Dear Eastover Elementary School 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 Eastover 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 Carey Crocker at ccrocker@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site www.bloomfield.org/parents-students/annual-reports, or you may review a copy in our main 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 not been given one of these labels.

Eastover is a Title 1 Targeted Assistance School who receives federal funds based on the percentage of free and reduced lunch students. The Targeted Assistance Plan is designed to complement our School Improvement Plan and the Title 1 needs assessment is a key component. Goals for meeting the needs of eligible students who would benefit from academic support are written specifically with strategies and procedures that are followed to ensure that these students are given the assistance needed to succeed in the classroom.

All students participate in formative and summative assessments that are used to guide instruction. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions.
State law requires that we also report additional information:

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence.

- Eastover has maintained school improvement goals in the areas of reading, writing and problem solving. Progress toward the goals is monitored and goals are adjusted yearly.

- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at http://www.michigan.gov/mde. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This on-going process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills’ school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.

- In 2012-13, the District adopted the NWEA Math (K-7) and Reading (K-8) assessment. Below are spring 2014 mean RIT (Rasch UNIT) scores compared to 2011 national norm RIT scores:

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<tr>
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<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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- Parent-Teacher conferences are well attended at Eastover. In 2012-2013, more than 94% of 475 students’ families participated. In 2013-2014, 92% of our 475 students were represented.

We continue to be proud of the student’s success. It is a result of the commitment of that all Eastover stakeholders.

Sincerely,

Carey Crocker
Principal, Eastover Elementary
### Michigan Educational Assessment Program (MEAP)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Testing Group</th>
<th>School Year</th>
<th>State % Proficient</th>
<th>District % Proficient</th>
<th>School % Proficient</th>
<th>% Advanced (Level 1)</th>
<th>% Proficient (Level 2)</th>
<th>% Partially Proficient (Level 3)</th>
<th>% Not Proficient (Level 4)</th>
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<td>66%</td>
<td>52.7%</td>
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<td>School % Students Proficient</td>
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<td>% Not Proficient (Level 4)</td>
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<td>72.9%</td>
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<td>Grade</td>
<td>Testing Group</td>
<td>School Year</td>
<td>State % Proficient</td>
<td>District % Proficient</td>
<td>School % Proficient</td>
<td>% Advanced (Level 1)</td>
<td>% Proficient (Level 2)</td>
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<td>Two or More Races</td>
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<td>62.5%</td>
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<td>16.7%</td>
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<td>30.8%</td>
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<td>67.3%</td>
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<td>15.4%</td>
<td>46.2%</td>
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<tr>
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<td>Grade</td>
<td>Testing Group</td>
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### Michigan Educational Assessment Program Access (MEAP - Access)

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<th>School % Students Proficient</th>
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<th>% Attained (Level 2)</th>
<th>% Emerging (Level 3)</th>
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<th>School % Students Proficient</th>
<th>% Surpassed (Level 1)</th>
<th>% Attained (Level 2)</th>
<th>% Emerging (Level 3)</th>
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# Annual Education Report
## Eastover Elementary School

### Accountability Details Subject Data

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<th>% Proficient for Accountability*</th>
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<td>Writing</td>
<td>&lt;30</td>
<td>&lt;30</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>School</td>
<td>Writing</td>
<td>&lt;30</td>
<td>&lt;30</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>School</td>
<td>Writing</td>
<td>&lt;30</td>
<td>&lt;30</td>
</tr>
</tbody>
</table>
## Accountability Details Graduation Data

<table>
<thead>
<tr>
<th>Testing Group</th>
<th>Location</th>
<th>Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Statewide</td>
<td>77%</td>
</tr>
<tr>
<td>American Indian</td>
<td>Statewide</td>
<td>64.1%</td>
</tr>
<tr>
<td>African American</td>
<td>Statewide</td>
<td>60.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>Statewide</td>
<td>87.9%</td>
</tr>
<tr>
<td>Hispanic of Any Race</td>
<td>Statewide</td>
<td>67.3%</td>
</tr>
<tr>
<td>Migrant</td>
<td>Statewide</td>
<td>70.5%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>Statewide</td>
<td>69.2%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Statewide</td>
<td>73.9%</td>
</tr>
<tr>
<td>White</td>
<td>Statewide</td>
<td>82.1%</td>
</tr>
<tr>
<td>Female</td>
<td>Statewide</td>
<td>81.5%</td>
</tr>
<tr>
<td>Male</td>
<td>Statewide</td>
<td>72.7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Statewide</td>
<td>63.9%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Statewide</td>
<td>65.4%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>Statewide</td>
<td>53.6%</td>
</tr>
<tr>
<td>Homeless</td>
<td>Statewide</td>
<td>54.2%</td>
</tr>
<tr>
<td>All Students</td>
<td>District</td>
<td>97.2%</td>
</tr>
<tr>
<td>African American</td>
<td>District</td>
<td>94.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>District</td>
<td>94.6%</td>
</tr>
<tr>
<td>White</td>
<td>District</td>
<td>97.7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>District</td>
<td>95.2%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>District</td>
<td>83.6%</td>
</tr>
<tr>
<td>Bottom 30%</td>
<td>District</td>
<td>97.4%</td>
</tr>
</tbody>
</table>

*All data based on students enrolled for a full academic year.*
**Accountability Details Attendance Data**

<table>
<thead>
<tr>
<th>Testing Group</th>
<th>Location</th>
<th>Attendance Rate (Goal 90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Statewide</td>
<td>94.3%</td>
</tr>
<tr>
<td>All Students</td>
<td>District</td>
<td>97%</td>
</tr>
<tr>
<td>All Students</td>
<td>School</td>
<td>96%</td>
</tr>
</tbody>
</table>

* All data based on students enrolled for a full academic year.
# Accountability Status District Data

<table>
<thead>
<tr>
<th>District Name</th>
<th>Reading Status</th>
<th>Reading Score</th>
<th>Writing Status</th>
<th>Writing Score</th>
<th>Math Status</th>
<th>Math Score</th>
<th>Science Status</th>
<th>Science Score</th>
<th>Social Studies Status</th>
<th>Social Studies Score</th>
<th>Overall Status</th>
<th>Overall Score</th>
</tr>
</thead>
</table>

No Data to Display
### Accountability Status School Data

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Title 1 Status</th>
<th>Reading Status</th>
<th>Reading Score</th>
<th>Writing Status</th>
<th>Writing Score</th>
<th>Math Status</th>
<th>Math Score</th>
<th>Science Status</th>
<th>Science Score</th>
<th>Social Studies Status</th>
<th>Social Studies Score</th>
<th>Overall Status</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomfield Hills School</td>
<td>Eastover Elementary School</td>
<td>Green</td>
<td>2</td>
<td>Green</td>
<td>2</td>
<td>Green</td>
<td>2</td>
<td>Green</td>
<td>2</td>
<td>Yellow</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Teacher Quality - Qualification

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the School</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>13</td>
<td>36</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers</th>
<th>School Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Quality - Provisional

<table>
<thead>
<tr>
<th>Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification</th>
<th>Certification Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
### NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

### NAEP Grade 8 Math

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

### NAEP Grade 12 Math

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

‡ 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.
# 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.

## NAEP Grade 4 Reading

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

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<th>Percent of Students</th>
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<th>Percent Advanced</th>
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</tbody>
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# 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.
### NAEP Grade 12 Reading

<table>
<thead>
<tr>
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<th>Percent of Students</th>
<th>Percent below Basic</th>
<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
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<tbody>
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*Rounding 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.*
## NAEP Participation Data

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<th>Grade</th>
<th>Subject</th>
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