | 7th Grade | English Language Learners | 2012-13 | $<10$ | 14\% | < 10 | < 10 | $<10$ | $<10$ | < 10 |
| Mathematics | 7th Grade | Students With Disabilities | 2011-12 | 100\% | 8.6\% | < 10 | < 10 | $<10$ | $<10$ | 73.7\% |
| Mathematics | 7th Grade | Students With Disabilities | 2012-13 | $<10$ | 9.8\% | < 10 | < 10 | $<10$ | $<10$ | < 10 |
| Mathematics | 8th Grade | All Students | 2011-12 | 100\% | 29.4\% | 27.1\% | < 10 | 26.4\% | 40\% | 32.9\% |
| Mathematics | 8th Grade | All Students | 2012-13 | 100\% | 34.5\% | 48.6\% | 7.2\% | 41.3\% | 22.5\% | 29\% |
| Mathematics | 8th Grade | African American | 2011-12 | $<10$ | 9.1\% | < 10 | < 10 | $<10$ | < 10 | < 10 |




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| \％G＇ $2 \mathcal{L}$ | \％8＇$て$ ¢ | \％L＇6Z | $\mathrm{OL}>$ | \％L＇6Z | \％L＇0¢ | \％001 | てレーレレOZ | әృพ | әрел๑ 478 | so！feməyłew |
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| \％6＇8乙 | \％$\downarrow$＇9t | \％L＇غ乙 | OL＞ | \％G乙 | \％8Z | \％001 | でーレレOZ | ขן¢э」 | әрел๑ पł8 | so！feməцłew |
| $\%$ \％$\angle 乙$ | \％L＇Zて | \％でとャ | $\mathrm{OL}>$ | \％0G | \％ガ $0 \downarrow$ | \％001 | とL－てLOZ | әऐ！ЧМ | әрел๑ Ч18 | so！pemәцдеw |
| \％9＇Z® | \％で0ヤ | \％${ }^{\text {＇9 }} 9$ Z | OL＞ | $\% \varepsilon^{\prime} \angle Z$ | \％9＇ャ¢ | \％001 | てレーレレOZ | Ә1！ЧМ | әрел๑ पł8 | sэ！̣ешәบІеN |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％ガ8乙 | $\mathrm{OL}>$ | で－レレOZ | ләрие｜S｜ <br>  ие！！емен әл！ңеN | әреגФ Ч18 | sэ！̣ешәцІеN |
| $\mathrm{OL}>$ | Ol＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％6＇6L | OL＞ | とレ－でOZ | әэеу Ku $\forall$ ю э！ueds！ H | әрелО Ч18 | sэ！̣ешәцдеw |
| $\mathrm{OL}>$ | OL $>$ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％ど91 | OL＞ | てL－LレOZ | әЈеу Ku甘 10 э！ueds！ H | әрелФ Чł8 | sэıңешәчłеN |
| $\mathrm{OL}>$ | OL $>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％L＇99 | OL＞ | とレ－でOZ | ue！s $\forall$ | әрел๑ पł8 | so！feməцłew |
| OL＞ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％6＇19 | OL＞ | てレーレレOZ | ue！s $\forall$ | әрел๑ Ч18 | sэ！łешәцłew |
| $\mathrm{OL}>$ | OL $>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％L＇Zて | $\mathrm{OL}>$ | \＆L－てレOZ | ue！pul ueכ！uəu＊ | әрел๑ Ч18 | sэıfeməчłеN |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％6＇レて | $\mathrm{OL}>$ | てL－レレOZ | ue！pul ueכ！ıəu＊ | әрел๑ प18 | so！̧emәцдеw |
|  | （ $\varepsilon$ əəィәך） <br>  К｜fe！ued \％ | （乙 ・へəך） <br> łUə！⿰！！ | （レ •• pəoue＾p૪ \％ | ұひə！ฺ！！Odd słuepnłs \％¥〇！यł！！ |  | pəəsə1 słuəpnłS \％ | леә入｜00Y0S | dnoı̧ 6u！̣sə」 | әрел | $\supsetneqq \supseteq$ Tqns |




| $\mathrm{OL}>$ | \％ガ91 | \％で $\downarrow 9$ | $\mathrm{OL}>$ | \％9 $1 /$ | \％ع9 | \％001 | とし－てし0て | əృอW | әрел๑ pıع | 6u！peoy |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathrm{OL}>$ | \％じ $2 \varepsilon$ | \％0t | $\mathrm{OL}>$ | \％ガレG | \％6S | \％001 | てレーレレOZ | әృеW | әрел๑ pıع | 6u！peəy |
| $\mathrm{OL}>$ | \％どヤレ | \％${ }^{\circ} \mathrm{OL}$ | OL＞ | \％6 L L | \％で0L | \％001 | とし－てし0Z | əฺшə」 | әрел๑ рıع | 6u！peәy |
| $\mathrm{OL}>$ | \％で9Z | \％ガ 29 | $\mathrm{OL}>$ | \％でく9 | \％6．99 | \％001 | てレーレレOZ | əฺшə」 | әрел๑ рıع | 6u！peәy |
| \％ガ 6 | \％S＇ャレ | \％ 1.89 | \％8 | \％ $1 \cdot 92$ | \％عL | \％001 | とレ－てレOZ | ә！！บМ | әрел ряع | 6u！peәy |
| \％+ － | \％${ }^{\prime}$＇${ }^{\prime}$ | \％8＇8ヤ | \％9001 | \％$\underbrace{*} 6 \mathrm{G}$ | \％8＊69 | \％001 | てレーレレOZ | ә！！บМ | әрел๑ pıع | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL $>$ | OL＞ | $\mathrm{OL}>$ | \％で89 | $\mathrm{OL}>$ | とレ－てレOZ | ләрие｜s｜ <br> ગ！！！ed さəપłО ЈO ие！！емен әп！！еN | әрелэ pıE | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％G＇EG | OL＞ | EL－てLOZ | əэеу <br> Ku $\downarrow$ „о э！ueds！ H | әрелэ pıع | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％9＇$\llcorner\downarrow$ | OL＞ | てレーレレOZ | әэey <br>  | әреıด pıع | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6L | OL＞ | とレ－てレOZ | ue！s $\forall$ | әрел рıع | 6u！peәy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％L＇EL | OL＞ | てレーレレOZ | UE！S $\forall$ | әрел ря | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{Ol}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6．09 | $\mathrm{OL}>$ | \＆レ－てLOZ | ue！pul ueo！uəu＊ | әрел๑ рıع | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{Ol}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％8＇切 | $\mathrm{OL}>$ | EL－てLOZ |  | әрел๑ рıع | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％ナ－8\＆ | OL＞ | てレーレレOZ |  | әрел ря | 6u！peəy |
| \％L＇6 | \％と＇Gレ | \％ガ 29 | \％9 ${ }^{\circ}$ | \％SL | \％${ }^{\text {c }} 99$ | \％001 | \＆レ－てLOZ | słuepnis IIV | әрел๑ pıع | 6u！peəy |
| \％で6 | \％レ＇てを | \％ 1 ＇8t | \％L＇01 | \％8＇89 | \％ガて9 | \％001 | てレーレレOZ | słuәpnis IIV | әрел๑ pıє | 6u！peəy |
| \％8＇89 | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6＇9 | \％001 | とレ－でOZ | se！！！！！qes！a Чł！M słuәphis | әрелФ Ч18 | sэ！̣ешәчдеw |
|  |  | （乙｜əィəך） <br> łUə！⿰！！〇〇d \％ | $\begin{array}{r} (\downarrow \mid \ni \wedge ə\rceil) \\ \text { pəэue^p૪ \% } \end{array}$ |  sұuәpnłs \％łכ！！S！ | $\begin{array}{r} \text { que!̣!!old } \\ \text { squepnts } \\ \% \text { әłełs } \end{array}$ | $\begin{array}{r} \text { pəłsӨュ } \\ \text { słuəpnıS \% } \end{array}$ | леә入｜00YJS | dnoug 6u！tsel | әрел | łכe！qns |


| Subject | Grade | Testing Group | School Year | \% Students | State \% Students Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially Proficient (Level 3) | \% No <br> Proficient (Level 4 ) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 4th Grade | Female | 2011-12 | 100\% | 71.7\% | 62.9\% | < 10 | 53.2\% | 27.4\% | < 10 |
| Reading | 4th Grade | Female | 2012-13 | 100\% | 71.1\% | 79\% | <10 | 72.6\% | <10 | <10 |
| Reading | 4th Grade | Male | 2011-12 | 100\% | 63.7\% | 68.4\% | < 10 | 62\% | 21.5\% | <10 |
| Reading | 4th Grade | Male | 2012-13 | 98.6\% | 65.1\% | 62.3\% | <10 | 59.4\% | 31.9\% | <10 |
| Reading | 4th Grade | $\begin{aligned} & \text { E} \begin{array}{c} \text { Disonomically } \end{array} \\ & \text { Disavanaged } \end{aligned}$ | 2011-12 | 100\% | 55\% | 47.5\% | <10 | 45.8\% | 37.34 | <10 |
| Reading | 4th Grade | Economically Disadvantaged | 2012-13 | 98.5\% | 55.1\% | 62.5\% | <10 | 59.4\% | 29.7\% | < 10 |
| Reading | 4th Grade | Students With Disabilities | 2011-12 | 100\% | 35\% | 52\% | <10 | 52\% | <10 | <10 |
| Reading | 4th Grade | Students With | 2012-13 | 94.1\% | 38.3\% | <10 | <10 | < 10 | <10 | < 10 |
| Reading | 5th Grade | All Students | 2011-12 | 100\% | 68.8\% | 74.7\% | 16.7\% | 58\% | 16.7\% | 8.6\% |
| Reading | 5th Grade | All Students | 2012-13 | 100\% | 70.4\% | 77.2\% | 11.8\% | 65.4\% | 18.1\% | <10 |
| Reading | 5th Grade | African American | 2012-13 | $<10$ | 47.8\% | <10 | $<10$ | <10 | $<10$ | <10 |
| Reading | 5th Grade | American Indian | 2011-12 | <10 | 58.9\% | <10 | <10 | <10 | <10 | <10 |
| Reading | 5th Grade | American Indian | 2012-13 | <10 | 64.1\% | <10 | $<10$ | <10 | <10 | <10 |
| Reading | 5th Grade | $\begin{array}{\|l} \hline \begin{array}{l} \text { Two or More } \\ \text { Races } \end{array} \\ \hline \end{array}$ | 2011-12 | < 10 | 68.7\% | < 10 | <10 | <10 | <10 | < 10 |
| Reading | 5th Grade | White | 2011-12 | 100\% | 74.8\% | 74.4\% | 16.9\% | 57.5\% | 16.9\% | 8.8\% |
| Reading | 5th Grade | White | 2012-13 | 100\% | 76.9\% | 76.6\% | 11.3\% | 65.3\% | 18.5\% | <10 |
| Reading | 5th Grade | Female | 2011-12 | 100\% | 71.7\% | 75\% | 23.6\% | 51.4\% | 18.1\% | <10 |
| Reading | 5th Grade | Female | 2012-13 | 100\% | 74.1\% | 85.5\% | <10 | 72.7\% | <10 | <10 |



| $\begin{array}{\|l} \hline 0 \\ 0 \\ 0 \\ 0 \\ \vdots . \\ \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\begin{aligned} & \hline \stackrel{0}{F} \\ & \stackrel{0}{0} \\ & \stackrel{0}{0} \\ & \stackrel{0}{0} \end{aligned}$ |  |  |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{M} \\ & \stackrel{\mathrm{O}}{\mathrm{~F}} \\ & \stackrel{0}{\mathrm{O}} \\ & \stackrel{\ddot{O}}{ } \end{aligned}$ |  |  |  |  |
| $\underset{\substack{\bar{\sim}}}{\substack{\text { N }}}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{\|l\|l\|} \hline \frac{\mathrm{N}}{\overline{0}} \\ \hline \end{array}$ | $\begin{array}{\|l\|l\|} \hline \frac{3}{0} \\ \hline \end{array}$ |  |
| $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{N} \\ & \hline \end{aligned}$ | $\begin{aligned} & \underset{N}{N} \\ & \stackrel{N}{N} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{\mathrm{O}} \\ & \stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{N}} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{N} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{\underset{N}{N}} \\ & \stackrel{\rightharpoonup}{N} \end{aligned}$ | $\begin{aligned} & \hline \stackrel{N}{\mathrm{O}} \\ & \stackrel{\rightharpoonup}{\mathrm{~N}} \end{aligned}$ | $\begin{array}{\|l\|} \hline \stackrel{N}{\hat{N}} \\ \stackrel{\rightharpoonup}{N} \\ \hline \end{array}$ | $\begin{array}{\|l\|l} \hline \stackrel{N}{N} \\ \stackrel{\rightharpoonup}{N} \\ \hline \end{array}$ | $\begin{array}{\|l\|l} \hline \stackrel{N}{N} \\ \stackrel{\rightharpoonup}{N} \\ \stackrel{\rightharpoonup}{2} \end{array}$ | $\begin{array}{\|l\|l} \hline \stackrel{N}{N} \\ \stackrel{\rightharpoonup}{N} \\ \hline \end{array}$ | $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{N} \\ & \stackrel{\rightharpoonup}{\omega} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{\mathrm{O}} \\ & \stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{N}} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{\omega} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{N} \end{aligned}$ | $\begin{aligned} & \stackrel{N}{N} \\ & \stackrel{N}{N} \\ & \stackrel{\rightharpoonup}{\omega} \end{aligned}$ | $\begin{array}{\|l} \hline \stackrel{N}{\underline{I}} \\ \stackrel{\rightharpoonup}{N} \\ \hline \end{array}$ |  |
| $\begin{aligned} & \stackrel{\rightharpoonup}{\circ} \\ & \text { oे } \end{aligned}$ | $\stackrel{\hat{\rightharpoonup}}{\hat{0}}$ | $\stackrel{\wedge}{\mathrm{a}}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\wedge}{\mathrm{O}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\wedge}{\mathrm{a}}$ | $\begin{array}{\|l\|} \hline \stackrel{\rightharpoonup}{\mathrm{O}} \\ \text { ol } \end{array}$ | $\begin{array}{\|l} \hline \stackrel{\rightharpoonup}{\mathrm{O}} \\ \text { ol } \end{array}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{\circ} \\ & \circ \end{aligned}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{\circ} \\ & \text { oे } \end{aligned}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{\mathrm{O}} \end{aligned}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{\mathrm{O}} \\ & \text { 。 } \end{aligned}$ | $\begin{aligned} & \hline \stackrel{\rightharpoonup}{\circ} \\ & \text { o } \end{aligned}$ | $\begin{aligned} & \hline \stackrel{\rightharpoonup}{\circ} \\ & \text { ơ } \end{aligned}$ |  |
| $\begin{aligned} & \text { F} \\ & \stackrel{\rightharpoonup}{\circ} \end{aligned}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{0} \\ & \text { on } \end{aligned}$ | $\begin{aligned} & \hline \stackrel{\circ}{0} \\ & \dot{\omega} \\ & \text { ob } \end{aligned}$ | $\begin{aligned} & \text { vi } \\ & \text { oै } \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { O } \\ & \text { o } \end{aligned}$ | $\begin{aligned} & \text { I } \\ & \text { í } \\ & \text { do } \end{aligned}$ | $\begin{array}{\|l\|l} \hline \stackrel{\text { g }}{\stackrel{\rightharpoonup}{\circ}} \end{array}$ | $\begin{array}{\|l\|l} \hline \text { ㅇ } \\ \text { 잉 } \end{array}$ | $\begin{aligned} & \hline \infty \\ & \text { io } \\ & \text { ơ } \end{aligned}$ | $\begin{aligned} & \text { İ } \\ & \text { di } \end{aligned}$ | $\begin{aligned} & \hline \stackrel{\omega}{\circ} \\ & \stackrel{\rightharpoonup}{\circ} \end{aligned}$ | $\begin{aligned} & \text { H } \\ & \stackrel{\text { Ñ }}{\circ} \end{aligned}$ | $\begin{aligned} & \text { y } \\ & \text { 응 } \end{aligned}$ | $\begin{aligned} & \text { GI } \\ & \stackrel{\rightharpoonup}{\circ} \end{aligned}$ | $\begin{aligned} & \hline 8 \\ & \circ \\ & \circ \\ & \circ \end{aligned}$ |  |  |
| $\begin{aligned} & \text { I } \\ & \text { oI } \\ & \text { on } \end{aligned}$ | $\stackrel{\hat{\rightharpoonup}}{\stackrel{\rightharpoonup}{2}}$ | $\stackrel{\hat{\rightharpoonup}}{\hat{a}}$ | $\stackrel{\wedge}{\mathrm{a}}$ | $\stackrel{\wedge}{\mathrm{a}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\rightharpoonup}{\mathrm{o}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\begin{aligned} & \hline \text { Co } \\ & 0 \\ & \text { ol } \end{aligned}$ | $$ | $\stackrel{\hat{\rightharpoonup}}{\stackrel{\rightharpoonup}{2}}$ | $\stackrel{\hat{\rightharpoonup}}{\hat{a}}$ | $\begin{aligned} & \text { 요 } \\ & \stackrel{\circ}{\circ} \end{aligned}$ | $\begin{aligned} & \text { ơ } \\ & \text { of } \end{aligned}$ | $\begin{aligned} & \text { Ǐ } \\ & 0 \\ & 0 \\ & o 力 \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { f } \\ & \text { do } \end{aligned}$ |  |
| $\begin{aligned} & \stackrel{\rightharpoonup}{\infty} \\ & \underset{\sim}{\mathrm{o}} \end{aligned}$ | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{*}}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\rightharpoonup}{\mathrm{a}}$ | $\stackrel{\rightharpoonup}{\mathrm{a}}$ | $\begin{array}{\|l\|} \hline \underset{\omega}{\omega} \\ \stackrel{\rightharpoonup}{\circ} \end{array}$ | $\begin{gathered} \hline \stackrel{\rightharpoonup}{\infty} \\ \underset{\sim}{\circ} \\ \hline \end{gathered}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\circ}}$ | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\wedge}{\mathrm{a}}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{x}}$ | $\begin{array}{\|l\|l} \hline \stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{\circ}} \end{array}$ |  |
| $\begin{aligned} & \text { cig } \\ & 0.0 \\ & \text { ó } \end{aligned}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\wedge}{\circ}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{x}}$ | $\stackrel{\rightharpoonup}{\circ}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\rightharpoonup}{\mathrm{o}}$ | $\stackrel{\rightharpoonup}{\mathrm{o}}$ | $\begin{aligned} & \hline \stackrel{\rightharpoonup}{\mathrm{J}} \\ & \dot{\circ} \\ & \text { on } \end{aligned}$ | $\begin{array}{\|c\|} \hline \text { N్ } \\ \text { do } \end{array}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\rightharpoonup}{\stackrel{\rightharpoonup}{0}}$ | $\begin{aligned} & \text { Gु } \\ & \text { io } \end{aligned}$ | $\begin{aligned} & \text { Y } \\ & + \\ & \text { do } \end{aligned}$ | $\begin{aligned} & \text { ol } \\ & \text { dy } \\ & \text { ó } \end{aligned}$ | ¢0 |  |
| $\begin{aligned} & \overrightarrow{\mathrm{u}} \\ & \dot{\omega} \\ & \text { oo } \end{aligned}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\rightharpoonup}{\mathrm{O}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\begin{gathered} \hline \vec{\omega} \\ 0 \\ 0 \\ 0 \end{gathered}$ | $\begin{gathered} \hline \stackrel{\rightharpoonup}{\circ} \\ \text { N} \\ \text { o} \end{gathered}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{2}}$ | $\stackrel{\hat{\rightharpoonup}}{ }$ | $\begin{aligned} & \text { N} \\ & \text { N} \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { ion } \\ & \text { ob } \end{aligned}$ | $\begin{aligned} & \mathrm{N} \\ & \mathrm{~N} \\ & \mathrm{O} \end{aligned}$ | ¢ |  |
| $\begin{aligned} & \vec{N} \\ & \mathrm{~N} \\ & \mathrm{O} \end{aligned}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{x}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\rightharpoonup}{\mathrm{o}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\begin{aligned} & \text { oे } \\ & \text { oু } \end{aligned}$ | $\begin{array}{\|l\|l} \hline \stackrel{\rightharpoonup}{N} \\ \dot{0} \\ 0 \end{array}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\rightharpoonup}{0}$ | $\stackrel{\wedge}{\stackrel{\rightharpoonup}{0}}$ | $\stackrel{\hat{\rightharpoonup}}{\stackrel{\rightharpoonup}{2}}$ | $\stackrel{\wedge}{\mathrm{o}}$ | $\stackrel{\wedge}{0}$ |  |




| Subject | Grade | Testing Group | School Year | \％Students <br> Tested | State \％ Students Proficient | District \％ Students Proficient | \％Advanced （Level 1） | \％Proficient （Level 2） | \％Partially <br> Proficient <br> （Level 3） | \％Not Proficient （Level 4） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 6th Grade | White | 2012－13 | 100\％ | 74．3\％ | 79．4\％ | 33．8\％ | 45．6\％ | 13．8\％ | 6．9\％ |
| Reading | 6th Grade | Female | 2011－12 | 100\％ | 70．2\％ | 75．7\％ | 18．9\％ | 56．8\％ | 17．6\％ | ＜ 10 |
| Reading | 6th Grade | Female | 2012－13 | 100\％ | 71．2\％ | 82．9\％ | 35．5\％ | 47．4\％ | $<10$ | $<10$ |
| Reading | 6th Grade | Male | 2011－12 | 100\％ | 63．8\％ | 66．2\％ | 17．6\％ | 48．6\％ | 14．9\％ | 18．9\％ |
| Reading | 6th Grade | Male | 2012－13 | 100\％ | 65．4\％ | 77\％ | 31\％ | 46\％ | 16．1\％ | ＜ 10 |
| Reading | 6th Grade | Economically Disadvantaged | 2011－12 | 100\％ | 53．6\％ | 43．6\％ | ＜ 10 | 38．2\％ | 30．9\％ | 25．5\％ |
| Reading | 6th Grade | Economically Disadvantaged | 2012－13 | 100\％ | 56．4\％ | 66．7\％ | 22．7\％ | 44\％ | 18．7\％ | 14．7\％ |
| Reading | 6th Grade | English Language Learners | 2011－12 | ＜ 10 | 29．3\％ | $<10$ | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 6th Grade | Students With Disabilities | 2011－12 | ＜ 10 | 28．9\％ | $<10$ | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 6th Grade | Students With Disabilities | 2012－13 | ＜ 10 | 32．8\％ | $<10$ | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 7th Grade | All Students | 2011－12 | 100\％ | 59．7\％ | 66．7\％ | 19．4\％ | 47．2\％ | 22．2\％ | 11．1\％ |
| Reading | 7th Grade | All Students | 2012－13 | 100\％ | 62\％ | 73．2\％ | 13\％ | 60．1\％ | 19．6\％ | 7．2\％ |
| Reading | 7th Grade | African American | 2011－12 | ＜ 10 | 34．7\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 7th Grade | American Indian | 2011－12 | ＜ 10 | 49\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 7th Grade | American Indian | 2012－13 | ＜ 10 | 53．1\％ | ＜ 10 | ＜ 10 | ＜ 10 | $<10$ | $<10$ |
| Reading | 7th Grade | Asian | 2011－12 | ＜ 10 | 75．9\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 7th Grade | Asian | 2012－13 | ＜ 10 | 75．4\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |


| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% Students Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially Proficient (Level 3) | \% Not Proficient (Level 4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 7th Grade | Hispanic of Any Race | 2011-12 | < 10 | 46\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 7th Grade | Hispanic of Any Race | 2012-13 | < 10 | 47\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 7th Grade | Two or More Races | 2012-13 | < 10 | 61.8\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 7th Grade | White | 2011-12 | 100\% | 66.9\% | 66.9\% | 20.1\% | 46.8\% | 21.6\% | 11.5\% |
| Reading | 7th Grade | White | 2012-13 | 100\% | 69.5\% | 72.3\% | 12.3\% | 60\% | 20.8\% | < 10 |
| Reading | 7th Grade | Female | 2011-12 | 100\% | 63.9\% | 73.5\% | 26.5\% | 47.1\% | 20.6\% | < 10 |
| Reading | 7th Grade | Female | 2012-13 | 100\% | 65.3\% | 81.8\% | 16.7\% | 65.2\% | < 10 | < 10 |
| Reading | 7th Grade | Male | 2011-12 | 100\% | 55.6\% | 60.5\% | 13.2\% | 47.4\% | 23.7\% | 15.8\% |
| Reading | 7th Grade | Male | 2012-13 | 100\% | 58.8\% | 65.3\% | < 10 | 55.6\% | 25\% | < 10 |
| Reading | 7th Grade | Economically Disadvantaged | 2011-12 | 100\% | 44.5\% | 57.1\% | < 10 | 44.9\% | 24.5\% | < 10 |
| Reading | 7th Grade | Economically Disadvantaged | 2012-13 | 100\% | 47.4\% | 54.4\% | < 10 | 45.6\% | 31.6\% | < 10 |
| Reading | 7th Grade | English Language Learners | 2012-13 | < 10 | 20.9\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 7th Grade | Students With Disabilities | 2011-12 | 100\% | 19\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 7th Grade | Students With Disabilities | 2012-13 | < 10 | 23\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 8th Grade | All Students | 2011-12 | 100\% | 60.5\% | 60.7\% | 12.1\% | 48.6\% | 31.4\% | 7.9\% |
| Reading page 130 | 8th Grade | All Students | 2012-13 | 100\% | 65.7\% | 69.6\% | 18.8\% | 50.7\% | 21\% | 9.4\% |


| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％${ }^{\circ} 0$ OZ | \％001 | で－レLOZ | sen！！！！qes！a पI！M słuəpnıs | әрел 418 | 6u！peəy |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％でくレ | \％ガてZ | \％9＇9t | OL＞ | \％と＇09 | \％\＆̧ | \％001 | عı－ZเOZ | рәбецииелреs！ <br> К॥еэџшоиоэヨ | әрел 418 | бu！peəy |
| \％でてZ | \％＜＇92 | \％688 ${ }^{\text {b }}$ | OL＞ | \％+ LG | \％L＇9t | \％001 | で－レLOZ | рәбециелреs！ <br> К॥еэ！шоиоэヨ | әрел 418 | 6u！peəy |
| $\mathrm{OL}>$ | \％698 | \％と＇£ | \％が91 | \％$L^{\prime} 6 \mathrm{~S}$ | \％$¢^{\prime} 19$ | \％001 | とL－てLOZ | ə๗พ | әрел 478 | 6u！peəy |
| $\mathrm{OL}>$ | \％${ }^{\prime} 6 \mathrm{6z}$ | \％9＇LS | OL＞ | \％ナ＇6S | \％6＇ss | \％001 | てL－LLOZ | ә¢W | әрел 478 | 6u！peəy |
| $\mathrm{OL}>$ | \％s＇si | \％L LG | \％レ゚レて | \％6．8L | \％1．02 | \％001 | عL－ZLOZ | әешә」 | әрел 478 | 6uıpeəy |
| O1＞ | \％6 乙 | \％ $1 \cdot 9 t$ | \％8＇S | \％ $8 \cdot 19$ | \％$¢$ c9 | \％001 | てL－レLOZ | әешә」 | әрел 478 | 6u！peəy |
| \％8＇6 | \％でレて | \％09 | \％6．81 | \％6．89 | \％でしく | \％001 | عı－zเOz | әң！ЧМ | әрел 418 | бu！peəy |
| \％9 ${ }^{\circ}$ | \％ع＊0¢ | \％て＇6t | \％6＇てレ | \％+ ＇ 79 | \％¢＇99 | \％001 | てL－LLOZ | ә！ЧМ | әрел 478 | 6u！peəy |
| OL $>$ | Or $>$ | OL $>$ | OL＞ | Ol $>$ | \％9＇8S | OL $>$ | ZL－レLOZ |  | әрел 418 | бu！peəy |
| Ol $>$ | OL $>$ | Ol $>$ | OL＞ | O1＞ | \％${ }^{\prime} 99$ | OL＞ | El－ZıOz | әэеу <br> Ku甘 до э！ueds！！ | әред 418 | 6uppeəy |
| OL $>$ | OL＞ | OL $>$ | OL＞ | OL $>$ | \％8t | OL＞ | で－レLOZ |  | әрел 478 | 6uppeəy |
| OL $>$ | OL＞ | OL $>$ | OL＞ | OL $>$ | \％6＇6L | OL＞ | عL－Z10Z | ue！s | әрел 478 | бu！peəy |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％92 | OL $>$ | てL－LLOZ | ue！s $\forall$ | әрел 418 | 反u！peoy |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | OL＞ | OL $>$ | \％ $1 \cdot 8 \mathrm{~S}$ | O1＞ | عL－ZLOZ | u®！pu｜ueo！ıəu＊ | әрел 418 | 反u！peoy |
| Ol $>$ | OL＞ | $\mathrm{OL}>$ | OL＞ | OL $>$ | \％9＇$¢ \varsigma$ | OL $>$ | てL－LLOZ | u®！pul ueo！ıəu＊ | әрел 418 | 反u！peoy |
| Ol $>$ | O1＞ | $\mathrm{Ol}>$ | OL＞ | OL＞ | \％${ }^{\text {b }} 6 \varepsilon$ | OL＞ | ZL－LLOZ |  | әрел 418 | 6uppeay |
|  | （ เəィəา） <br>  <br>  | （乙 əəィәך） łuə！p！odd \％ | （ $\downarrow$ əィәך） pəэue＾p $\forall$ \％ | łuə！plyodd squepnłs \％ło！uł！！ | ¡uə！ग！odd sұuepnłs \％əłets | peısə। sұuәpnłs \％ | 120入 10040 S | dno．כ 6ul？se」 | әрелэ | ¡əə！qns |



| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially Proficient (Level 3) | \% Not Proficient (Level 4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 8th Grade | Students With Disabilities | 2012-13 | 100\% | 26.4\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | All Students | 2011-12 | 100\% | 15.3\% | 27.4\% | 11\% | 16.5\% | 25\% | 47.6\% |
| Science | 5th Grade | All Students | 2012-13 | 100\% | 13.1\% | 8.3\% | < 10 | < 10 | 46.6\% | 45.1\% |
| Science | 5th Grade | African American | 2012-13 | $<10$ | 2.6\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | American Indian | 2011-12 | $<10$ | 8.2\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | American Indian | 2012-13 | < 10 | 8.4\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Two or More Races | 2011-12 | $<10$ | 14.2\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | White | 2011-12 | 100\% | 18.9\% | 27.8\% | 11.1\% | 16.7\% | 25.3\% | 46.9\% |
| Science | 5th Grade | White | 2012-13 | 100\% | 16\% | 8.5\% | < 10 | < 10 | 45.4\% | 46.2\% |
| Science | 5th Grade | Female | 2011-12 | 100\% | 13.6\% | 23.3\% | < 10 | 16.4\% | 24.7\% | 52.1\% |
| Science | 5th Grade | Female | 2012-13 | 100\% | 11.6\% | < 10 | < 10 | < 10 | 48.2\% | 46.4\% |
| Science | 5th Grade | Male | 2011-12 | 100\% | 17\% | 30.8\% | 14.3\% | 16.5\% | 25.3\% | 44\% |
| Science | 5th Grade | Male | 2012-13 | 100\% | 14.5\% | < 10 | < 10 | < 10 | 45.5\% | 44.2\% |
| Science | 5th Grade | Economically Disadvantaged | 2011-12 | 100\% | 7\% | < 10 | < 10 | < 10 | 25\% | 58.9\% |
| Science | 5th Grade | Economically Disadvantaged | 2012-13 | 100\% | 5.8\% | < 10 | < 10 | < 10 | 27.5\% | 65.2\% |
| Science | 5th Grade | Students With Disabilities | 2011-12 | 100\% | 5.5\% | < 10 | < 10 | < 10 | < 10 | 76.5\% |
| Science | 5th Grade | Students With Disabilities | 2012-13 | 100\% | 4.1\% | < 10 | < 10 | < 10 | < 10 | 64.7\% |




| \％L＇レL | OL＞ | OL＞ | OL $>$ | $\mathrm{OL}>$ | \％L＇L | \％001 | てレーレレOZ | рәбеұиелреs！ด <br> Кןеэ！шоиоэヨ | әрелО पІ8 | əэนə！＞S |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％L＇0G | \％6．97 | \％ガ91 | $\mathrm{OL}>$ | \％ガてて | \％81 | \％001 | \＆L－てLOZ | әјеW | әрелэ 418 | əวนฆ！＞＞ |
| \％レ＇と9 | \％S＇81 | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％${ }^{\prime}$＇8 | \％61 | \％001 | てL－LレOZ | әјеW | әрел पł8 | ขวบฆ！ |
| \％L゙レヤ | \％ $9^{\circ} 0 \varepsilon$ | \％9＇६乙 | $\mathrm{OL}>$ | \％8＇LZ | \％L＇EL | \％001 | \＆し－てLOZ | өן¢ə」 | әрел Чł8 | әวบข！ว |
| \％6 2 LS | \％ $9^{\prime \prime} \angle Z$ | OL＞ | OL＞ | \％G＇ヤレ | \％8＇$\varepsilon \downarrow$ | \％001 | てレーレレOZ | શ¢щə」 | әрелэ ૫ヤ8 | әวนข！ง |
| \％レ＇St | \％9＇8Z | \％レ゚レて | $\mathrm{OL}>$ | \％ど9Z | \％と 61 | \％001 | \＆L－てレ0Z | Әヤ！ЧМ | әрел๑ पł8 | əวuə！गs |
| \％で09 | \％9＇Zて | \％8＇Zレ | $\mathrm{OL}>$ | \％どLL | \％し「0Z | \％001 | てレーレレOZ | ӘЏ！ЧМ | әрел๑ Чł8 | әэนə！วs |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％でレレ | $\mathrm{OL}>$ | てレ－レレOZ | ләрие｜s｜ ગ！！！ Uе！！емен Әл！łеN | әрелО 418 | ขวบข！ว |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{Ol}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％${ }^{\text {c／}}$ | $\mathrm{OL}>$ | \＆L－ZเOZ | əэセบ Ku $\forall$ 〕o э！ueds！ H | әрелО 418 | əอนə！วડ |
| OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％G＇L | $\mathrm{OL}>$ | てレーレレOZ | əэеу <br>  | әрел๑ 418 | əวบข！ว |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％G＇レE | OL＞ | \＆L－ZレOZ | ue！s $\forall$ | әрелЭ Чґ8 | əวบə！วડ |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6＇${ }^{\prime} \varepsilon$ | $\mathrm{OL}>$ | てレーレレOZ | ue！${ }^{\text {¢ }}$ V | әрел๑ पł8 | əวบə！วડ |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％${ }^{\text {col }}$ | $\mathrm{OL}>$ | EL－てLOZ | ue！pul ueo！uəu＊ | әрелО 418 | əวนə！วડ |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％G＇てレ | $\mathrm{OL}>$ | てレーレレOZ | ue！pul ueo！nəu＊ | әрел๑ 418 | әวบข！ว |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％$\varepsilon^{\prime} \varepsilon$ | OL＞ | てレーレレOZ | ueכ！uәu＊Ueכ！uf | әрелЭ Чґ8 |  |
| \％9t | \％8＇8乙 | \％${ }^{\text {cou }}$ | $\mathrm{OL}>$ | \％で乌て | \％6＇GL | \％001 | EL－ZLOZ | sұuәpnłS IIV | әрел๑ 418 | əวบข！ว |
| \％ど09 | \％ガとて | \％じてし | $\mathrm{OL}>$ | \％ع＇91 | \％G＇91 | \％001 | てレーレレOZ | słuəpnłS IIV | әрелЭ Чґ8 | əวนə！วડ |
|  | （ $\varepsilon$ əəəว） <br>  <br> К｜le！れed \％ | （乙 ・へəワ） <br>  | （ $~ \mid \ni \wedge ə\rceil) ~$ <br> pəつue＾p $\forall$ \％ | łuə！ગ！！Odd sұuәpnłs \％łכ！！S！ | que！̣！！old słuəpnłs \％əlełS | pəłsə1 słuəpnıS \％ | Јеә入｜00YつS | dnoıЭ 6u！ | әрел | Əə！̣qn |



みodəy uo!łeonpヨ ןenuu*
CENTER FOR EDUCATIONAL
PERFORMANEE AND INFORMATION
EdUCATIOM

| \％${ }^{\prime} 6 \varepsilon$ | \％でもヤ | OL＞ | $\mathrm{OL}>$ | OL＞ | \％ガとし | \％001 | てレーレレOZ | рәбеұиелреs！ К॥еэ！шоиоэヨ | әрелФ ЧІاレ | so！пешәцłеw |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％ 1 －91 | \％09 | \％レて | $\mathrm{OL}>$ | \％6＇${ }^{\prime} \varepsilon$ | \％ع＇0¢ | \％001 | とL－てLOZ | әృеW | әрел๑ पІレレ | so！̧eməцłew |
| \％でてて | \％ 1 ＇8t | \％L＇もて | $\mathrm{OL}>$ | \％ 9 ＇6乙 | \％でレヒ | \％001 | てレーレレOZ | әృеW | әрел๑ पІレレ | soḷeməцłew |
| \％${ }^{\circ} 0 \varepsilon$ | \％ガ $¢$ ¢ | \％6＇${ }^{\prime}$ ¢ | $\mathrm{OL}>$ | \％レ゙ヤを | \％LZ | \％001 | とL－てLOZ | өן¢əృ | әрелจ पІレレ | so！чeməцłew |
| \％カ¢ | \％ガど | \％${ }^{\prime}$＇$て$ | $\mathrm{OL}>$ | \％9＇てZ | \％6．92 | \％001 | てレーレレOZ | әฺшə」 | әрел๑ પIレレ | so！̣ешәцдеw |
| \％ガヤて | \％0t | \％ 9 ＇6Z | $\mathrm{OL}>$ | \％9＇ $9 \varepsilon$ | \％ع．$\varepsilon \varepsilon$ | \％001 | とL－てレOZ | әચ！ЧМ | әрел๑ पІレレ | so！̣eməytew |
| \％8＇¢ | \％ $8^{\prime} 9 \downarrow$ | \％で $\downarrow$ て | $\mathrm{OL}>$ | \％ガ LZ | \％9＇\＆દ | \％001 | てレーレレOZ | әฆ！ЧМ | әрел 47レレ | soḷeməyłew |
| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％ガをて | $\mathrm{OL}>$ | とL－てレOZ | $\begin{array}{r} \text { səวey } \\ \text { ә夫OW } 10 \text { OM」 } \end{array}$ | әрелФ पІІレ | sэ！甲ешәцІеW |
| $\mathrm{OL}>$ | OL＞ | OL＞ | $\mathrm{OL}>$ | OL＞ | \％ガ乌て | $\mathrm{OL}>$ | てレーレレOZ | $\begin{array}{r} \text { səכey } \\ \text { əৈow } 10 \text { OM」 } \end{array}$ | әрелФ ЧІاレ | sэ！чешәцІеW |
| $\mathrm{OL}>$ | OL $>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％$\underbrace{\prime}$ GL | $\mathrm{OL}>$ | \＆L－てレOZ | әэセу <br>  | әрелФ ЧІاレ | sэ！пешәцłеw |
| Ol $>$ | OL $>$ | Ol $>$ | $\mathrm{OL}>$ | OL＞ | \％6＇SL | Ol＞ | てレーレレOZ | әэセу Ku甘 јо ग！ueds！！ | әрелФ ЧІا। | sэ！пешәцłеw |
| $\mathrm{OL}>$ | Ol＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％8．89 | $\mathrm{OL}>$ | とL－てレOZ | ue！s $\forall$ | әрел๑ पІレレ | so！̣eməцłew |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％で09 | $\mathrm{OL}>$ | てレーレレOZ | ue！s $\forall$ | әрелФ ЧІレレ | so！пешәцłеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％9＇G1 | $\mathrm{OL}>$ | とL－てLOZ | ue！pup ueo！ıəu＊ | әрелด पІレレ | soḷeməyłew |
| $\mathrm{OL}>$ | $\mathrm{Ol}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％8＇عا | $\mathrm{OL}>$ | てレーレレOZ | ue！pul ueo！uəu＊ | әрелจ पІレレ | so！̧eməytew |
| \％どもて | \％L゙レヤ | \％8 $\angle 乙$ | $\mathrm{OL}>$ | \％$\downarrow \varepsilon$ | \％9．82 | \％001 | とL－てレOZ | słuəpnıS IIV | әрелО ЧІレレ | sэ！пешәцłеW |
| \％6．97 | \％ど9t | \％6＇$¢ 乙$ | $\mathrm{OL}>$ | \％6＇92 | \％${ }^{\text {＇6 } 62}$ | \％001 | てレーレレOZ | słuәpnłS IIV | әрел๑ પIレレ | so！peməyłew |
|  | （є əләך） <br>  <br> К॥е！！ued \％ | （乙 əへəך） <br>  | $\begin{array}{r} (\downarrow \mid \ni \wedge ә ך) \\ \text { pəэue^p } \% \end{array}$ | łuə！ગ！！old squəpnts \％¥！！uł！！ |  <br> słuəpnis <br> \％әłełS | pəłsə」 <br> słuepnłS \％ | Јеә入｜0040S | dnoı૭ 6u！̣sə」 | әрел | ఛəฺ！qnS |




| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% <br> Students <br> Proficient | District \% Students Proficient | \% Advanced (Level 1) | \% Proficient (Level 2) | \% Partially Proficient (Level 3) | \% Not Proficient (Level 4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | 11th Grade | Economically Disadvantaged | 2012-13 | 100\% | 13\% | 22.4\% | < 10 | 20.4\% | 46.9\% | 30.6\% |
| Mathematics | 11th Grade | English Language Learners | 2011-12 | < 10 | 9\% | < 10 | < 10 | $<10$ | < 10 | < 10 |
| Mathematics | 11th Grade | Students With Disabilities | 2011-12 | 100\% | 3.9\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 11th Grade | Students With Disabilities | 2012-13 | 100\% | 3.7\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 11th Grade | All Students | 2011-12 | 100\% | 55.9\% | 55.2\% | 9.7\% | 45.5\% | 31.3\% | 13.4\% |
| Reading | 11th Grade | All Students | 2012-13 | 100\% | 53.5\% | 53.5\% | 13.2\% | 40.3\% | 31.9\% | 14.6\% |
| Reading | 11th Grade | American Indian | 2011-12 | < 10 | 48.7\% | < 10 | < 10 | $<10$ | < 10 | $<10$ |
| Reading | 11th Grade | American Indian | 2012-13 | < 10 | 47.3\% | < 10 | < 10 | $<10$ | < 10 | $<10$ |
| Reading | 11th Grade | Asian | 2011-12 | < 10 | 65.5\% | < 10 | < 10 | $<10$ | < 10 | < 10 |
| Reading | 11th Grade | Asian | 2012-13 | < 10 | 64.9\% | < 10 | < 10 | $<10$ | < 10 | < 10 |
| Reading | 11th Grade | Hispanic of Any Race | 2011-12 | < 10 | 41.6\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 11th Grade | Hispanic of Any Race | 2012-13 | < 10 | 39.9\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 11th Grade | Two or More Races | 2011-12 | < 10 | 55.1\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 11th Grade | Two or More Races | 2012-13 | < 10 | 52.8\% | < 10 | < 10 | < 10 | < 10 | < 10 |
| Reading | 11th Grade | White | 2011-12 | 100\% | 62.4\% | 54.8\% | 8.9\% | 46\% | 32.3\% | 12.9\% |
| Reading Page 10-of 55 | 11th Grade | White | 2012-13 | 100\% | 59.1\% | 55.6\% | 14.1\% | 41.5\% | 29.6\% | 14.8\% |


| $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％8＇てレ | Ol＞ | てレ－レレOZ | әэеу <br> Ku $\ddagger$ э！эueds！ | әрелФ ЧІاレ | əОนə！ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％L゙カヤ | $\mathrm{OL}>$ | とl－てし0て | ue！s $\forall$ | әрелจ पІレレ | əงนə！จS |
| OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％L゙ $\downarrow$ ¢ | $\mathrm{OL}>$ | てレ－レレOZ | ue！s $\forall$ | әрел๑ प7レレ | əงนə！จS |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％L | $\mathrm{OL}>$ | とl－てし0て | ue！pul ueo！jəu＊ | әрелจ पІレレ | əอนə！วS |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％カレ | $\mathrm{OL}>$ | てレ－レレOZ | ue！pul ueэ！ıəu＊ | әрел๑ पІレレ | əงนə！จS |
| \％ガ¢ | \％ 1 ＇98 | \％L＇91 | \％8・レレ | \％S＇82 | \％L＇GZ | \％001 | \＆l－てしOZ | słuəpnłS IIV | әрел๑ પłレ | əงนə！วS |
| \％8＇乙દ | \％ 9 ＇68 | \％9．して | $\mathrm{OL}>$ | \％9 ${ }^{\circ}$ LZ | \％8＇GZ | \％001 | てレ－レレOZ | squəpmis IIV | әрел๑ पІレレ | əงนə！จS |
| OL＞ | OL＞ | OL＞ | OL＞ | $\mathrm{OL}>$ | \％61 | \％001 | El－ZLOZ | so！！！！！qes！o पł！M słuəphłS | әрелО पІレレ | 6uppeəy |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | $\mathrm{OL}>$ | \％ガ61 | \％001 | てレ－レレOZ | se！！！！！qes！o पł！M SłuəphłS | әрел๐ पІІ | 6u！peəy |
| OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6で | $\mathrm{OL}>$ | てレ－レレOZ | sıəuлеә әถепбueך 4s！！6uヨ | әрел๐ पІレレ | 6u！peәy |
| OL $>$ | \％8＇8\＆ | \％L＇9 ${ }^{\text {c }}$ | $\mathrm{OL}>$ | \％6＂$\dagger$ ¢ | \％6＇ $2 \varepsilon$ | \％001 | El－Zし0て | рәб̂еłue＾реs！o К｜｜еэ！шоиоэヨ | әрелО पłレレ | 6uppeəy |
| OL＞ | \％でしદ | \％${ }^{\text {c }} 6 \varepsilon$ | OL＞ | \％6＇レ | \％6＇6¢ | \％001 | てレ－レレOZ | рәбејиелреs！a К॥еэ！шоиоэヨ | әрелФ ЧІا। | 6uppeəy |
| $\mathrm{OL}>$ | \％どても | \％ع．0t | \％ 1 ＇91 | \％S＇99 | \％LG | \％001 | とL－てし0て | әןеW | әрел๑ પłレレ | 6u！peәy |
| \％91 | \％8＇¢ ${ }^{\text {c }}$ | \％${ }^{\circ} 6 \varepsilon$ | $\mathrm{OL}>$ | \％レ「8t | \％ガレS | \％001 | てレ－レレOて | әృEW | әрелด पІレレ | 6uppeəy |
| \％${ }^{\text {c }}$ L 2 | \％L゙レE | \％で0t | $\mathrm{OL}>$ | \％でし¢ | \％99 | \％001 | とl－てし0て | әөயə」 | әрел๑ पłレレ | 6u！peəy |
| $\mathrm{OL}>$ | \％G＇もて | \％L＇ちG | $\mathrm{OL}>$ | \％99 | \％ガ09 | \％001 | てレ－レレOて |  | әрелด पІレレ | 6u！peəy |
|  |  | （乙 əィəך） łuə！ગ！！old \％ | $\begin{array}{r} (\downarrow \mid \ni \wedge ә\rceil) \\ \text { pəэue^p } \% \end{array}$ |  słuəpnłs \％¥ગ！ష | ұひシ！！！old słuәpnłs \％әłеłS | pəłsə」 <br> sұuəpnłS \％ | Jeə入 IOOYOS | dnoıO 6u！！Se」 | әрел | $\downarrow \supseteq$ ¡！${ }^{\text {¢ }}$ |




| \％L＇16 | Ol $>$ | Or $>$ | $01>$ | Ob $>$ | \％${ }^{\prime}$＇ | \％001 | ع1－Z10Z | sen！！！！qes！a 4！！M stuepnłS | әрел9 4itl | ขวบอ！ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \％$\varepsilon$ ¢ $¢$ | Ol $>$ | Ob $>$ | $01>$ | O $>$ | \％ $\mathrm{S}^{\prime}$ ¢ | \％001 | で－L10Z | sэְ！！！！qes！a प！！M stuepnis | әрел9 4itl | ขวบอ！ |
| Or $>$ | Ol $>$ | Or $>$ | $01>$ | Ob $>$ | \％${ }^{\text {c }}$ \％ | Ob $>$ | てL－L10Z | sィәuィеә әถ．n6ueา पร！！6uヨ | әре．9 4itl | ขวบอ！ |
| \％6＇てt | \％＜＇ャ $\varepsilon$ | Or $>$ | Or $>$ | \％†＇で | \％＇レレ | \％001 | \＆1－乙10z | рәбетиелреs！a КІІээшоиоэョ | әрел9 4712 | ә๐บข！ |
| \％$\varsigma^{\prime}$ ¢ | \％9＇z\＆ | Or $>$ | Or $>$ | Ob $>$ | \％てl | \％001 | で－L10Z | рәбъениелреs！a イㅆеэ！иоиоэョ | әрел9 4itl | ขวบอ！ |
| \％†＇$\llcorner 2$ | \％L＇8\＆ | \％Lく 2 | \％ $1 \cdot 91$ | \％6＇$¢ \varepsilon$ | \％6．88 | \％001 | \＆1－z10z | ขอW | әрел9 पılı | ขวบอํา |
| \％8＇¢ | \％$\varepsilon$ ¢ $\varepsilon$ | \％て＇てz | OL＞ | \％60¢ | \％L＇8z | \％001 | てL－L10Z | ขอW | әрел9 पılı | ә๐ของร |
| \％S＇レt | \％1＇$\downarrow$ | \％6＇s | $01>$ | \％がャて | \％s＇zz | \％001 | عا－て10z | әฺшəง | әрел9 पılı | ขวบอ！ง |
| \％$\varepsilon$ \％ 8 | \％${ }^{\text {＇6t }}$ | \％8．02 | OL $>$ | \％9\％z | \％8＇zz | \％001 | で－L10z | әешə」 | әрел9 पitl | ขวuอ！ |
| \％ 1 ＇$\downarrow$ | \％$\llcorner\varepsilon$ | \％＜1 | \％6゙レ | \％6\％8 | \％か＇0¢ | \％001 | ع1－て10z | ә甲чм | әрел๑ पІІ | ә๐บอ！ |
| \％－¢ $\varepsilon$ | \％ 8 \％ 0 | \％て＇0z | OL $>$ | \％9＇9z | \％t＇0¢ | \％001 | てL－LLOZ | ә甲чм | әрел9 पill | ขวuอ！ |
| Or＞ | Ol $>$ | Ol $>$ | Ol＞ | O1＞ | \％ドと | O1＞ | \＆เ－Z10Z | $\begin{array}{r} \text { səэey } \\ \text { әлоW Ао омı } \end{array}$ | әрел9 4．lı | ә๐บข！ |
| Ol $>$ | Ol $>$ | Ol $>$ | Or $>$ | Ob $>$ | \％$\varepsilon$＇$\varepsilon$ | Ob $>$ | てL－ト10Z | $\begin{array}{r} \text { səэey } \\ \text { ә夫оW Ао омı } \end{array}$ | әрел9 4．tı | әวบอ！ |
| O1 $>$ | Or $>$ | Ob $>$ | Ob $>$ | Ob $>$ | \％でて | $01>$ | \＆1－z10z | Ku＊to э！ueds！！ | әреגО 4712 | ә๐บข！ |
| （ャ｜əィəา） łueppold ION \％ |  <br>  |  | （ $~$ ן əへәᄀ） pəэuе＾p $\%$ | ұuepporad șuepnis <br> \％गִ맨， |  squepnłs \％ग라농 | $\begin{array}{r} \text { perse• } \\ \text { stuopnis } \% \end{array}$ | 120入 10049 S | dno．ə 6unse | әре．э | poe｜qns |




| $\mathrm{OL}>$ | OL＞ | OL＞ | $\mathrm{OL}>$ | \％${ }^{\circ} \downarrow$ ¢ | OL＞ | てレーレレOZ | рә6еұиелреs！ <br> К॥еэ！шоиоэヨ | әрелО ЧҰ૪ | sэ！̣ешәцдеw |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％6． 29 | $\mathrm{OL}>$ | とレ－でOZ | әןеW | әрел๑ Чłヤ | sэ！̣ешәчдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％6．89 | \％001 | てレーレレOZ | әృeW | әре」 Чłヤ | sэ！ıeməцıеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％8．99 | $\mathrm{OL}>$ | とL－てレOZ | əฺшə」 | әрел๑ Чłヤ | so！̣ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％ガとG | $\mathrm{OL}>$ | てレーレレOZ | əฺшə」 | әрел๑ Чৃ૪ | so！peməцıеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％9＇$¢ 9$ | \％001 | とL－てレOZ | әฆ！ЧМ | әрелО ЧҰヵ | so！̣ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％19 | \％001 | てレーレレOZ | әฆ！ЧМ | әрелЭ ЧҰヵ | sэı！ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％G＇$\angle \mathrm{S}$ | \％001 | とL－てLOZ | słuəpnłS IIV | әрел๑ Чৃ૪ | so！̣еwәцдеw |
| \％0G | \％0G | $\mathrm{OL}>$ | \％0G | \％L＇GS | \％001 | てレーレレOZ | słuәpnıS IIV | әрел๑ ЧҰヵ | sэı！ешәцдеw |
| OL＞ | OL＞ | OL＞ | OL＞ | \％カで | $\mathrm{OL}>$ | とL－でOZ | рәБеұиелреs！ <br> К॥еэ！шоиоэヨ | әрел рıє | sэı！ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％L＇LG | OL＞ | てレーレレOZ | рәБедиелреs！ <br> К॥еэ！шоиоэヨ | әрелэ рıє | sэı！ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％ガ99 | $\mathrm{OL}>$ | とL－でOZ | әృеW | әрелэ pıع | sэ！̣ешәчдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％001 | \％9＇z9 | \％001 | てレーレレOZ | әృеW | әрел рı | so！̣ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％6．${ }^{\text {LS }}$ | OL＞ | てL－LレOZ | әөயə」 | әрел р | so！̣ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％${ }^{\prime} 89$ | OL＞ | とL－てレOZ | әџ！ЧМ | әрел рıع | sэı！ешәцдеw |
| $\mathrm{OL}>$ | \％GL | $\mathrm{OL}>$ | \％001 | \％でG9 | \％001 | てレーレレOZ | Ә！！ЧМ | әрел рı | so！̣ешәцдеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％L＇E9 | $\mathrm{OL}>$ | とL－て10Z | słuәpnłS IIV | әрел рıع | soḷешәцдеw |
| $\mathrm{OL}>$ | \％SL | $\mathrm{OL}>$ | \％001 | \％カ 99 | \％001 | てレーレレOZ | słuepnıs IIV | әрел рı | sэ！̣ешәцдеN |
| 6uissea6old \％ | łVW \％ | рәрәәэхヨ \％ | ұuə！o！fold sұuәpnłs \％łગ！షłS！ | 廿uə！ગ！！01d słuəpnłs \％әłełS | $\begin{array}{r} \text { pəłsə1 } \\ \text { słuəpnłS \% } \end{array}$ | леә入｜00YJS | dnoı̧ 6u！！sə」 | әре» | $\ddagger>ə$ ！qns |


| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% Students Proficient | District \% Students Proficient | \% Exceeded | \% Met | \% Progressing |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | 4th Grade | Economically Disadvantaged | 2012-13 | $<10$ | 55.5\% | $<10$ | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | All Students | 2011-12 | 100\% | 59.9\% | < 10 | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | All Students | 2012-13 | 100\% | 58.5\% | 60\% | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | White | 2011-12 | < 10 | 67.5\% | < 10 | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | White | 2012-13 | 100\% | 64\% | 60\% | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | Female | 2012-13 | < 10 | 55.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Male | 2011-12 | < 10 | 64\% | < 10 | $<10$ | $<10$ | < 10 |
| Mathematics | 5th Grade | Male | 2012-13 | 100\% | 60.4\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 5th Grade | Economically Disadvantaged | 2011-12 | < 10 | 59.3\% | < 10 | $<10$ | $<10$ | $<10$ |
| Mathematics | 5th Grade | Economically Disadvantaged | 2012-13 | 100\% | 55.7\% | < 10 | $<10$ | < 10 | $<10$ |
| Mathematics | 6th Grade | All Students | 2011-12 | 100\% | 59.6\% | 100\% | < 10 | 100\% | < 10 |
| Mathematics | 6th Grade | All Students | 2012-13 | 100\% | 57.9\% | 80\% | < 10 | 80\% | < 10 |
| Mathematics | 6th Grade | White | 2011-12 | < 10 | 65.7\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 6th Grade | White | 2012-13 | 100\% | 62.4\% | 80\% | < 10 | 80\% | < 10 |
| Mathematics | 6th Grade | Female | 2011-12 | < 10 | 58.5\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 6th Grade | Male | 2012-13 | 100\% | 58.1\% | 80\% | < 10 | 80\% | < 10 |
| Mathematics | 6th Grade | Economically Disadvantaged | 2012-13 | 100\% | 55.3\% | 80\% | $<10$ | 80\% | $<10$ |
| Mathematics | 7th Grade | All Students | 2012-13 | 100\% | 45\% | 75\% | < 10 | < 10 | $<10$ |




| Subject | Grade | Testing Group | School Year | \％Students <br> Tested | State \％ Students Proficient | District \％ Students Proficient | \％Exceeded | \％Met | \％Progressing |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 3rd Grade | Economically Disadvantaged | 2012－13 | $<10$ | 34．6\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 4th Grade | All Students | 2011－12 | 100\％ | 45．8\％ | 50\％ | ＜ 10 | 33．3\％ | 50\％ |
| Reading | 4th Grade | All Students | 2012－13 | 100\％ | 46．3\％ | 80\％ | ＜ 10 | 60\％ | ＜ 10 |
| Reading | 4th Grade | American Indian | 2012－13 | $<10$ | 48．6\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 4th Grade | White | 2011－12 | 100\％ | 50．6\％ | 50\％ | ＜ 10 | $<10$ | 50\％ |
| Reading | 4th Grade | White | 2012－13 | 100\％ | 51．4\％ | 75\％ | ＜ 10 | 75\％ | ＜ 10 |
| Reading | 4th Grade | Female | 2011－12 | $<10$ | 46．6\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 4th Grade | Female | 2012－13 | $<10$ | 50．8\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 4th Grade | Male | 2011－12 | 100\％ | 47．6\％ | ＜ 10 | ＜ 10 | $<10$ | 60\％ |
| Reading | 4th Grade | Male | 2012－13 | 100\％ | 44\％ | 75\％ | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 4th Grade | Economically Disadvantaged | 2011－12 | 100\％ | 44．5\％ | ＜ 10 | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 4th Grade | Economically Disadvantaged | 2012－13 | 100\％ | 43．3\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 5th Grade | All Students | 2011－12 | 100\％ | 55\％ | 100\％ | ＜ 10 | 66．7\％ | ＜ 10 |
| Reading | 5th Grade | All Students | 2012－13 | 100\％ | 59．8\％ | 66．7\％ | 66．7\％ | $<10$ | ＜ 10 |
| Reading | 5th Grade | White | 2011－12 | 100\％ | 61．1\％ | 100\％ | ＜ 10 | ＜ 10 | ＜ 10 |
| Reading | 5th Grade | White | 2012－13 | 100\％ | 63．4\％ | 66．7\％ | 66．7\％ | $<10$ | ＜ 10 |
| Reading | 5th Grade | Female | 2011－12 | ＜ 10 | 57．3\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 5th Grade | Female | 2012－13 | $<10$ | 64．2\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |
| Reading | 5th Grade | Male | 2011－12 | $<10$ | 56．8\％ | ＜ 10 | ＜ 10 | $<10$ | ＜ 10 |


| $\mathrm{OL}>$ | OL＞ | OL＞ | OL＞ | \％G＇09 | $\mathrm{OL}>$ | てレーレレOZ | рәбеұиелреs！ К॥еэ！шоиоэヨ | әрелО 418 | 6u！peəy |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OL＞ | OL＞ | OL＞ | OL＞ | \％G＇Z9 | OL＞ | てレーレレOZ | әృеW | әрелФ Ч78 | 6u！peəy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％S＇0L | $\mathrm{OL}>$ | とレ－てレOZ | શןшə」 | әрелด प18 | 6u！peəy |
| 6uissel6odd \％ | †〇W \％ | рәрəəэхヨ \％ | łuə！ગ！！old sұuepnıS \％¥ગ！షłS！ | łuə！⿰丬⿳⿻コ一冖又土儿， słuepnłS \％리리S | pəłsə」 słuepnłS \％ | 小еə入｜OOYOS | dnoı̧ 6u！qsə」 | әрел | łəə！qnS |


みodəy uo！ŋeonpヨ ןenuu＊


| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed (Level 1) | \% Attained (Level 2) | \% Emerging (Level 3) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mathematics | 3rd Grade | All Students | 2011-12 | < 10 | 72\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | All Students | 2012-13 | < 10 | 77.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | All Students | 2011-12 | < 10 | 75.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | All Students | 2012-13 | < 10 | 81.7\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 3rd Grade | American Indian | 2011-12 | < 10 | 72.2\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | American Indian | 2011-12 | < 10 | 77.3\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Asian | 2011-12 | < 10 | 72.7\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Hispanic of Any Race | 2011-12 | < 10 | 73.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | Hispanic of Any Race | 2011-12 | < 10 | 75\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Two or More Races | 2011-12 | < 10 | 70\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | Two or More Races | 2011-12 | < 10 | 82.5\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | White | 2011-12 | < 10 | 75.2\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | White | 2012-13 | < 10 | 80.8\% | < 10 | < 10 | $<10$ | < 10 |
| Reading | 3rd Grade | White | 2011-12 | < 10 | 79.2\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | White | 2012-13 | < 10 | 84.9\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Female | 2011-12 | < 10 | 69.9\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Female | 2012-13 | < 10 | 77.1\% | < 10 | < 10 | $<10$ | < 10 |
| Reading | 3rd Grade | Female | 2011-12 | < 10 | 78.4\% | < 10 | < 10 | < 10 | < 10 |


| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed (Level 1) | \% Attained <br> (Level 2) | \% Emerging (Level 3) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 3rd Grade | Female | 2012-13 | < 10 | 81.7\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Male | 2011-12 | < 10 | 73.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Male | 2012-13 | < 10 | 77.8\% | < 10 | < 10 | $<10$ | < 10 |
| Reading | 3rd Grade | Male | 2011-12 | < 10 | 74.1\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | Male | 2012-13 | < 10 | 81.7\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 3rd Grade | Economically Disadvantaged | 2011-12 | < 10 | 72.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 3rd Grade | Economically Disadvantaged | 2012-13 | < 10 | 78.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | Economically Disadvantaged | 2011-12 | < 10 | 74.1\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 3rd Grade | Economically Disadvantaged | 2012-13 | < 10 | 81.2\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 4th Grade | All Students | 2011-12 | < 10 | 81.9\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 4th Grade | All Students | 2012-13 | < 10 | 79.4\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 4th Grade | All Students | 2011-12 | < 10 | 72.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 4th Grade | All Students | 2012-13 | < 10 | 75.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 4th Grade | American Indian | 2012-13 | < 10 | 82.4\% | < 10 | < 10 | $<10$ | < 10 |
| Reading | 4th Grade | American Indian | 2012-13 | < 10 | 82.6\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 4th Grade | Hispanic of Any Race | 2011-12 | < 10 | 84.7\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 4th Grade | Hispanic of Any Race | 2012-13 | < 10 | 82.7\% | < 10 | < 10 | < 10 | < 10 |


| OL＞ | OL＞ | OL＞ | OL＞ | \％ガてL | OL＞ | てレーレレOZ | рәбеұиелреs！ด К॥セэ！шоиоэヨ | әрелО Чłャ | 6uppery |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OL＞ | OL＞ | OL＞ | OL＞ | \％L＇6L | OL＞ | とレ－てレOZ | рәбеұиелреs！ด К॥еэ！шоиоэヨ | әрел૭ Чłヤ | sэ！̣ешәцдеw |
| $\mathrm{OL}>$ | OL＞ | OL＞ | $\mathrm{OL}>$ | \％G＇\＆8 | $\mathrm{OL}>$ | てレーレレOZ | рәбеұиелреs！！ К｜॥อэฺшоиоэヨ | әрелО Чłヤ | so！̣ешәцдеw |
| OL＞ | OL＞ | OL＞ | OL＞ | \％9＇GL | OL＞ | とレ－てレ0Z | әןeW | әрелО पłャ | 6u！peәy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％でてL | $\mathrm{OL}>$ | てレーレレOZ | әןеW | әрел๑ 丩łт | 6uppeәу |
| $\mathrm{OL}>$ | OL＞ | OL＞ | $\mathrm{OL}>$ | \％9＇18 | $\mathrm{OL}>$ | とレ－てし0て | əןeW | әрел๑ पłヤ | sэ！ıешәцıеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％乙8 | $\mathrm{OL}>$ | てレーレレOて | әృeW | әрел๑ पłヤ | sэ！ıешәцдеw |
| OL＞ | OL＞ | OL＞ | OL＞ | \％$\downarrow$ L | OL＞ | とレ－てレ0Z | әןшə」 | әрелО पłャ | 6u！peәy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | Ol＞ | $\mathrm{OL}>$ | \％6＇ZL | $\mathrm{OL}>$ | てレーレレOZ | əฺшə」 | әрел๑ Чłヤ | 6u！pery |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％$\varepsilon$ ¢ $¢ L$ | $\mathrm{OL}>$ | とレ－てし0て | өן¢щə | әрел๑ पłt | sэ！̣ешәцıеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | Ol＞ | $\mathrm{OL}>$ | \％9＇18 | $\mathrm{OL}>$ | てレーレレOZ | өן¢ə」 | әрел๑ Чłヤ | sэ！！ешәцдеw |
| OL＞ | OL＞ | OL＞ | OL＞ | \％ 1 ＇GL | OL＞ | とレ－てレOZ | ӘЏ！ЧМ | әрелО पłt | 6u！peәy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | \％8＇GL | $\mathrm{OL}>$ | てレーレレOZ | әఛ！บМ | әрел | 6uppeәу |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％9．08 | $\mathrm{OL}>$ | とレ－てし0て | ә！！ЧМ | әрел๑ पłヤ | sэ！ıешәцıеw |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％ヤ8 | $\mathrm{OL}>$ | で－LレOZ | ә！！чМ | әрел๑ पłt | sэ！̣ешәцдеw |
| $\mathrm{OL}>$ | OL＞ | OL＞ | OL＞ | \％${ }^{\text {® }}$＇ $\mathcal{L}$ | OL＞ | とレ－てレOZ | әэеу Ku甘 ！o э！ueds！ H | әрелО Чłヵ | 6u！peəy |
| OL＞ | OL＞ | OL＞ | OL＞ | \％$\downarrow$ L | OL＞ | てレーレレOZ | әэеу Ku甘 〕о ग！ueds！н | әрелО Чヌヤ | 6u！peəy |
| （ $\varepsilon \mid \ni \wedge ə\rceil)$ <br> 6u！̣ıəんコ \％ | （乙 əəəә） pəu！̣れト \％ | （ $\downarrow$ ・へəך） pessedıns \％ |  słuəpnts \％¥ગ！ష | łuə！ગ！！odd słuəpnts \％әłełS | $\begin{array}{r} \text { pəlsə } \perp \\ \text { słuəpnłS } \% \end{array}$ | јеə入｜00YગS | dnoı̧ 6u！̣sə」 | әрел | ¡כe！qns |


| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed (Level 1) | \% Attained (Level 2) | \% Emerging (Level 3) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 4th Grade | Economically Disadvantaged | 2012-13 | < 10 | 74.8\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | All Students | 2011-12 | < 10 | 69.9\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | All Students | 2012-13 | < 10 | 68.4\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | All Students | 2011-12 | < 10 | 81\% | < 10 | < 10 | $<10$ | < 10 |
| Reading | 5th Grade | All Students | 2012-13 | < 10 | 79.7\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | All Students | 2011-12 | < 10 | 45.4\% | < 10 | < 10 | $<10$ | < 10 |
| Science | 5th Grade | All Students | 2012-13 | < 10 | 50.5\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Hispanic of Any Race | 2012-13 | < 10 | 69.2\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Hispanic of Any Race | 2012-13 | < 10 | 80\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Hispanic of Any Race | 2012-13 | < 10 | 45.9\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | White | 2011-12 | < 10 | 73.3\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 5th Grade | White | 2012-13 | < 10 | 71.1\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | White | 2011-12 | < 10 | 82.5\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | White | 2012-13 | < 10 | 82.1\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | White | 2011-12 | < 10 | 49.6\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | White | 2012-13 | < 10 | 55\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Female | 2011-12 | < 10 | 66.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Female | 2012-13 | < 10 | 65.1\% | < 10 | < 10 | < 10 | < 10 |


| MI-Access Functional Independence |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject | Grade | Testing Group | School Year | \% Students Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed <br> (Level 1) | \% Attained (Level 2) | \% Emerging <br> (Level 3) |
| Reading | 5th Grade | Female | 2011-12 | < 10 | 82.1\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Female | 2012-13 | < 10 | 80.8\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Female | 2011-12 | < 10 | 41.4\% | $<10$ | < 10 | < 10 | < 10 |
| Science | 5th Grade | Female | 2012-13 | < 10 | 44.4\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Male | 2011-12 | < 10 | 72.2\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Male | 2012-13 | < 10 | 70.2\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Male | 2011-12 | < 10 | 80.4\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Male | 2012-13 | < 10 | 79.1\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Male | 2011-12 | < 10 | 47.6\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Male | 2012-13 | < 10 | 53.6\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Economically <br> Disadvantaged | 2011-12 | < 10 | 71.2\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 5th Grade | Economically Disadvantaged | 2012-13 | < 10 | 69.2\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Economically Disadvantaged | 2011-12 | < 10 | 81.6\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 5th Grade | Economically Disadvantaged | 2012-13 | < 10 | 78.9\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Economically Disadvantaged | 2011-12 | < 10 | 46.4\% | < 10 | < 10 | < 10 | < 10 |
| Science | 5th Grade | Economically Disadvantaged | 2012-13 | < 10 | 51.1\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 6th Grade | All Students | 2011-12 | < 10 | 74.2\% | < 10 | < 10 | < 10 | < 10 |



| Ol＞ | $\mathrm{OL}>$ | Ol＞ | OL＞ | \％L＇9L | OL＞ | \＆L－ZレOZ | рәбеұue＾реs！0 К॥еэ！шоиоэヨ | әрел 419 | so！pemeyłew |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OL $>$ | OL＞ | OL＞ | OL＞ | \％ガヤく | OL $>$ | てL－LレOZ | рәбъұјиелреs！ К॥еэ！шоиоэヨ | әрелэ 479 | sо！пешәчıеw |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％ガ ¢ $^{\text {d }}$ | OL＞ | \＆L－でOZ | әᅵ¢W | әрел 419 | 6uppeəy |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％S8 | OL＞ | てレーレレOZ | әᅵ¢W | әрел 419 | 6uppeәy |
| OL＞ | $\mathrm{OL}>$ | $\mathrm{OL}>$ | OL＞ | \％ $\mathcal{G}^{\prime}$ LL | $\mathrm{OL}>$ | とL－てレOZ | әऐ®W | әрел 479 | so！̣ешәцдеw |
| OL＞ | $\mathrm{OL}>$ | OL＞ | $\mathrm{OL}>$ | \％8＇GL | $\mathrm{OL}>$ | てレーレレOZ | әృеW | әрел 479 | so！̣ешәчıеw |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％${ }^{\text {¢ }} 88$ | OL＞ | \＆L－でOZ | әןшə」 | әрел 419 | 6uppeəy |
| OL＞ | OL＞ | OL＞ | OL $>$ | \％9＇ャ8 | $\mathrm{OL}>$ | てレーレレOZ | શฺயə」 | әрел 479 | 6uppeəy |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％ガとL | OL＞ | とL－で0Z |  | әрел๑ 479 | sэ！̣ешәцłеw |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％どレL | $\mathrm{OL}>$ | てレーレレOZ | ขృ巴шə」 | әрел 419 | so！̣ewəułew |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％L＇L8 | OL＞ | とL－てし0Z | Ә！！ЧМ | әрел 419 | 6uppeəy |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％と＇98 | OL＞ | てレーレレOZ | Әヤ！ЧМ | әрел 419 | 6uppeәy |
| $\mathrm{OL}>$ | $\mathrm{OL}>$ | Ol＞ | $\mathrm{OL}>$ | \％9＇92 | $\mathrm{OL}>$ | とL－でOZ | әヤ！ЧМ | әрелэ 479 | so！̣eməytew |
| OL＞ | OL＞ | OL＞ | OL＞ | \％8＇92 | OL＞ | てレーレレOZ | әџ！ЧМ | әрел๑ 479 | so！̣eməytew |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％が 18 | OL＞ | てレーレレOZ |  | әрел 479 | 6uppeәу |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％で 29 | OL＞ | てレーレレOZ |  | әрел 479 | so！̣ешәцłew |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％G＇98 | OL＞ | とL－でOZ | słuəpnłS IIV | әрел 479 | 6uppey |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％6＇$\downarrow$ ¢ | OL＞ | てレーレレOZ | słuəpnłS IIV | әрел 479 | бuppeәy |
| OL＞ | $\mathrm{OL}>$ | OL＞ | OL＞ | \％ 1 ＇92 | OL＞ | とL－で0Z | słuəpnłS IIV | әрел๑ 479 | sэ！̣ешәчłеw |
| $\begin{array}{r} (\varepsilon \mid \ni \wedge \ominus\urcorner) \\ \text { Gu!bıəuヨ \% } \end{array}$ | （乙｜əへəך） peu！ełt \％ | （ $\downarrow$ əィәך） pessedıns \％ |  sұuәpnłs <br>  |  squepnłs \％əlets | $\begin{array}{r} \text { pəłsə｣ } \\ \text { słuəpnłS \% } \end{array}$ | Jеə入｜OOYOS | dnoı๑ 6u！qsə」 | әрел | $\downarrow \supseteq ə!$ ¢nS |


| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed (Level 1) | \% Attained <br> (Level 2) | \% Emerging (Level 3) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Science | 8th Grade | Female | 2011-12 | < 10 | 46.7\% | $<10$ | $<10$ | $<10$ | < 10 |
| Science | 8th Grade | Female | 2012-13 | < 10 | 44.5\% | < 10 | $<10$ | < 10 | $<10$ |
| Mathematics | 8th Grade | Male | 2011-12 | < 10 | 79.8\% | < 10 | $<10$ | $<10$ | $<10$ |
| Mathematics | 8th Grade | Male | 2012-13 | $<10$ | 76.6\% | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 8th Grade | Male | 2011-12 | $<10$ | 92.1\% | $<10$ | $<10$ | < 10 | $<10$ |
| Reading | 8th Grade | Male | 2012-13 | < 10 | 92.5\% | < 10 | $<10$ | < 10 | $<10$ |
| Science | 8th Grade | Male | 2011-12 | $<10$ | 53.1\% | $<10$ | $<10$ | $<10$ | $<10$ |
| Science | 8th Grade | Male | 2012-13 | $<10$ | 48.3\% | $<10$ | $<10$ | < 10 | $<10$ |
| Mathematics | 8th Grade | Economically Disadvantaged | 2011-12 | < 10 | 78.6\% | < 10 | < 10 | < 10 | < 10 |
| Mathematics | 8th Grade | Economically Disadvantaged | 2012-13 | < 10 | 75.3\% | < 10 | < 10 | < 10 | < 10 |
| Reading | 8th Grade | Economically Disadvantaged | 2011-12 | $<10$ | 93\% | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 8th Grade | Economically Disadvantaged | 2012-13 | $<10$ | 92.9\% | $<10$ | $<10$ | < 10 | $<10$ |
| Science | 8th Grade | Economically Disadvantaged | 2011-12 | < 10 | 50\% | < 10 | $<10$ | < 10 | < 10 |
| Science | 8th Grade | Economically Disadvantaged | 2012-13 | $<10$ | 48.9\% | < 10 | $<10$ | < 10 | $<10$ |
| Mathematics | 11th Grade | All Students | 2011-12 | < 10 | 68.5\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 11th Grade | All Students | 2012-13 | < 10 | 65.8\% | < 10 | $<10$ | < 10 | < 10 |
| Reading | 11th Grade | All Students | 2011-12 | < 10 | 91.4\% | < 10 | $<10$ | < 10 | < 10 |


| Subject | Grade | Testing Group | School Year | \% Students <br> Tested | State \% Students Proficient | District \% Students Proficient | \% Surpassed (Level 1) | \% Attained <br> (Level 2) | \% Emerging (Level 3) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reading | 11th Grade | All Students | 2012-13 | < 10 | 91.9\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science | 11th Grade | All Students | 2011-12 | < 10 | 61.9\% | < 10 | < 10 | $<10$ | < 10 |
| Science | 11th Grade | All Students | 2012-13 | $<10$ | 59\% | $<10$ | < 10 | $<10$ | < 10 |
| Mathematics | 11th Grade | White | 2011-12 | < 10 | 74.2\% | $<10$ | < 10 | $<10$ | $<10$ |
| Mathematics | 11th Grade | White | 2012-13 | $<10$ | 72\% | $<10$ | $<10$ | $<10$ | $<10$ |
| Reading | 11th Grade | White | 2011-12 | $<10$ | 93.6\% | $<10$ | < 10 | $<10$ | $<10$ |
| Reading | 11th Grade | White | 2012-13 | < 10 | 94.2\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science | 11th Grade | White | 2011-12 | < 10 | 70.7\% | < 10 | < 10 | $<10$ | < 10 |
| Science | 11th Grade | White | 2012-13 | < 10 | 66.5\% | $<10$ | < 10 | $<10$ | $<10$ |
| Mathematics | 11th Grade | Female | 2011-12 | $<10$ | 60.2\% | $<10$ | < 10 | $<10$ | $<10$ |
| Mathematics | 11th Grade | Female | 2012-13 | < 10 | 58.9\% | $<10$ | < 10 | $<10$ | $<10$ |
| Reading | 11th Grade | Female | 2011-12 | < 10 | 92.1\% | $<10$ | < 10 | $<10$ | $<10$ |
| Reading | 11th Grade | Female | 2012-13 | < 10 | 93.1\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science | 11th Grade | Female | 2011-12 | < 10 | 57.3\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science | 11th Grade | Female | 2012-13 | < 10 | 55.1\% | $<10$ | < 10 | $<10$ | $<10$ |
| Mathematics | 11th Grade | Male | 2011-12 | < 10 | 73.6\% | < 10 | < 10 | $<10$ | < 10 |
| Mathematics | 11th Grade | Male | 2012-13 | $<10$ | 69.7\% | $<10$ | < 10 | $<10$ | $<10$ |
| Reading | 11th Grade | Male | 2011-12 | < 10 | 91.1\% | $<10$ | < 10 | $<10$ | $<10$ |
| Reading | 11th Grade | Male | 2012-13 | $<10$ | 91.3\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science | 11th Grade | Male | 2011-12 | $<10$ | 64.8\% | $<10$ | < 10 | $<10$ | $<10$ |
| Science <br> Page 37 of 55 | 11th Grade | Male | 2012-13 | < 10 | 61.3\% | $<10$ | < 10 | $<10$ | < 10 |


| O1＞ | Ol $>$ | Ol＞ | Ol $>$ | \％て＇＜${ }^{\text {S }}$ | $\mathrm{Ol}>$ | عا－Z10Z | рәбедиелреs！a人｜｜Іетиоиоэョ | әрел9 पІІL | ә๐นə！ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| O1＞ | O1＞ | Ol＞ | Ob $>$ | \％609 | Ol $>$ | Zl－ıLOZ | рә6́氏！ue＾реs！a K｜｜lе！！шоиоэョ |  | ә๐บэ๐ร |
| Ob $>$ | Ol $>$ | Ol $>$ | O1 $>$ | \％で＇6 | $01>$ | عا－ztoz | рәбетиелреs！a К॥еэ！шоиоэョ | әрел9 47tl | бииреәу |
| Ob $>$ | Ol $>$ | Ol $>$ | O1 $>$ | \％9＇06 | $01>$ | で－H0Z | рәб́еұuелреs！a КІІеэчоиоэョ | әрел9 पІІІ | бииреәу |
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## Annual Education Report

## Bullock Creek School District

Accountability Details Subject Data

| Testing Group | Location | Subject | \% Tested Total(Goal 95\%) | \% Proficient for Accountability* |
| :---: | :---: | :---: | :---: | :---: |
| All Students | Statewide | Mathematics | 98.7\% | 58.2\% |
| Bottom 30\% | Statewide | Mathematics |  | < 30\% |
| African American | Statewide | Mathematics | 96.9\% | 32.7\% |
| American Indian | Statewide | Mathematics | 98.5\% | 48.4\% |
| Asian | Statewide | Mathematics | 99.4\% | 81.5\% |
| Hispanic of Any Race | Statewide | Mathematics | 98.6\% | 45.9\% |
| Native Hawaiian or Other Pacific Islander | Statewide | Mathematics | 97.4\% | 64.9\% |
| Two or More Races | Statewide | Mathematics | 99.2\% | 55.9\% |
| White | Statewide | Mathematics | 99.2\% | 64.4\% |
| Economically Disadvantaged | Statewide | Mathematics | 98.2\% | 43.7\% |
| English Language Learners | Statewide | Mathematics | 98.9\% | 36.9\% |
| Students With Disabilities | Statewide | Mathematics | 97.8\% | 32.5\% |
| All Students | District | Mathematics | 99.8\% | 64.4\% |
| Bottom 30\% | District | Mathematics |  | < 30\% |
| African American | District | Mathematics | 100\% | 33.3\% |
| American Indian | District | Mathematics | 100\% | 58.3\% |
| Asian | District | Mathematics | 100\% | 80\% |
| Hispanic of Any Race | District | Mathematics | 100\% | 33.3\% |
| Native Hawaiian or Other Pacific Islander | District | Mathematics | 100\% | < 30\% |
| Two or More Races | District | Mathematics | 100\% | 33.3\% |
| White | District | Mathematics | 99.8\% | 65.2\% |
| Economically Disadvantaged | District | Mathematics | 100\% | 51.6\% |
| English Language Learners | District | Mathematics | 100\% | 33.3\% |
| Students With Disabilities | District | Mathematics | 100\% | 41.6\% |
| Shared Educational Entity | District | Mathematics | 100\% |  |
| All Students | Statewide | Reading | 99\% | 83.1\% |
| Bottom 30\% | Statewide | Reading |  | 51.3\% |
| African American | Statewide | Reading | 97.3\% | 67.9\% |
| American Indian | Statewide | Reading | 98.8\% | 79.7\% |
| Asian | Statewide | Reading | 100.3\% | 90.1\% |

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## Annual Education Report

## Bullock Creek School District

## Accountability Details Subject Data

| Testing Group | Location | Subject | \% Tested Total(Goal 95\%) | \% Proficient for Accountability* |
| :---: | :---: | :---: | :---: | :---: |
| Hispanic of Any Race | Statewide | Reading | 99.2\% | 77\% |
| Native Hawaiian or Other Pacific Islander | Statewide | Reading | 97.4\% | 85.7\% |
| Two or More Races | Statewide | Reading | 99.4\% | 83.6\% |
| White | Statewide | Reading | 99.4\% | 86.9\% |
| Economically Disadvantaged | Statewide | Reading | 98.6\% | 74.8\% |
| English Language Learners | Statewide | Reading | 100.5\% | 62.4\% |
| Students With Disabilities | Statewide | Reading | 98.1\% | 51.8\% |
| All Students | District | Reading | 99.6\% | 87.2\% |
| Bottom 30\% | District | Reading |  | 66.5\% |
| African American | District | Reading | 100\% | 83.3\% |
| American Indian | District | Reading | 100\% | 91.7\% |
| Asian | District | Reading | 100\% | 80\% |
| Hispanic of Any Race | District | Reading | 100\% | 86.7\% |
| Native Hawaiian or Other Pacific Islander | District | Reading | 100\% | 100\% |
| Two or More Races | District | Reading | 100\% | 66.7\% |
| White | District | Reading | 99.6\% | 87.3\% |
| Economically Disadvantaged | District | Reading | 99.8\% | 80.1\% |
| English Language Learners | District | Reading | 100\% | 66.7\% |
| Students With Disabilities | District | Reading | 98.6\% | 62.9\% |
| Shared Educational Entity | District | Reading | 100\% |  |
| All Students | Statewide | Science | 97.9\% | 38.6\% |
| Bottom 30\% | Statewide | Science |  | < 30\% |
| African American | Statewide | Science | 94.8\% | < 30\% |
| American Indian | Statewide | Science | 97.5\% | < 30\% |
| Asian | Statewide | Science | 99.1\% | 57.4\% |
| Hispanic of Any Race | Statewide | Science | 97.9\% | < 30\% |
| Native Hawaiian or Other Pacific Islander | Statewide | Science | 93.7\% | 49.2\% |
| Two or More Races | Statewide | Science | 98.7\% | 35.7\% |
| White | Statewide | Science | 98.7\% | 45\% |
| Economically Disadvantaged | Statewide | Science | 97\% | $<30 \%$ |

## Annual Education Report

## Bullock Creek School District

Accountability Details Subject Data

| Testing Group | Location | Subject | \% Tested Total(Goal 95\%) | \% Proficient for Accountability* |
| :---: | :---: | :---: | :---: | :---: |
| English Language Learners | Statewide | Science | 98\% | < 30\% |
| Students With Disabilities | Statewide | Science | 96.5\% | < 30\% |
| All Students | District | Science | 99.5\% | 43\% |
| Bottom 30\% | District | Science |  | < 30\% |
| African American | District | Science | 100\% |  |
| American Indian | District | Science | 100\% | 60\% |
| Asian | District | Science | 100\% | 100\% |
| Hispanic of Any Race | District | Science | 100\% | 37.5\% |
| Two or More Races | District | Science | 100\% | < $30 \%$ |
| White | District | Science | 99.5\% | 42.7\% |
| Economically Disadvantaged | District | Science | 100\% | < $30 \%$ |
| Students With Disabilities | District | Science | 100\% | < 30\% |
| Shared Educational Entity | District | Science | 100\% |  |
| All Students | Statewide | Social Studies | 96.7\% | 57.5\% |
| Bottom 30\% | Statewide | Social Studies |  | < $30 \%$ |
| African American | Statewide | Social Studies | 92.4\% | < $30 \%$ |
| American Indian | Statewide | Social Studies | 95.9\% | 52.3\% |
| Asian | Statewide | Social Studies | 99\% | 73.6\% |
| Hispanic of Any Race | Statewide | Social Studies | 96.1\% | 43\% |
| Native Hawaiian or Other Pacific Islander | Statewide | Social Studies | 93.2\% | 59.7\% |
| Two or More Races | Statewide | Social Studies | 97.6\% | 53.5\% |
| White | Statewide | Social Studies | 98\% | 64.7\% |
| Economically Disadvantaged | Statewide | Social Studies | 95.1\% | 40.3\% |
| English Language Learners | Statewide | Social Studies | 96.4\% | < $30 \%$ |
| Students With Disabilities | Statewide | Social Studies | 91.9\% | < 30\% |
| All Students | District | Social Studies | 98.5\% | 66.9\% |
| Bottom 30\% | District | Social Studies |  | < 30\% |
| American Indian | District | Social Studies | 100\% | < $30 \%$ |
| Asian | District | Social Studies | 100\% | 100\% |
| Hispanic of Any Race | District | Social Studies | 100\% | 71.4\% |

## Annual Education Report

## Bullock Creek School District

Accountability Details Subject Data

| Testing Group | Location | Subject | \% Tested Total(Goal 95\%) | \% Proficient for Accountability* |
| :---: | :---: | :---: | :---: | :---: |
| Native Hawaiian or Other Pacific Islander | District | Social Studies |  | 100\% |
| Two or More Races | District | Social Studies | 100\% | 66.7\% |
| White | District | Social Studies | 98.5\% | 67\% |
| Economically Disadvantaged | District | Social Studies | 98.5\% | 57.1\% |
| Students With Disabilities | District | Social Studies | 87.5\% | 32.3\% |
| Shared Educational Entity | District | Social Studies | 100\% |  |
| All Students | Statewide | Writing | 98.2\% | 69.4\% |
| Bottom 30\% | Statewide | Writing |  | < 30\% |
| African American | Statewide | Writing | 95.6\% | 48.8\% |
| American Indian | Statewide | Writing | 97.7\% | 61.6\% |
| Asian | Statewide | Writing | 98.9\% | 82.9\% |
| Hispanic of Any Race | Statewide | Writing | 98\% | 59.7\% |
| Native Hawaiian or Other Pacific Islander | Statewide | Writing | 94.5\% | 74.4\% |
| Two or More Races | Statewide | Writing | 98.9\% | 68.5\% |
| White | Statewide | Writing | 98.9\% | 74.3\% |
| Economically Disadvantaged | Statewide | Writing | 97.3\% | 55.7\% |
| English Language Learners | Statewide | Writing | 97.3\% | 42.1\% |
| Students With Disabilities | Statewide | Writing | 96.6\% | < 30\% |
| All Students | District | Writing | 99.3\% | 65.8\% |
| Bottom 30\% | District | Writing |  | < 30\% |
| African American | District | Writing | 100\% | < 30\% |
| American Indian | District | Writing | 100\% | 71.4\% |
| Asian | District | Writing | 100\% | 100\% |
| Hispanic of Any Race | District | Writing | 100\% | 63.6\% |
| Two or More Races | District | Writing | 100\% | 50\% |
| White | District | Writing | 99.3\% | 66.2\% |
| Economically Disadvantaged | District | Writing | 99.5\% | 51.2\% |
| English Language Learners | District | Writing | 100\% | 50\% |
| Students With Disabilities | District | Writing | 98.1\% | 30.8\% |
| Shared Educational Entity | District | Writing | 100\% |  |

## Annual Education Report

Bullock Creek School District

Note: 1062 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access. PERFORMANGE AND INFORMATION

## Annual Education Report

Bullock Creek School District

Accountability Details Graduation Data

| Testing Group | Location | Accountability Scorecard Completion Rate (High Schools only) <br> (Goal 80\%) |
| :---: | :---: | :---: |
| All Students | Statewide | 76.2\% |
| African American | Statewide | 59.9\% |
| American Indian | Statewide | 66.4\% |
| Asian | Statewide | 87.4\% |
| Hispanic of Any Race | Statewide | 64.3\% |
| Migrant | Statewide | 68.3\% |
| Native Hawaiian or Other Pacific Islander | Statewide | 73.2\% |
| Two or More Races | Statewide | 73.5\% |
| White | Statewide | 81.5\% |
| Female | Statewide | 80.8\% |
| Male | Statewide | 72\% |
| Economically Disadvantaged | Statewide | 64\% |
| English Language Learners | Statewide | 63.1\% |
| Students With Disabilities | Statewide | 53.5\% |
| Homeless | Statewide | 53.8\% |
| All Students | District | 90.6\% |
| White | District | 90.9\% |
| Economically Disadvantaged | District | 85.1\% |

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


## Annual Education Report

Bullock Creek School District

## Accountability Details Attendance Data

| Testing Group | Location | Attendance Rate <br> (Goal 90\%) |
| :--- | :--- | :--- |
| All Students | Statewide | $94 \%$ |
| All Students | District | $96 \%$ |

* All data based on students enrolled for a full academic year.
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## Annual Education Report

## Bullock Creek School District

## Teacher Quality - Qualification

|  | Other | B.A. | M.A. | P.H.D. |
| :--- | :--- | :--- | :--- | :--- |
| Professional Qualifications of <br> All Public Elementary and <br> Secondary School Teachers <br> in the District | 0 | 66 | 45 | 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

|  | District Aggregate | High-Poverty Schools | Low-Poverty Schools |
| :--- | :--- | :--- | :--- |
| Percentage of Core Academic <br> Subject Elementary and Secondary <br> School Classes not Taught by Highly <br> Qualified Teachers | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |

Teacher Quality - Provisional

|  | Certification Percent |
| :--- | :--- |
| Percentage of Public Elementary and Secondary School Teachers in the <br> District with Emergency Certification | $0 \%$ |

## Annual Education Report

## Bullock Creek School District

## NAEP Grade 4 Math

|  | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 100 | 22 | 43 | 30 | 5 |
| Male Female | $\begin{aligned} & 50 \\ & 50 \end{aligned}$ | $\begin{aligned} & 21 \\ & 22 \end{aligned}$ | $\begin{aligned} & 42 \\ & 45 \end{aligned}$ | $\begin{aligned} & 31 \\ & 29 \end{aligned}$ | $\begin{aligned} & 6 \\ & 4 \end{aligned}$ |
| National Lunch <br> Program Eligibility <br> Eligible <br> Not Eligible <br> Info not available | $\begin{aligned} & 43 \\ & 56 \end{aligned}$ | $\begin{aligned} & 35 \\ & 11 \end{aligned}$ | $\begin{aligned} & 47 \\ & 41 \end{aligned}$ | $\begin{aligned} & 17 \\ & 41 \end{aligned}$ | $\begin{aligned} & 1 \\ & 8 \end{aligned}$ |
| Race/Ethnicity <br> White <br> Black <br> Hispanic <br> Asian <br> American Indian <br> Native Hawaiian/Pacific <br> Islander <br> Two or More Races | $\begin{aligned} & 71 \\ & 16 \\ & 6 \\ & 3 \\ & 2 \end{aligned}$ | $\begin{aligned} & 14 \\ & 53 \\ & 31 \\ & 7 \\ & \ddagger \\ & \ddagger \\ & 23 \end{aligned}$ | $\begin{aligned} & 45 \\ & 39 \\ & 48 \\ & 22 \\ & \ddagger \\ & \ddagger \\ & 50 \end{aligned}$ | $\begin{aligned} & 36 \\ & 8 \\ & 19 \\ & 45 \\ & \ddagger \\ & \ddagger \\ & 21 \end{aligned}$ | $\left\lvert\, \begin{aligned} & 5 \\ & 0 \\ & 2 \\ & 26 \\ & \ddagger \\ & \ddagger \\ & 6 \end{aligned}\right.$ |
| Student classified as having a disability SD Not SD | $\begin{aligned} & 13 \\ & 87 \end{aligned}$ | $\begin{aligned} & 50 \\ & 18 \end{aligned}$ | $\begin{aligned} & 37 \\ & 44 \end{aligned}$ | $\begin{aligned} & 13 \\ & 32 \end{aligned}$ | $\begin{array}{\|l\|} 1 \\ 5 \end{array}$ |
| Student is an English Language Learner ELL <br> Not ELL | $\begin{array}{\|l} 4 \\ 96 \end{array}$ | $\begin{aligned} & 47 \\ & 21 \end{aligned}$ | $\begin{aligned} & 41 \\ & 44 \end{aligned}$ | $\begin{aligned} & 11 \\ & 31 \end{aligned}$ | $\begin{aligned} & 1 \\ & 5 \end{aligned}$ |

$\ddagger$ 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 Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report

## Bullock Creek School District

## NAEP Grade 8 Math

|  | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 100 | 29 | 40 | 25 | 6 |
| Male Female | $\begin{aligned} & 51 \\ & 49 \end{aligned}$ | $\begin{aligned} & 28 \\ & 30 \end{aligned}$ | $\begin{aligned} & 39 \\ & 41 \end{aligned}$ | $\begin{aligned} & 26 \\ & 24 \end{aligned}$ | $\begin{aligned} & 7 \\ & 5 \end{aligned}$ |
| National Lunch <br> Program Eligibility <br> Eligible <br> Not Eligible <br> Info not available | $\begin{aligned} & 42 \\ & 58 \end{aligned}$ | $\begin{aligned} & 45 \\ & 18 \end{aligned}$ | $\begin{aligned} & 39 \\ & 41 \end{aligned}$ | $\begin{aligned} & 15 \\ & 32 \end{aligned}$ | $\begin{aligned} & 2 \\ & 9 \end{aligned}$ |
| Race/Ethnicity <br> White <br> Black <br> Hispanic <br> Asian <br> American Indian <br> Native Hawaiian/Pacific <br> Islander <br> Two or More Races | $\begin{aligned} & 74 \\ & 16 \\ & 4 \\ & 3 \\ & 1 \\ & 2 \end{aligned}$ | $\begin{aligned} & 22 \\ & 66 \\ & 26 \\ & 13 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 43 \\ & 26 \\ & 41 \\ & 25 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 29 \\ & 7 \\ & 18 \\ & 31 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 6 \\ & 0 \\ & 5 \\ & 32 \\ & \ddagger \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ |
| Student classified as having a disability SD <br> Not SD | $\begin{aligned} & 12 \\ & 88 \end{aligned}$ | $\begin{aligned} & 70 \\ & 25 \end{aligned}$ | $\begin{aligned} & 23 \\ & 41 \end{aligned}$ | $\begin{aligned} & 5 \\ & 27 \end{aligned}$ | $\begin{aligned} & 1 \\ & 6 \end{aligned}$ |
| Student is an English Language Learner ELL <br> Not ELL | $\left\lvert\, \begin{aligned} & 2 \\ & 98 \end{aligned}\right.$ | $\begin{aligned} & 57 \\ & 29 \end{aligned}$ | $\begin{aligned} & 27 \\ & 40 \end{aligned}$ | $\begin{aligned} & 7 \\ & 25 \end{aligned}$ | $\begin{aligned} & 10 \\ & 6 \end{aligned}$ |

$\ddagger$ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report

## Bullock Creek School District

NAEP Grade 4 Reading

|  | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 100 | 34 | 34 | 25 | 6 |
| Male Female | $\begin{aligned} & 50 \\ & 50 \end{aligned}$ | $\begin{aligned} & 38 \\ & 31 \end{aligned}$ | $\begin{aligned} & 33 \\ & 36 \end{aligned}$ | $\begin{aligned} & 24 \\ & 26 \end{aligned}$ | $\begin{aligned} & 6 \\ & 7 \end{aligned}$ |
| National Lunch <br> Program Eligibility <br> Eligible <br> Not Eligible <br> Info not available | $\begin{aligned} & 45 \\ & 55 \end{aligned}$ | $\begin{aligned} & 51 \\ & 21 \end{aligned}$ | $\begin{aligned} & 32 \\ & 36 \end{aligned}$ | $\begin{aligned} & 15 \\ & 33 \end{aligned}$ | $\begin{aligned} & 2 \\ & 10 \end{aligned}$ |
| Race/Ethnicity <br> White <br> Black <br> Hispanic <br> Asian <br> American Indian <br> Native Hawaiian/Pacific <br> Islander <br> Two or More Races | $\begin{aligned} & 70 \\ & 17 \\ & 6 \\ & 3 \\ & 0 \\ & 2 \end{aligned}$ | $\begin{aligned} & 26 \\ & 67 \\ & 51 \\ & 19 \\ & \ddagger \\ & \ddagger \\ & 36 \end{aligned}$ | $\begin{aligned} & 37 \\ & 24 \\ & 29 \\ & 33 \\ & \ddagger \\ & \ddagger \\ & 31 \end{aligned}$ | $\begin{aligned} & 30 \\ & 7 \\ & 17 \\ & 33 \\ & \ddagger \\ & \ddagger \\ & 19 \end{aligned}$ | $\begin{aligned} & 7 \\ & 1 \\ & 3 \\ & 15 \\ & \ddagger \\ & \ddagger \\ & 14 \end{aligned}$ |
| Student classified as having a disability SD Not SD | $\begin{aligned} & 13 \\ & 87 \end{aligned}$ | $\left\lvert\, \begin{aligned} & 73 \\ & 30 \end{aligned}\right.$ | $\begin{aligned} & 17 \\ & 36 \end{aligned}$ | $\left\lvert\, \begin{aligned} & 8 \\ & 27 \end{aligned}\right.$ | $\begin{aligned} & 2 \\ & 7 \end{aligned}$ |
| Student is an English Language Learner ELL <br> Not ELL | $\begin{array}{\|l} 3 \\ 97 \end{array}$ | $\begin{aligned} & 67 \\ & 33 \end{aligned}$ | $\begin{aligned} & 26 \\ & 35 \end{aligned}$ | $\left\lvert\, \begin{aligned} & 7 \\ & 25 \end{aligned}\right.$ | $\begin{aligned} & 0 \\ & 7 \end{aligned}$ |

## \# Rounds to zero

$\ddagger$ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Annual Education Report

## Bullock Creek School District

NAEP Grade 8 Reading

|  | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 100 | 23 | 45 | 29 | 3 |
| Male Female | $\begin{aligned} & 50 \\ & 50 \end{aligned}$ | $\begin{aligned} & 28 \\ & 18 \end{aligned}$ | $\begin{aligned} & 47 \\ & 43 \end{aligned}$ | $\begin{aligned} & 24 \\ & 35 \end{aligned}$ | $\begin{aligned} & 2 \\ & 4 \end{aligned}$ |
| National Lunch <br> Program Eligibility <br> Eligible <br> Not Eligible <br> Info not available | $\begin{aligned} & 42 \\ & 58 \end{aligned}$ | $\begin{aligned} & 35 \\ & 14 \end{aligned}$ | $\begin{aligned} & 46 \\ & 44 \end{aligned}$ | $\begin{aligned} & 18 \\ & 37 \end{aligned}$ | $\begin{aligned} & 0 \\ & 4 \end{aligned}$ |
| Race/Ethnicity <br> White <br> Black <br> Hispanic <br> Asian <br> American Indian <br> Native Hawaiian/Pacific <br> Islander <br> Two or More Races | $\begin{aligned} & 74 \\ & 16 \\ & 4 \\ & 3 \\ & 1 \\ & 1 \end{aligned}$ | $\begin{aligned} & 18 \\ & 46 \\ & 25 \\ & 19 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 46 \\ & 43 \\ & 50 \\ & 27 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 33 \\ & 10 \\ & 25 \\ & 39 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ | $\begin{aligned} & 3 \\ & 0 \\ & 1 \\ & 14 \\ & \ddagger \\ & \ddagger \\ & \ddagger \end{aligned}$ |
| Student classified as having a disability SD Not SD | $\begin{aligned} & 12 \\ & 88 \end{aligned}$ | $\begin{aligned} & 67 \\ & 19 \end{aligned}$ | $\begin{aligned} & 27 \\ & 46 \end{aligned}$ | $\begin{array}{\|l\|} 6 \\ 31 \end{array}$ | $\begin{aligned} & 0 \\ & 3 \end{aligned}$ |
| Student is an English Language Learner ELL <br> Not ELL | $\left\lvert\, \begin{aligned} & 2 \\ & 98 \end{aligned}\right.$ | $\begin{aligned} & 52 \\ & 22 \end{aligned}$ | $\begin{aligned} & 40 \\ & 45 \end{aligned}$ | $\begin{array}{\|l} 8 \\ 30 \end{array}$ | $\left\lvert\, \begin{array}{l\|l} 0 \\ 3 \end{array}\right.$ |

## \# Rounds to zero

$\ddagger$ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

08/20/2013

## Annual Education Report

Bullock Creek School District

## NAEP Participation Data

| Grade | Subject | Participation Rate for <br> Students with <br> Disabilities | Standard Error | Participation Rate for <br> Limited English <br> Proficient Students | Standard Error |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 4 | Math | 85 | 2.0 | 73 | 3.3 |
| 8 | Reading | 75 | 3.1 | 93 | 2.4 |
|  | Math |  |  |  |  |
| Reading | 73 | 2.5 | 83 | 4.7 |  |

