

Pine River Elementary

2012-13 ANNUAL REPORT

Debra Bradford, Principal

Principal's Message

August 8, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-13 educational progress for Pine River Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.bcreek.k12.mi.us/pineriver/index.html> or you may review a copy from the main office at Pine River Elementary.

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 not been given one of these labels.

Students at Pine River Elementary continue to excel in ELA as measured by the Michigan Educational Assessment Program. Although we are slightly above the state average for math, we are working towards great improvement in this area. We will be implementing a Response to Intervention program in the area of math this year. We are fortunate to have a school in which families and staff work together to meet all needs of students to ensure success in the classroom. The staff and I feel privileged to be part of such a special school community!

Sincerely,

Debra Bradford, Principal

Description of the School

A total of 240 students in grades 3-5 attended Pine River Elementary School during the 2012-13 school year. Daily attendance averaged 96%. Nine classroom teachers and one resource classroom teacher serviced students. In addition, we share the following professional staff with the other elementaries in the district: teachers for art, music, library, and physical education, school psychologist, school counselor, special education supervisor, school social worker, speech and language therapist, and district technology manager. The Midland County Health Department provides nursing services.

Process for Assigning Pupils to the School

The Bullock Creek School District maintains boundaries of attendance for students residing within the district. Students are assigned to their "neighborhood" school unless a request for attendance at a different school within the district is granted.

Status of School Improvement Plan

A copy of the School Improvement Plan is available in the school office and on the district website:

<http://www.bcreek.k12.mi.us/pineriver/index.html> The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
By the 2013-2014 school year we will see a 25% increase in the number of students at each grade level performing at an 80% accuracy level in writing.			
<ul style="list-style-type: none"> • Teachers will implement explicit strategy instruction by using the Lucy Calkins' Units of Study Writing Program to increase the proficiency of all students in the area of writing, including economically disadvantaged students. • Each grade level teacher will increase instructional time on specific focus areas. 		X	
By the 2013-2014 school year we will see a 25% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level.			
<ul style="list-style-type: none"> • Each grade level teacher will increase instructional time on specific focus areas. 		X	
By the 2013-2014 school year we will see a 25% increase in the number of students at each grade level performing at an 80% accuracy level in reading.			
<ul style="list-style-type: none"> • Teachers will implement explicit vocabulary instruction using the strategies from Marzano's "building Academic Vocabulary." • Each grade level teacher will increase instructional time on specific focus areas. 		X	

Core Curriculum Status

A copy of the Core Curriculum is available in the school office and on the Michigan Department of Education website: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>.

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Lucy Calkins' Units of Study verified by the research – The Effectiveness of a Highly Explicit, Teacher-Directed Strategy Instruction Routine, <http://ldx.sagepub.com/cgi/content/abstract/35/4/290>. The English Language Arts curriculum was last approved by our local Board of Education in 2009. Professional development in the area of writing continues to occur for teachers through this period of implementation. In addition, for reading instruction teachers use Scholastic Literacy Place, copyright 2000.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Houghton Mifflin Math, copyright 2007. The Mathematics curriculum was last approved by our local Board of Education in 2007. Professional development in the area of constructivist mathematics occurred during the adoption of the new math program.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Scott Foresman Science, copyright 2008. The Science curriculum was last approved by our local Board of Education in 2008.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize many different resources when teaching Social Studies. An example is: History Alive! copyright 2001. The Social Studies curriculum was last approved by our local Board of Education in 2001.

Local Assessment Data

DIBELS – Dynamic Indicators of Basic Early Literacy Skill

Oral Reading Fluency (ORF) - Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention.

Examples of automaticity:

- shifting gears on a car
- playing a musical instrument
- playing a sport (serving a tennis ball)

Oral Reading Fluency	% Proficient 2009-10	% Proficient 2010-11	% Proficient 2011-12	% Proficient 2012-13
Third Grade	70	49	58	70
Fourth Grade		67	49	60
Fifth Grade				53

Parent Involvement

Parent Involvement Policy

The Parent Involvement Policy can be accessed at this site:

http://www.bccreek.k12.mi.us/bcadmin/boe_policies/BC7000_rev808.pdf

The Parent Involvement Policy is approved by the Bullock Creek School Board of Education and fulfils the requirements of No Child Left Behind.

Parents Right to Know Statement

As a parent of a student at Pine River Elementary, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call Debra Bradford at 631-5121.

The Parent Involvement Policy is approved by the Bullock Creek School Board of Education and fulfils the requirements of No Child Left Behind.

Parent Conferences

Parent Teacher Conferences were held twice during the 2012-13 school year. In addition to the regularly scheduled parent teacher conference dates, teachers and parents/guardians routinely met to discuss the progress of students.

Fall 2011	97% attendance
Spring 2012	95% attendance
Fall 2012	97% attendance
Spring 2013	95% attendance

The staff of Pine River Elementary continues to work towards helping students achieve to their highest potential. Teachers have spent time in professional development in preparation to meet the new and aggressive Common Core standards which have been adopted by the Michigan Department of Education. I hope you find the information in the Annual Report useful and if you have questions, please contact my office.

Debra Bradford, Principal
Pine River Elementary



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Annual Education Report Pine River Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % 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%	22.8%	< 10%	21.5%	22.8%	54.4%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	36.8%	42.1%	< 10%	40.8%	28.9%	28.9%
Mathematics	3rd Grade	African American	2011-12	100%	14.5%	25%	< 10%	< 10%	< 10%	< 10%	100%
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100%	23%	66.7%	100%	< 10%	100%	< 10%	< 10%
Mathematics	3rd Grade	White	2011-12	100%	42.3%	18%	21.1%	< 10%	19.7%	23.7%	55.3%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	38.4%	42.1%	< 10%	40.8%	28.9%	28.9%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	15.3%	21.1%	< 10%	21.1%	15.8%	63.2%
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	36.4%	43.9%	< 10%	43.9%	22%	34.1%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	22.9%	24.4%	< 10%	22%	29.3%	46.3%
Mathematics	3rd Grade	Male	2012-13	100%	42%	37.3%	40%	< 10%	37.1%	37.1%	22.9%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	20.8%	20.8%	< 10%	20.8%	25%	54.2%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	21.7%	23.8%	< 10%	23.8%	33.3%	42.9%
Mathematics	3rd Grade	Students With Disabilities	2011-12	100%	18.5%	16.7%	12.5%	< 10%	12.5%	25%	62.5%
Mathematics	3rd Grade	Students With Disabilities	2012-13	100%	21.5%	25%	16.7%	< 10%	< 10%	25%	58.3%
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	35%	44.2%	< 10%	42.9%	22.1%	33.8%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	33.6%	40.2%	< 10%	32.9%	20.7%	39%
Mathematics	4th Grade	African American	2012-13	100%	20%	< 10%	< 10%	< 10%	< 10%	< 10%	100%



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Mathematics	4th Grade	American Indian	2011-12	100%	29.9%	33.3%	< 10%	< 10%	< 10%	< 10%	100%
Mathematics	4th Grade	American Indian	2012-13	100%	39.8%	50%	50%	< 10%	50%	50%	< 10%
Mathematics	4th Grade	Hispanic of Any Race	2012-13	100%	33.3%	66.7%	100%	50%	50%	< 10%	< 10%
Mathematics	4th Grade	Two or More Races	2012-13	100%	44.3%	< 10%	< 10%	< 10%	< 10%	< 10%	100%
Mathematics	4th Grade	White	2011-12	100%	46.4%	35%	44.7%	< 10%	43.4%	22.4%	32.9%
Mathematics	4th Grade	White	2012-13	100%	53%	33.9%	39.5%	< 10%	32.9%	21.1%	39.5%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	22.6%	32.4%	< 10%	32.4%	23.5%	44.1%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	29%	35%	< 10%	30%	20%	45%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	44.4%	53.5%	< 10%	51.2%	20.9%	25.6%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	37.5%	45.2%	< 10%	35.7%	21.4%	33.3%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	21.3%	26.1%	< 10%	26.1%	17.4%	56.5%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	19.7%	25.8%	< 10%	22.6%	19.4%	54.8%
Mathematics	4th Grade	Students With Disabilities	2011-12	100%	18.3%	29.6%	33.3%	< 10%	33.3%	< 10%	66.7%
Mathematics	4th Grade	Students With Disabilities	2012-13	100%	23%	36.8%	36.4%	< 10%	36.4%	< 10%	54.5%
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	37%	48.9%	< 10%	44.7%	29.8%	21.3%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	42.2%	50.7%	< 10%	48%	24%	25.3%



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Mathematics	5th Grade	White	2011-12	100%	45.7%	36.9%	48.9%	< 10%	44.7%	29.8%	21.3%
Mathematics	5th Grade	White	2012-13	100%	52.4%	41.6%	50.7%	< 10%	48%	24%	25.3%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	32.9%	50%	< 10%	47.6%	21.4%	28.6%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	30.9%	40.6%	< 10%	37.5%	31.3%	28.1%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	40.4%	48.1%	< 10%	42.3%	36.5%	15.4%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	50.7%	58.1%	< 10%	55.8%	18.6%	23.3%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	20%	30.4%	< 10%	26.1%	39.1%	30.4%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	30.3%	33.3%	< 10%	33.3%	14.8%	51.9%
Mathematics	5th Grade	Students With Disabilities	2011-12	100%	16%	13.3%	14.3%	< 10%	14.3%	57.1%	28.6%
Mathematics	5th Grade	Students With Disabilities	2012-13	100%	19.9%	25%	28.6%	< 10%	28.6%	14.3%	57.1%
Reading	3rd Grade	All Students	2011-12	100%	62.4%	58.8%	63.3%	11.4%	51.9%	32.9%	< 10%
Reading	3rd Grade	All Students	2012-13	100%	66.5%	75%	85.7%	11.7%	74%	14.3%	< 10%
Reading	3rd Grade	African American	2011-12	100%	38.4%	50%	< 10%	< 10%	< 10%	100%	< 10%
Reading	3rd Grade	Hispanic of Any Race	2011-12	100%	47.6%	66.7%	100%	50%	50%	< 10%	< 10%
Reading	3rd Grade	White	2011-12	100%	69.8%	59.3%	63.2%	10.5%	52.6%	32.9%	< 10%
Reading	3rd Grade	White	2012-13	100%	73%	76.1%	85.7%	11.7%	74%	14.3%	< 10%
Reading	3rd Grade	Female	2011-12	100%	65.9%	67.2%	68.4%	< 10%	65.8%	31.6%	< 10%



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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Female	2012-13	100%	70.2%	77.9%	80.5%	12.2%	68.3%	19.5%	< 10%
Reading	3rd Grade	Male	2011-12	100%	59%	51.4%	58.5%	19.5%	39%	34.1%	< 10%
Reading	3rd Grade	Male	2012-13	100%	63%	71.6%	91.7%	11.1%	80.6%	< 10%	< 10%
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	50%	45.8%	12.5%	33.3%	50%	< 10%
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	57.4%	72.7%	< 10%	68.2%	27.3%	< 10%
Reading	3rd Grade	Students With Disabilities	2011-12	100%	34.3%	42.1%	50%	25%	25%	37.5%	12.5%
Reading	3rd Grade	Students With Disabilities	2012-13	100%	37.9%	52.6%	66.7%	< 10%	58.3%	33.3%	< 10%
Reading	4th Grade	All Students	2011-12	100%	67.7%	66%	73.7%	13.2%	60.5%	19.7%	< 10%
Reading	4th Grade	All Students	2012-13	100%	68.1%	70.2%	80%	< 10%	75%	17.5%	< 10%
Reading	4th Grade	African American	2012-13	100%	43%	50%	< 10%	< 10%	< 10%	100%	< 10%
Reading	4th Grade	African American	2012-13	100%	43%	50%	< 10%	< 10%	< 10%	100%	< 10%
Reading	4th Grade	American Indian	2011-12	100%	60.2%	66.7%	< 10%	< 10%	< 10%	100%	< 10%
Reading	4th Grade	American Indian	2012-13	100%	66.4%	100%	100%	< 10%	100%	< 10%	< 10%
Reading	4th Grade	Hispanic of Any Race	2012-13	100%	57.5%	66.7%	100%	< 10%	100%	< 10%	< 10%
Reading	4th Grade	Two or More Races	2012-13	100%	68.7%	< 10%	< 10%	< 10%	< 10%	100%	< 10%
Reading	4th Grade	White	2011-12	100%	74.4%	65.9%	74.7%	13.3%	61.3%	18.7%	< 10%
Reading	4th Grade	White	2012-13	100%	75.1%	71.3%	81.3%	< 10%	76%	16%	< 10%



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Reading	4th Grade	Female	2011-12	100%	71.7%	62.9%	70.6%	17.6%	52.9%	23.5%	< 10%
Reading	4th Grade	Female	2012-13	100%	71.1%	79%	85%	< 10%	80%	12.5%	< 10%
Reading	4th Grade	Male	2011-12	100%	63.7%	68.4%	76.2%	< 10%	66.7%	16.7%	< 10%
Reading	4th Grade	Male	2012-13	100%	65.1%	62.3%	75%	< 10%	70%	22.5%	< 10%
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	47.5%	54.5%	< 10%	50%	31.8%	13.6%
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	62.5%	70%	< 10%	66.7%	26.7%	< 10%
Reading	4th Grade	Students With Disabilities	2011-12	100%	35%	52%	62.5%	< 10%	62.5%	12.5%	25%
Reading	4th Grade	Students With Disabilities	2012-13	100%	38.3%	50%	55.6%	< 10%	55.6%	33.3%	11.1%
Reading	5th Grade	All Students	2011-12	100%	68.8%	74.7%	87.1%	24.7%	62.4%	< 10%	< 10%
Reading	5th Grade	All Students	2012-13	100%	70.4%	77.2%	79.7%	14.9%	64.9%	17.6%	< 10%
Reading	5th Grade	White	2011-12	100%	74.8%	74.4%	87.1%	24.7%	62.4%	< 10%	< 10%
Reading	5th Grade	White	2012-13	100%	76.9%	76.6%	79.7%	14.9%	64.9%	17.6%	< 10%
Reading	5th Grade	Female	2011-12	100%	71.7%	75%	92.7%	36.6%	56.1%	< 10%	< 10%
Reading	5th Grade	Female	2012-13	100%	74.1%	85.5%	87.5%	15.6%	71.9%	12.5%	< 10%
Reading	5th Grade	Male	2011-12	100%	65.9%	74.4%	82.7%	15.4%	67.3%	13.5%	< 10%
Reading	5th Grade	Male	2012-13	100%	66.8%	70.8%	73.8%	14.3%	59.5%	21.4%	< 10%
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	59.6%	70.8%	12.5%	58.3%	20.8%	< 10%



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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	64.6%	61.5%	15.4%	46.2%	30.8%	< 10%
Reading	5th Grade	Students With Disabilities	2011-12	100%	34.2%	33.3%	50%	16.7%	33.3%	33.3%	16.7%
Reading	5th Grade	Students With Disabilities	2012-13	100%	36.6%	63.6%	66.7%	< 10%	66.7%	33.3%	< 10%
Science	5th Grade	All Students	2011-12	100%	15.3%	27.4%	40%	15.8%	24.2%	24.2%	35.8%
Science	5th Grade	All Students	2012-13	100%	13.1%	< 10%	< 10%	< 10%	< 10%	55.3%	35.5%
Science	5th Grade	White	2011-12	100%	18.9%	27.8%	40%	15.8%	24.2%	24.2%	35.8%
Science	5th Grade	White	2012-13	100%	16%	< 10%	< 10%	< 10%	< 10%	55.3%	35.5%
Science	5th Grade	Female	2011-12	100%	13.6%	23.3%	40.5%	11.9%	28.6%	16.7%	42.9%
Science	5th Grade	Female	2012-13	100%	11.6%	< 10%	< 10%	< 10%	< 10%	60.6%	33.3%
Science	5th Grade	Male	2011-12	100%	17%	30.8%	39.6%	18.9%	20.8%	30.2%	30.2%
Science	5th Grade	Male	2012-13	100%	14.5%	10.4%	11.6%	< 10%	< 10%	51.2%	37.2%
Science	5th Grade	Economically Disadvantaged	2011-12	100%	< 10%	16.1%	33.3%	12.5%	20.8%	25%	41.7%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	< 10%	< 10%	11.1%	< 10%	< 10%	25.9%	63%
Science	5th Grade	Students With Disabilities	2011-12	100%	< 10%	< 10%	12.5%	12.5%	< 10%	37.5%	50%
Science	5th Grade	Students With Disabilities	2012-13	100%	< 10%	< 10%	< 10%	< 10%	< 10%	50%	50%



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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display



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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% w/Progressing
Mathematics	3rd Grade	All Students	2011-12	100%	56.4%	100%	100%	50%	50%	< 10%
Mathematics	3rd Grade	White	2011-12	100%	65.2%	100%	100%	50%	50%	< 10%
Mathematics	3rd Grade	Male	2011-12	100%	62.6%	100%	100%	50%	50%	< 10%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	57.7%	100%	100%	< 10%	100%	< 10%
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	50%	100%	< 10%	100%	< 10%
Mathematics	4th Grade	All Students	2012-13	100%	57.5%	66.7%	100%	100%	< 10%	< 10%
Mathematics	4th Grade	White	2011-12	100%	61%	50%	100%	< 10%	100%	< 10%
Mathematics	4th Grade	White	2012-13	100%	63.6%	66.7%	100%	100%	< 10%	< 10%
Mathematics	4th Grade	Female	2011-12	100%	53.4%	100%	100%	< 10%	100%	< 10%
Mathematics	4th Grade	Male	2012-13	100%	57.9%	50%	100%	100%	< 10%	< 10%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	55.5%	100%	100%	100%	< 10%	< 10%
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	50%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	All Students	2012-13	100%	58.5%	60%	100%	100%	< 10%	< 10%
Mathematics	5th Grade	White	2011-12	100%	67.5%	50%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	White	2012-13	100%	64%	60%	100%	100%	< 10%	< 10%
Mathematics	5th Grade	Female	2012-13	100%	55.1%	100%	100%	100%	< 10%	< 10%
Mathematics	5th Grade	Male	2011-12	100%	64%	50%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	59.3%	100%	100%	< 10%	100%	< 10%
Reading	3rd Grade	All Students	2011-12	100%	42.1%	50%	50%	< 10%	50%	50%



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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% w/Progressing
Reading	3rd Grade	White	2011-12	100%	42.3%	50%	50%	< 10%	50%	50%
Reading	3rd Grade	Male	2011-12	100%	40.8%	33.3%	50%	< 10%	50%	50%
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	39.1%	100%	100%	< 10%	100%	< 10%
Reading	4th Grade	All Students	2011-12	100%	45.8%	50%	50%	< 10%	50%	50%
Reading	4th Grade	All Students	2012-13	100%	46.3%	80%	66.7%	33.3%	33.3%	33.3%
Reading	4th Grade	American Indian	2012-13	100%	48.6%	100%	100%	100%	< 10%	< 10%
Reading	4th Grade	White	2011-12	100%	50.6%	50%	50%	< 10%	50%	50%
Reading	4th Grade	White	2012-13	100%	51.4%	75%	50%	< 10%	50%	50%
Reading	4th Grade	Female	2011-12	100%	46.6%	100%	100%	< 10%	100%	< 10%
Reading	4th Grade	Male	2011-12	100%	47.6%	40%	< 10%	< 10%	< 10%	100%
Reading	4th Grade	Male	2012-13	100%	44%	75%	66.7%	33.3%	33.3%	33.3%
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	44.5%	50%	< 10%	< 10%	< 10%	100%
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	43.3%	66.7%	50%	50%	< 10%	50%
Reading	5th Grade	All Students	2011-12	100%	55%	100%	100%	50%	50%	< 10%
Reading	5th Grade	All Students	2012-13	100%	59.8%	66.7%	100%	100%	< 10%	< 10%
Reading	5th Grade	White	2011-12	100%	61.1%	100%	100%	50%	50%	< 10%
Reading	5th Grade	White	2012-13	100%	63.4%	66.7%	100%	100%	< 10%	< 10%
Reading	5th Grade	Female	2011-12	100%	57.3%	100%	100%	< 10%	100%	< 10%
Reading	5th Grade	Female	2012-13	100%	64.2%	100%	100%	100%	< 10%	< 10%



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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% w/Progressing
Reading	5th Grade	Male	2011-12	100%	56.8%	100%	100%	100%	< 10%	< 10%
Reading	5th Grade	Male	2012-13	100%	57.4%	60%	100%	100%	< 10%	< 10%
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	58%	75%	100%	100%	< 10%	< 10%

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2011-12	100%	81.9%	31750%	100%	100%	< 10%	< 10%
Reading	4th Grade	All Students	2011-12	100%	72.5%	31625%	100%	100%	< 10%	< 10%
Mathematics	4th Grade	Hispanic of Any Race	2011-12	100%	84.7%	10000%	100%	100%	< 10%	< 10%
Reading	4th Grade	Hispanic of Any Race	2011-12	100%	74%	9100%	100%	100%	< 10%	< 10%
Mathematics	4th Grade	Female	2011-12	100%	81.6%	22600%	100%	100%	< 10%	< 10%
Reading	4th Grade	Female	2011-12	100%	72.9%	21400%	100%	100%	< 10%	< 10%
Mathematics	5th Grade	All Students	2012-13	100%	68.4%	17950%	100%	100%	< 10%	< 10%
Reading	5th Grade	All Students	2012-13	100%	79.7%	22500%	100%	100%	< 10%	< 10%
Science	5th Grade	All Students	2012-13	100%	50.5%	13916.7%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	Hispanic of Any Race	2012-13	100%	69.2%	9000%	100%	100%	< 10%	< 10%
Reading	5th Grade	Hispanic of Any Race	2012-13	100%	80%	10800%	100%	100%	< 10%	< 10%
Science	5th Grade	Hispanic of Any Race	2012-13	100%	45.9%	6200%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	Female	2012-13	100%	65.1%	18000%	100%	100%	< 10%	< 10%
Reading	5th Grade	Female	2012-13	100%	80.8%	22750%	100%	100%	< 10%	< 10%
Science	5th Grade	Female	2012-13	100%	44.4%	12550%	100%	< 10%	100%	< 10%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	69.2%	13533.3%	100%	100%	< 10%	< 10%
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	78.9%	16500%	100%	100%	< 10%	< 10%



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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	Economically Disadvantaged	2012-13	100%	51.1%	10400%	100%	< 10%	100%	< 10%



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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

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MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Pine River Elementary School

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%
All Students	School	Mathematics	100%	80.1%
Bottom 30%	School	Mathematics		34.7%
African American	School	Mathematics	100%	100%
American Indian	School	Mathematics	100%	100%
Hispanic of Any Race	School	Mathematics	100%	66.7%
Two or More Races	School	Mathematics	100%	

Annual Education Report Pine River Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	100%	80.1%
Economically Disadvantaged	School	Mathematics	100%	71.6%
Students With Disabilities	School	Mathematics	100%	60.7%
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%
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%
All Students	School	Reading	100%	95.6%
Bottom 30%	School	Reading		86.7%
African American	School	Reading	100%	100%

Annual Education Report Pine River Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Reading	100%	100%
Hispanic of Any Race	School	Reading	100%	66.7%
Two or More Races	School	Reading	100%	
White	School	Reading	100%	95.9%
Economically Disadvantaged	School	Reading	100%	88.9%
Students With Disabilities	School	Reading	100%	85.7%
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%
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%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	100%	< 30%
White	District	Science	99.5%	42.7%
Economically Disadvantaged	District	Science	100%	< 30%
English Language Learners	District	Science		
Students With Disabilities	District	Science	100%	< 30%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Science	100%	41.6%
Bottom 30%	School	Science		< 30%
Hispanic of Any Race	School	Science	100%	100%
White	School	Science	100%	40.8%
Economically Disadvantaged	School	Science	100%	< 30%
Students With Disabilities	School	Science	100%	33.3%
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%
African American	District	Social Studies		
American Indian	District	Social Studies	100%	< 30%
Asian	District	Social Studies	100%	100%
Hispanic of Any Race	District	Social Studies	100%	71.4%
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%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	87.5%	32.3%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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%
Native Hawaiian or Other Pacific Islander	District	Writing		
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%
All Students	School	Writing	100%	77.8%
Bottom 30%	School	Writing		< 30%
African American	School	Writing	100%	< 30%
American Indian	School	Writing	100%	100%
Hispanic of Any Race	School	Writing	100%	100%
Two or More Races	School	Writing	100%	

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Writing	100%	77.9%
Economically Disadvantaged	School	Writing	100%	75%
Students With Disabilities	School	Writing	100%	72.7%

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (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.



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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%
All Students	School	96%

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



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Accountability Status District Data

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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Bullock Creek School District	Pine River Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	32

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	10	8	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		23	50	21	6
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Pine River Elementary School

NAEP Grade 8 Math

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

‡ 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 Pine River Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or More Races		36	31	19	14
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ 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 Pine River Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ 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.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5