



# Warren Consolidated Schools

*Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships*

## ADMINISTRATION BUILDING

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## Harwood Elementary School Annual Education Report (AER) Cover Letter

March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Harwood 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 Coreen Tremmel for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.wcskids.net/District/Annual-report/index.html>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has been identified as a "PRIORITY" SCHOOL.

During the 2015-2016 school year, the staff at Harwood Elementary continued working to develop a plan that focused on two main ideas: Strengthening our core curriculum implementation and establishing a Multi-Tiered System of Support (MTSS) process. Our two big ideas address the identified achievement gaps and supported the needs of our

diverse learning community. The achievement challenges were identified within our English learner and socioeconomically disadvantaged subgroups across the content areas. We implemented our school improvement strategies with fidelity and adhered to instructional master schedules and instructional implementation guides. Collaborative team meetings focused on student data and development of common formative assessments to support our initiative to decrease variance in curriculum implementation and target the specific skills that students had not mastered. Multiple tiers of intervention were provided by our classroom teachers, Title I teacher, Language Acquisition teacher, Language Acquisition Specialist, paraprofessionals, and resource room teacher. We worked collaboratively to analyze data and monitor the progress of our students and then made adjustments to programs based on student progress. Through continued professional development we strengthened our research-based instructional practices that support our students in all content areas. As we continued to work on improving student achievement, we encouraged our community to actively engage in the process as we appreciate their continued support.

State law requires that we also report the following additional information for the two most recent years:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to schools according to their address of residence within the district's boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.

2. Our goal within the school improvement plan continued to focus on differentiating instruction within reading, math, writing, science, and social studies to address the identified achievement gaps. The foundational resources used with our balanced literacy block were informational text with the integration of the science and social studies content. Our math block continued to provide 90 minutes of daily instruction which included whole group instruction, individual practice, and Tier II support. Monitoring of goal implementation was done through administrative walkthroughs, teacher monitoring logs, and established grade level agreed upon collective commitments. The staff utilized information collected from academic assessments, surveys, and our self-assessments to help develop the plan. The school improvement team continued to demonstrate teacher leadership, and provided on-going professional development during our Professional Learning Community meetings.

3. Warren Consolidated Schools offers several specialized programs to meet the needs of a variety of learners.

The **Macomb Math, Science and Technology Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> grade students in 11 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon

placement testing and teacher's recommendation. The Center's program is a half day and students attend their home school for the remainder of the day. It is located at Butcher Educational Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science and English language arts classes.

The **Middle School-School of Performing Arts (MSVPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> grade students. CPC programs are designed to provide students with skills to enter the workforce or continue with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

**Community High School** is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

The **Hatherly Educational Center** supports the mission and vision of Warren Consolidated Schools in a variety of ways. The building is home to the WCS Early Childhood Special Education (ECSE) Program, the World of Fours (grant-supported pre-school for 4 year-olds) Program, Transitional kindergarten, and several Macomb-Intermediate School District Head-Start classrooms.

**Year-round education** offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Siersma and Holden Elementary Schools.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Michigan State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be accessed at [www.wcskids.net](http://www.wcskids.net).

5. Fall 2015 Iowa Percent Proficient (M-Step Four Level Companion)

	Area	Grade	Total Students	Level 1	Pct	Level 2	Pct	Level 3	Pct	Level 4	Pct	Level 3 & 4
Harwood	CORE	1	65	16	24.6%	23	35.4%	22	33.8%	4	6.2%	40.0%
	ELA	1	65	5	7.7%	29	44.6%	24	36.9%	7	10.8%	47.7%
	MATH	1	59	26	44.1%	12	20.3%	17	28.8%	4	6.8%	35.6%
	CORE	2	69	27	39.1%	17	24.6%	21	30.4%	4	5.8%	36.2%
	ELA	2	69	34	49.3%	12	17.4%	19	27.5%	4	5.8%	33.3%
	MATH	2	69	24	34.8%	17	24.6%	18	26.1%	10	14.5%	40.6%
	CORE	3	60	29	48.3%	16	26.7%	12	20.0%	3	5.0%	25.0%
	ELA	3	60	29	48.3%	15	25.0%	12	20.0%	4	6.7%	26.7%
	MATH	3	63	27	42.9%	17	27.0%	17	27.0%	2	3.2%	30.2%
	CORE	4	58	26	44.8%	13	22.4%	15	25.9%	4	6.9%	32.8%
	ELA	4	58	23	39.7%	15	25.9%	14	24.1%	6	10.3%	34.5%
	MATH	4	58	25	43.1%	12	20.7%	19	32.8%	2	3.4%	36.2%
	CORE	5	67	35	52.2%	8	11.9%	22	32.8%	2	3.0%	35.8%
	ELA	5	68	33	48.5%	10	14.7%	20	29.4%	5	7.4%	36.8%
	MATH	5	69	28	40.6%	23	33.3%	15	21.7%	3	4.3%	26.1%

Level 1 1-23 NPR      Level 2 24-45 NPR      Level 3 46-79 NPR      Level 4 80-99 NPR

6. Parent Participation at fall and spring Conferences

YEAR	FALL	SPRING
2014-2015	91%	93%
2015-2016	96%	87%
CHANGE	+5%	-6%

We are proud of the progress our students have demonstrated and are committed to increasing student achievement, setting high expectations, and building strong relationships within the Harwood community. The collective commitments we have established as a staff within our Professional Learning Communities fosters an environment that is conducive to learning where all children can experience academic success.

Sincerely,

*Corey Tremmel*

Principal, Harwood Elementary School

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	43.5%	44.4%	12.7%	31.7%	22.2%	33.3%
ELA	3rd Grade Content	All Students	2015-16	46.0%	37.7%	38.1%	20.6%	17.5%	27.0%	34.9%
ELA	3rd Grade Content	Asian	2014-15	69.7%	52.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	45.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	25.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	30.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	47.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	44.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	23.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	44.4%	38.8%	14.3%	24.5%	22.4%	38.8%
ELA	3rd Grade Content	White	2015-16	53.9%	38.0%	34.8%	13.0%	21.7%	28.3%	37.0%
ELA	3rd Grade Content	Female	2014-15	54.7%	48.3%	50.0%	17.9%	32.1%	14.3%	35.7%

**M-STEP Grades 3-11**

ELA	3rd Grade Content	Female	2015-16	49.5%	40.9%	41.0%	20.5%	20.5%	33.3%	25.6%
ELA	3rd Grade Content	Male	2014-15	45.5%	38.6%	40.0%	8.6%	31.4%	28.6%	31.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	34.4%	33.3%	20.8%	12.5%	16.7%	50.0%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	35.5%	34.0%	10.0%	24.0%	24.0%	42.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	29.7%	32.7%	14.3%	18.4%	26.5%	40.8%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	23.3%	24.1%	3.4%	20.7%	20.7%	55.2%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	23.4%	28.1%	15.6%	12.5%	25.0%	46.9%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	22.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	15.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	40.3%	40.6%	15.9%	24.6%	21.7%	37.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	41.8%	42.6%	32.8%	9.8%	24.6%	32.8%
ELA	4th Grade Content	Asian	2014-15	70.5%	56.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	52.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	28.7%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	4th Grade Content	Black or African American	2015-16	20.4%	31.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	37.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	60.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	28.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	37.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	39.8%	37.3%	15.7%	21.6%	23.5%	39.2%
ELA	4th Grade Content	White	2015-16	53.9%	41.4%	41.3%	30.4%	10.9%	23.9%	34.8%
ELA	4th Grade Content	Female	2014-15	51.5%	43.4%	48.4%	19.4%	29.0%	25.8%	25.8%
ELA	4th Grade Content	Female	2015-16	50.9%	47.0%	50.0%	40.6%	9.4%	18.8%	31.3%
ELA	4th Grade Content	Male	2014-15	41.8%	37.0%	34.2%	13.2%	21.1%	18.4%	47.4%
ELA	4th Grade Content	Male	2015-16	41.8%	36.3%	34.5%	24.1%	10.3%	31.0%	34.5%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	31.6%	29.8%	10.6%	19.1%	25.5%	44.7%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.3%	33.3%	25.0%	8.3%	27.1%	39.6%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	15.0%	13.6%	9.1%	4.5%	22.7%	63.6%

**M-STEP Grades 3-11**

ELA	4th Grade Content	English Language Learners	2015-16	24.3%	17.0%	15.4%	11.5%	3.8%	26.9%	57.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	14.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	17.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	43.1%	42.1%	17.1%	25.0%	30.3%	27.6%
ELA	5th Grade Content	All Students	2015-16	50.6%	47.2%	56.1%	15.2%	40.9%	16.7%	27.3%
ELA	5th Grade Content	Asian	2014-15	71.9%	54.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	68.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	30.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	30.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	50.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	71.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	35.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	50.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	43.4%	40.7%	16.9%	23.7%	28.8%	30.5%



**M-STEP Grades 3-11**

ELA	5th Grade Content	White	2015-16	58.1%	45.6%	54.0%	16.0%	38.0%	16.0%	30.0%
ELA	5th Grade Content	Female	2014-15	54.3%	50.4%	56.7%	23.3%	33.3%	16.7%	26.7%
ELA	5th Grade Content	Female	2015-16	55.8%	49.8%	67.9%	14.3%	53.6%	17.9%	14.3%
ELA	5th Grade Content	Male	2014-15	43.3%	36.5%	32.6%	13.0%	19.6%	39.1%	28.3%
ELA	5th Grade Content	Male	2015-16	45.5%	44.6%	47.4%	15.8%	31.6%	15.8%	36.8%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	33.7%	31.4%	9.8%	21.6%	35.3%	33.3%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	39.2%	46.8%	12.8%	34.0%	17.0%	36.2%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	17.0%	7.1%	0.0%	7.1%	42.9%	50.0%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	17.8%	20.0%	0.0%	20.0%	15.0%	65.0%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	12.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	13.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	42.2%	38.1%	9.5%	28.6%	27.0%	34.9%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	38.6%	44.4%	11.1%	33.3%	33.3%	22.2%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	54.8%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Asian	2015-16	73.1%	45.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	24.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	21.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	42.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	44.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	42.5%	34.7%	6.1%	28.6%	30.6%	34.7%
Mathematics	3rd Grade Content	White	2015-16	53.2%	40.8%	39.1%	6.5%	32.6%	39.1%	21.7%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	41.5%	39.3%	14.3%	25.0%	25.0%	35.7%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	37.3%	46.2%	12.8%	33.3%	33.3%	20.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	43.0%	37.1%	5.7%	31.4%	28.6%	34.3%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	39.9%	41.7%	8.3%	33.3%	33.3%	25.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	34.3%	30.0%	6.0%	24.0%	32.0%	38.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	31.4%	38.8%	8.2%	30.6%	36.7%	24.5%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	23.7%	17.2%	0.0%	17.2%	37.9%	44.8%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	27.8%	37.5%	6.3%	31.3%	37.5%	25.0%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	20.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	19.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	33.4%	36.2%	7.2%	29.0%	37.7%	26.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	40.4%	59.0%	16.4%	42.6%	23.0%	18.0%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	44.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	49.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	15.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	23.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	43.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	40.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	40.6%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	41.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	33.6%	39.2%	5.9%	33.3%	31.4%	29.4%
Mathematics	4th Grade Content	White	2015-16	52.3%	41.6%	60.9%	10.9%	50.0%	17.4%	21.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	31.6%	45.2%	6.5%	38.7%	25.8%	29.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	37.9%	59.4%	15.6%	43.8%	25.0%	15.6%
Mathematics	4th Grade Content	Male	2014-15	42.4%	35.2%	28.9%	7.9%	21.1%	47.4%	23.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	43.1%	58.6%	17.2%	41.4%	20.7%	20.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	25.0%	29.8%	4.3%	25.5%	38.3%	31.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	33.5%	52.1%	6.3%	45.8%	25.0%	22.9%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	12.4%	18.2%	0.0%	18.2%	36.4%	45.5%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	20.8%	50.0%	3.8%	46.2%	23.1%	26.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	20.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	19.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	25.5%	40.8%	17.1%	23.7%	28.9%	30.3%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	All Students	2015-16	33.8%	29.3%	39.4%	15.2%	24.2%	28.8%	31.8%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	33.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	43.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	9.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	11.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	43.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	50.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	15.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	32.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	26.5%	37.3%	13.6%	23.7%	33.9%	28.8%
Mathematics	5th Grade Content	White	2015-16	41.0%	28.9%	36.0%	18.0%	18.0%	28.0%	36.0%
Mathematics	5th Grade Content	Female	2014-15	32.6%	26.7%	43.3%	13.3%	30.0%	30.0%	26.7%
Mathematics	5th Grade Content	Female	2015-16	31.7%	25.7%	35.7%	7.1%	28.6%	39.3%	25.0%
Mathematics	5th Grade Content	Male	2014-15	34.1%	24.4%	39.1%	19.6%	19.6%	28.3%	32.6%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	Male	2015-16	35.8%	32.9%	42.1%	21.1%	21.1%	21.1%	36.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	19.1%	35.3%	9.8%	25.5%	31.4%	33.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	22.2%	29.8%	10.6%	19.1%	29.8%	40.4%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	8.9%	14.3%	3.6%	10.7%	42.9%	42.9%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	8.9%	10.0%	5.0%	5.0%	30.0%	60.0%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	11.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	12.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	8.6%	5.8%	1.4%	4.3%	23.2%	71.0%
Science	4th Grade Content	All Students	2015-16	14.7%	10.0%	3.3%	1.6%	1.6%	29.5%	67.2%
Science	4th Grade Content	Asian	2014-15	23.9%	14.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	14.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	6.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	3.8%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	6.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	13.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	6.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	24.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	8.1%	3.9%	2.0%	2.0%	23.5%	72.5%
Science	4th Grade Content	White	2015-16	18.4%	9.7%	4.3%	2.2%	2.2%	28.3%	67.4%
Science	4th Grade Content	Female	2014-15	10.4%	6.8%	6.5%	0.0%	6.5%	22.6%	71.0%
Science	4th Grade Content	Female	2015-16	13.0%	10.6%	3.1%	0.0%	3.1%	34.4%	62.5%
Science	4th Grade Content	Male	2014-15	14.3%	10.4%	5.3%	2.6%	2.6%	23.7%	71.1%
Science	4th Grade Content	Male	2015-16	16.4%	9.5%	3.4%	3.4%	0.0%	24.1%	72.4%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	4.2%	2.1%	0.0%	2.1%	19.1%	78.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	6.4%	2.1%	0.0%	2.1%	22.9%	75.0%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	2.5%	0.0%	0.0%	0.0%	15.4%	84.6%

**M-STEP Grades 3-11**

Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	4.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	14.6%	14.5%	0.0%	14.5%	59.2%	26.3%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	14.0%	12.1%	0.0%	12.1%	59.1%	28.8%
Social Studies	5th Grade Content	Asian	2014-15	38.1%	14.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	26.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	11.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	4.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	31.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	21.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	5.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	15.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	14.8%	13.6%	0.0%	13.6%	57.6%	28.8%
Social Studies	5th Grade Content	White	2015-16	23.0%	12.9%	10.0%	0.0%	10.0%	58.0%	32.0%



**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Female	2014-15	20.6%	13.4%	13.3%	0.0%	13.3%	56.7%	30.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	10.8%	3.6%	0.0%	3.6%	67.9%	28.6%
Social Studies	5th Grade Content	Male	2014-15	23.8%	15.7%	15.2%	0.0%	15.2%	60.9%	23.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	17.2%	18.4%	0.0%	18.4%	52.6%	28.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	9.4%	5.9%	0.0%	5.9%	56.9%	37.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	8.7%	10.6%	0.0%	10.6%	53.2%	36.2%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	3.4%	0.0%	0.0%	0.0%	42.9%	57.1%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	1.6%	5.0%	0.0%	5.0%	35.0%	60.0%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	9.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	6.9%	<10	<10	<10	<10	<10

**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Participation**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.7%	68.0%	100.0%	67.4%
All Students	Mathematics	98.6%	62.1%	99.7%	57.8%	100.0%	72.3%
All Students	Science	98.1%	50.0%	99.5%	43.1%	100.0%	15.8%
All Students	Social Studies	98.1%	59.3%	99.6%	53.1%	100.0%	33.3%
Bottom 30%	ELA	N/A	25.1%	N/A	14.6%	N/A	18.2%
Bottom 30%	Mathematics	N/A	19.0%	N/A	13.2%	N/A	25.5%
Bottom 30%	Science	N/A	9.8%	N/A	4.7%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	3.4%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	76.0%	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	69.3%	<30	<30
Asian	Science	99.3%	65.5%	99.7%	55.2%	<30	<30
Asian	Social Studies	99.3%	76.0%	99.7%	67.7%	<30	<30
Black or African American	ELA	97.7%	46.9%	99.8%	58.3%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	99.7%	43.9%	<30	<30
Black or African American	Science	96.5%	23.9%	99.3%	33.2%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	99.8%	44.3%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	64.0%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	60.4%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	48.9%	<30	N/A



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	58.1%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	66.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	51.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	97.1%	36.1%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	98.7%	46.6%	<30	<30
White	ELA	99.0%	75.6%	99.7%	68.5%	100.0%	64.8%
White	Mathematics	98.9%	68.4%	99.6%	58.5%	100.0%	71.9%
White	Science	98.6%	57.1%	99.6%	43.1%	100.0%	18.6%
White	Social Studies	98.5%	65.8%	99.6%	52.6%	100.0%	28.0%
Economically Disadvantaged	ELA	98.3%	56.8%	99.7%	61.4%	100.0%	61.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.7%	52.4%	100.0%	66.4%
Economically Disadvantaged	Science	97.5%	35.0%	99.5%	35.0%	100.0%	8.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.4%	43.4%	100.0%	25.5%
English Language Learners	ELA	98.8%	49.5%	99.7%	46.5%	100.0%	48.6%
English Language Learners	Mathematics	99.0%	48.4%	99.7%	46.0%	100.0%	62.5%



**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	99.6%	21.0%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	99.4%	25.0%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	99.2%	39.9%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	99.3%	35.0%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	98.9%	27.2%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	99.7%	29.7%	<30	<30





**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	82.01%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	87.50%	N/A
Black or African American	67.31%	86.21%	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	80.42%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	74.12%	N/A
English Language Learners	72.14%	54.19%	N/A
Students With Disabilities	57.12%	72.26%	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

### Annual Education Report Harwood Elementary School

02/07/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.14%	96.46%

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

**Accountability Status District Data**

District Name	ELA Status	ELA 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

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Harwood Elementary School	Green	2	Green	2	Green	2	Green	2	Yellow	32



**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	2	28	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%	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.





# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Harwood Elementary School

02/07/2017

### NAEP Grade 12 Reading

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**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