



South Elementary

433 Lucinda Lane ~ Watervliet, MI 49098
269-463-0860 ~ fax: 269-463-7614

School Annual Education Report (AER) Cover Letter

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the South 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 Carole Fetke for assistance.

The AER is available for you to review electronically by visiting the following web site www.watervlietps.org or you may review a copy in our main office at your South Elementary 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 a "Focus" school.

A key challenge for our school is closing the achievement gap between our highest and lowest performing students. We are working hard to provide necessary support for ALL students at South Elementary and are especially focusing on making sure our learners with the greatest needs are receiving intensive intervention with instructional personnel who are trained in helping these students grow academically.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL.** Students in grades pre-school through 2nd grade are assigned to South Elementary School.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN.** Over the past two school years, South Elementary School staff have made great strides in the goals, objectives, strategies, and activities in the School Improvement plan. Specifically, we have:
 - Improved the level of data use by all staff to assist us in improving instruction for ALL students;
 - Met in grade level teams to ensure that students in each grade level are receiving the same curriculum;

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN (CONTINUED):

- Reviewed our current math resources and selected an updated version of the Everyday Math series;
- Most of our staff have completed training in the Daily 5 strategy for Language Arts instruction;
- Begun to integrate technology instruction into the ELA, math, science, and social studies curriculum, and
- Strengthened the multi-tier system of support to ensure that ALL students' learning needs are met.

You can view a copy of our most recent school improvement plan at our website:

www.watervlietps.org

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL. Watervliet School District makes every effort to meet each student's individual needs. The following specialized programs are available:

Special Education: South School served 68 students in Special Education (including Speech/Language) in 2013-14. To meet individual needs, some students need educational programs the district cannot provide. In cooperation with Berrien Regional Educational Service Agency (Berrien RESA) and certain neighboring districts, these students attend appropriate Special Education programs. The programs available to Watervliet students were:

- Early Childhood Developmentally Delayed Program: Located at Coloma Elementary, Facilitated by Coloma Community Schools
- Hearing Impaired Program: Located at Berrien Springs Public Schools, Facilitated by Berrien RESA
- Cognitively Impaired Program: Located at Berrien Springs Middle School, Facilitated by Berrien Springs Public Schools
- Moderately to Severely Mentally Impaired Program: Located at Blossomland Learning Center, Berrien Springs, Facilitated by Berrien RESA
- Early Childhood Developmentally Delayed and Autistic Impaired Program: Located at Stewart Elementary, Facilitated by Lakeshore Public Schools
- Severely Emotionally Impaired and Autistic Impaired Program: Located at Lighthouse Learning Center, Facilitated by Berrien RESA
- Severely Emotionally Impaired Program: Located at Niles Southside, Facilitated by Niles Community Schools

4. 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 MODE.

South Schools' program of academic instruction utilizes the Common Core State Standards for English/Language Arts and Mathematics and the Michigan Grade Level Content Expectations for Science and Social Studies. Information on our core curriculum can be obtained by contacting the school office. The materials we use are Scott Foresman's *Reading Streets* for Language Arts instruction, *Everyday Math* for mathematics instruction, *Battle Creek Science Kits* for science instruction and a combination of resources, along with TCI's *Social Studies Alive: Communities*, for Social Studies instruction. We are not aware of any variations from the state curriculum framework.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS. At South School we administer the NWEA (Northwest Evaluation Association) to Kindergarten through second grade students in order to help determine student needs and progress.
 - In kindergarten, 42% of our students' performance in reading was projected to be above the nationally normed reference and 62% of our students were projected to be above the national norm in math.
 - In first grade, 48% of our students' performance in reading was projected to be above the nationally normed reference and 77% of our students were projected to be above the national norm in math.
 - In second grade, 56% of our students' performance in reading was above the nationally normed reference, 48% of our students were above the national norm in math and 58% of our students were above the national norm in language.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES. Parents are provided with opportunities to hold conferences with teachers to discuss individual students' progress, academic strengths, and any areas of concern. Occasionally, phone calls take the place of face-to-face conferences. Conference time is scheduled in the fall and spring of each school year. Parents were informed of conferences through school handbooks and newsletters; elementary parents were scheduled for a specific time slot by letters and phone calls. The percentage of parents who conferenced with a teacher during each of the past 2 school years is: 97% (271) in 2012-2013 and 93% (289) in 2013-2014.

South Elementary School takes the responsibility of educating the children entrusted to us very seriously. We are proud of the progress our students have made, and we are grateful for the support we receive from their parents and other community members. We will continue to provide the highest level of instruction in order to move our students to even greater levels of achievement.

Sincerely,

Carole K. Fetke

Carole Fetke
Principal

**Annual Education Report
South Elementary School****Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
---------	-------	---------------	-------------	-----------------------------	--------------------------------	------------------------------	----------------------	------------------------	----------------------------------	----------------------------

No Data to Display

**Annual Education Report
South Elementary School****Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
---------	-------	---------------	-------------	-----------------------------	--------------------------------	------------------------------	----------------------	------------------------	----------------------------------	----------------------------

No Data to Display

Annual Education Report
South Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
---------	-------	---------------	-------------	-----------------------------	--------------------------------	------------------------------	------------	-------	---------------

No Data to Display

**Annual Education Report
South Elementary School****MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	--------------------------	-------------------------	-------------------------

No Data to Display

**Annual Education Report
South Elementary School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	--------------------------	-------------------------	-------------------------

No Data to Display

**Annual Education Report
South Elementary School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	--------------------------	-------------------------	-------------------------

No Data to Display

**Annual Education Report
South Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	100%	64.2%
Bottom 30%	District	Mathematics	N/A	12.9%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	100%	54.4%
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	100%	65.4%
Economically Disadvantaged	District	Mathematics	100%	57.5%
English Language Learners	District	Mathematics	100%	44.4%
Students With Disabilities	District	Mathematics	100%	50%
All Students	School	Mathematics	0%	58.2%
Bottom 30%	School	Mathematics	N/A	<30
African American	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	0%	63.6%
Economically Disadvantaged	School	Mathematics	0%	52.3%
English Language Learners	School	Mathematics	<30	<30

**Annual Education Report
South Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	100%	88.5%
Bottom 30%	District	Reading	N/A	63.6%
American Indian	District	Reading	<30	<30
African American	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	100%	84.2%
Two or More Races	District	Reading	<30	<30
White	District	Reading	100%	88.9%
Economically Disadvantaged	District	Reading	100%	86.4%
English Language Learners	District	Reading	100%	77.8%
Students With Disabilities	District	Reading	100%	73.7%
All Students	School	Reading	0%	82.5%
Bottom 30%	School	Reading	N/A	<30
African American	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	0%	83.6%
Economically Disadvantaged	School	Reading	0%	77.8%

**Annual Education Report
South Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	100%	43.8%
Bottom 30%	District	Science	N/A	0%
American Indian	District	Science	<30	<30
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	100%	45.7%
Economically Disadvantaged	District	Science	100%	38.7%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	100%	16.7%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%

**Annual Education Report
South Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.4%	60.1%
Bottom 30%	District	Social Studies	N/A	6.1%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	99.3%	60.5%
Economically Disadvantaged	District	Social Studies	98.9%	54.1%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100.3%	72.1%

**Annual Education Report
South Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	District	Writing	N/A	12.6%
American Indian	District	Writing	<30	<30
African American	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	100.4%	73.7%
Economically Disadvantaged	District	Writing	100.6%	62.8%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	100%	33.3%

**Annual Education Report
South Elementary School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	75.7%
White	District	73.6%
Economically Disadvantaged	District	71%
Bottom 30%	District	97.6%

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

**Annual Education Report
South Elementary School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	95%
All Students	School	93%

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

**Annual Education Report
South Elementary School****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
---------------	----------------	---------------	----------------	---------------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display

**Annual Education Report
South Elementary School**
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
Watervliet School District	South Elementary School	Focus School	Green	2			Green	2					Lime	16

**Annual Education Report
South Elementary School**
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	5	13	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%

**Annual Education Report
South Elementary School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
South Elementary School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
South Elementary School**
NAEP Grade 12 Math

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
South Elementary School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
South Elementary School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
South Elementary School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
South Elementary School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0