



Columbia Elementary School School Annual Education Report 2016-2017

March 7, 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 Columbia 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 Deb Powell, Principal at (517) 592-6632 for assistance.

The AER is available for you to review electronically by visiting the following web site www.myeagles.org 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 was not identified as a "FOCUS", "PRIORITY", or "REWARD" SCHOOL because we are not mandated to administer state assessments as a K-2 building.

Columbia Elementary School Improvement goals focus on the areas of Reading, Math and Science. We continue to strive to meet measurable objectives in these core content areas that were identified as needs by our annual data review. We also have initiated interventions to increase achievement for the students who are still struggling in the lower third of state summative achievement.

Administration Offices. 11775 Hewitt Road, Brooklyn, Michigan 49230 . Telephone (517) 592-6641 Fax (517) 592-8090 Website:myeagles.org
Columbia Central Sr.High School 592-6634 Columbia Central Jr. High School (517) 769-8652
Columbia Elementary School 592-6632 Columbia Upper Elementary School 592-2181
Columbia Community Education 529-9400
Operations/Transportation 592-6449

Mission Statement

The Columbia School District, in partnership with the community, will provide a safe and positive learning environment, which will prepare all students to contribute and compete in a global society.

State law requires that we also report additional information

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Columbia School District follows School of Choice in the Jackson Area. Most pupils attend based on being a resident of the district. Students are assigned to school buildings based on age and their current grade level.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

In 2015-2016, we initiated our first year of the School Improvement Plan as a Preschool-2nd Grade building. We are in the second year of our plan. Upon implementation this school year, we continued to focus on Math, Reading and Science. Our School Improvement Team meets monthly to assess strengths and progress made while evaluating initiatives for continued achievement gaps.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

A copy of our core curriculum is housed with each grade level teaching team. It can be accessed per request. Teachers implement daily the curriculum that is aligned to the state standards. They use a process of teaching and learning with I Can statements followed up by an assessment to measure growth.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In addition to the state summative assessment, students also participate in the iReady assessment which they take three times throughout the school year. IReady has been implemented for three years within our district. Our staff ties these results directly to curriculum. These results are sent home with individual students.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

For the 2016-2017 school year, 293 out of 304 students or 96% were represented at Parent-Teacher Conferences.

I congratulate all of the students, staff and parents of Columbia Elementary School for a tremendous school year and look forward to continued success in 2017-2018.

Sincerely,

Debra M. Powell

Debra M. Powell, CES Principal

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Annual Education Report
Columbia Elementary School (00412)

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%	56.8%	56.8%	30.6%	26.1%	27.9%	15.3%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	57.6%	57.6%	32.3%	25.3%	26.3%	16.2%
ELA	3rd Grade Content	Female	2014-15	54.7%	53.6%	53.6%	30.4%	23.2%	30.4%	16.1%
ELA	3rd Grade Content	Male	2014-15	45.5%	60.0%	60.0%	30.9%	29.1%	25.5%	14.5%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	47.3%	47.3%	23.6%	23.6%	29.1%	23.6%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	46.2%	46.2%	15.4%	30.8%	15.4%	38.5%
ELA	4th Grade Content	All Students	2014-15	46.6%	63.6%	63.6%	34.1%	29.5%	21.6%	14.8%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10

Annual Education Report
Columbia Elementary School (00412)

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	4th Grade Content	White	2014-15	53.9%	66.7%	66.7%	35.9%	30.8%	19.2%	14.1%
ELA	4th Grade Content	Female	2014-15	51.5%	68.9%	68.9%	37.8%	31.1%	17.8%	13.3%
ELA	4th Grade Content	Male	2014-15	41.8%	58.1%	58.1%	30.2%	27.9%	25.6%	16.3%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	57.8%	57.8%	24.4%	33.3%	20.0%	22.2%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	13.3%	13.3%	0.0%	13.3%	46.7%	40.0%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	47.7%	47.7%	18.9%	28.8%	36.9%	15.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	47.5%	47.5%	19.2%	28.3%	37.4%	15.2%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	39.3%	39.3%	10.7%	28.6%	39.3%	21.4%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	56.4%	56.4%	27.3%	29.1%	34.5%	9.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	34.5%	34.5%	12.7%	21.8%	47.3%	18.2%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	15.4%	15.4%	15.4%	0.0%	30.8%	53.8%

Annual Education Report
Columbia Elementary School (00412)

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
Mathematics	4th Grade Content	All Students	2014-15	41.4%	51.7%	51.7%	10.3%	41.4%	35.6%	12.6%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	55.8%	55.8%	9.1%	46.8%	32.5%	11.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	51.1%	51.1%	4.4%	46.7%	40.0%	8.9%
Mathematics	4th Grade Content	Male	2014-15	42.4%	52.4%	52.4%	16.7%	35.7%	31.0%	16.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	40.9%	40.9%	11.4%	29.5%	40.9%	18.2%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	20.0%	20.0%	0.0%	20.0%	26.7%	53.3%
Science	4th Grade Content	All Students	2014-15	12.4%	18.2%	18.2%	8.0%	10.2%	45.5%	36.4%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	17.9%	17.9%	7.7%	10.3%	50.0%	32.1%
Science	4th Grade Content	Female	2014-15	10.4%	11.1%	11.1%	4.4%	6.7%	42.2%	46.7%
Science	4th Grade Content	Male	2014-15	14.3%	25.6%	25.6%	11.6%	14.0%	48.8%	25.6%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	17.8%	17.8%	8.9%	8.9%	44.4%	37.8%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	6.7%	6.7%	0.0%	6.7%	20.0%	73.3%



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Annual Education Report

Columbia Elementary School (00412)

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

Annual Education Report

Columbia Elementary School (00412)

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

Annual Education Report

Columbia Elementary School (00412)

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

Annual Education Report

Columbia Elementary School (00412)

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

Annual Education Report
Columbia Elementary School (00412)

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%	98.9%	74.9%	N/A	N/A
All Students	Mathematics	98.6%	62.1%	98.9%	62.8%	N/A	N/A
All Students	Science	98.1%	50.0%	98.8%	51.5%	N/A	N/A
All Students	Social Studies	98.1%	59.3%	98.4%	62.6%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	21.7%	N/A	N/A
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.1%	N/A	N/A
Bottom 30%	Science	N/A	9.8%	N/A	5.4%	N/A	N/A
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.8%	N/A	N/A
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%	N/A	N/A	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%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	N/A	N/A

Annual Education Report
Columbia Elementary School (00412)

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**
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	98.8%	75.2%	N/A	N/A
White	Mathematics	98.9%	68.4%	98.8%	63.2%	N/A	N/A
White	Science	98.6%	57.1%	98.7%	52.3%	N/A	N/A
White	Social Studies	98.5%	65.8%	98.3%	63.1%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	63.6%	N/A	N/A
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.7%	50.7%	N/A	N/A
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	35.5%	N/A	N/A
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.8%	52.4%	N/A	N/A

Annual Education Report
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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**
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	96.6%	49.5%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	96.6%	32.7%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	96.3%	14.0%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	96.7%	39.3%	N/A	N/A

Annual Education Report
Columbia Elementary School (00412)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Language Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Columbia Elementary School (00412)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.05%	93.70%

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



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Annual Education Report

Columbia Elementary School (00412)

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



03/13/2017

Annual Education Report

Columbia Elementary School (00412)

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
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No Data to Display

Annual Education Report
 Columbia Elementary School (00412)

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	17	7	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%	N/A	N/A

Teacher Quality - Provisional

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

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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Columbia Elementary School (00412)

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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
Columbia Elementary School (00412)

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
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
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.

Annual Education Report
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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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	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), 2015 Reading Assessment.

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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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
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	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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), 2015 Reading Assessment.

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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 or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	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	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), 2015 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	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0