

George Long Elementary

829 S. Union St. • Grass Lake, MI 49240
(517) 522-5570 • (517) 522-5490 fax



Michelle Clark, Principal
Alaina Ellison, Asst. Principal

April 8, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Grass Lake Community Schools. 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 Alaina Ellison at 517-522-5646 or Alaina.Ellison@grasslakeschools.com for assistance.

The AER is available for you to review electronically by visiting the following web site <http://grasslakeschools.com> or you may review a copy in the principal's 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.

The key challenges for Grass Lake Community Schools have been identified through our strategic planning process. The Six Goals that were established by the community members, administrators, teachers, business leaders and students involved in the process reflect the needs and challenges that the district must work on in both the short and long term. One of our goals has been to increase leadership opportunities for all students. This is the third year that we have had the Leader in Me process in our building and we are seeing an increase. We are also working on developing better writers so as to increase our writing proficiency. This is an area that we have struggled with. Another initiative that we are working on is providing more STEM opportunities for all students K-12. We have added a STEM class for all 3-5 grade students and afterschool programs for students K-5. A link to Grass Lake Community Schools' Strategic Plan can be found at <http://bit.ly/12msztr>.

The students of Grass Lake Community Schools attend one of three buildings in the district. Students in grades K-5 attend George Long Elementary, we currently enroll 618 students. Grades 6-8 attend Grass Lake Middle School, and students in grades 9-12 attend Grass Lake High School. The elementary has a 96% attendance rate for both fall and spring parent teacher conferences. Ongoing communication takes place throughout the year at teacher and parent request, newsletters, and email. Enrollment information can be found on the district website. We have an online application process to help assist parents when enrolling.

The School Improvement plans for the district and buildings have been completed and submitted. Grass Lake Community Schools uses components of the Baldrige continuous improvement model when developing, reviewing, and implementing the school improvement plans for each building. A District Leadership Team helps to ensure that the building and district plans are aligned. The district's teaching standards and benchmarks align with the Michigan Department of Education's Framework, including Common Core Standards, Next Generation Science Standards and Grade Level Content Standards for Social Studies K-8 and High School Content Expectations for grades 9-12. The Common Core Standards have been studied and are being aligned with the district's core curriculum standards. More information can be found at www.grasslakeschools.com.

In addition to state testing, students in grades K-5 are assessed at the beginning, middle and end of the school year in math, reading, and writing using Fountas & Pinnell, Moby Max, common writing assessments and math unit tests, NWEA and M-Step state assessment.

In the spirit of continuous improvement, our teachers, administrators, and staff are ready to provide even greater rigor in an effort to improve upon an already impressive product.

Sincerely,

Michelle M. Clark

Principal
George Long Elementary

Annual Education Report
George Long 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)
Mathematics	3rd	All Students	2013-14	40.1%	37%	37%	2.5%	34.6%	28.4%	34.6%
Mathematics	3rd	American Indian	2013-14	33.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	46.6%	39.7%	39.7%	2.7%	37%	28.8%	31.5%
Mathematics	3rd	Female	2013-14	39.7%	34%	34%	0%	34%	29.8%	36.2%
Mathematics	3rd	Male	2013-14	40.6%	41.2%	41.2%	5.9%	35.3%	26.5%	32.4%
Mathematics	3rd	Economically Disadvantaged	2013-14	26.9%	19%	19%	0%	19%	19%	61.9%
Mathematics	3rd	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	45.3%	36.1%	36.1%	8.4%	27.7%	25.3%	38.6%
Mathematics	4th	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10

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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)
Mathematics	4th	White	2013-14	52.9%	35.5%	35.5%	7.9%	27.6%	26.3%	38.2%
Mathematics	4th	Female	2013-14	43.4%	36.8%	36.8%	2.6%	34.2%	21.1%	42.1%
Mathematics	4th	Male	2013-14	47.2%	35.6%	35.6%	13.3%	22.2%	28.9%	35.6%
Mathematics	4th	Economically Disadvantaged	2013-14	29.5%	15%	15%	0%	15%	15%	70%
Mathematics	4th	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th	All Students	2013-14	45.2%	47.8%	47.8%	4.4%	43.3%	22.2%	30%
Mathematics	5th	American Indian	2013-14	35.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th	Hispanic of Any Race	2013-14	32.3%	<10	<10	<10	<10	<10	<10
Mathematics	5th	Native Hawaiian or Other Pacific Islander	2013-14	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th	White	2013-14	51.7%	50%	50%	4.9%	45.1%	22%	28%
Mathematics	5th	Female	2013-14	44.7%	52.3%	52.3%	0%	52.3%	15.9%	31.8%
Mathematics	5th	Male	2013-14	45.7%	43.5%	43.5%	8.7%	34.8%	28.3%	28.3%
Mathematics	5th	Economically Disadvantaged	2013-14	29.5%	33.3%	33.3%	4.2%	29.2%	25%	41.7%
Mathematics	5th	Students With Disabilities	2013-14	20%	20%	20%	0%	20%	30%	50%

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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)
Reading	3rd	All Students	2013-14	61.3%	71.6%	71.6%	6.2%	65.4%	21%	7.4%
Reading	3rd	American Indian	2013-14	58.4%	<10	<10	<10	<10	<10	<10
Reading	3rd	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
Reading	3rd	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	68.8%	72.6%	72.6%	6.8%	65.8%	19.2%	8.2%
Reading	3rd	Female	2013-14	64.1%	75%	75%	6.3%	68.8%	16.7%	8.3%
Reading	3rd	Male	2013-14	58.6%	66.7%	66.7%	6.1%	60.6%	27.3%	6.1%
Reading	3rd	Economically Disadvantaged	2013-14	47.9%	50%	50%	0%	50%	35%	15%
Reading	3rd	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
Reading	4th	All Students	2013-14	70%	64.6%	64.6%	8.9%	55.7%	26.6%	8.9%
Reading	4th	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
Reading	4th	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
Reading	4th	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
Reading	4th	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
Reading	4th	White	2013-14	76.5%	61.6%	61.6%	9.6%	52.1%	28.8%	9.6%
Reading	4th	Female	2013-14	73%	52.8%	52.8%	5.6%	47.2%	38.9%	8.3%

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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)
Reading	4th	Male	2013-14	67%	74.4%	74.4%	11.6%	62.8%	16.3%	9.3%
Reading	4th	Economically Disadvantaged	2013-14	57.3%	38.9%	38.9%	0%	38.9%	50%	11.1%
Reading	4th	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th	All Students	2013-14	71.7%	64.4%	64.4%	14.4%	50%	25.6%	10%
Reading	5th	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10	<10
Reading	5th	Native Hawaiian or Other Pacific Islander	2013-14	70.9%	<10	<10	<10	<10	<10	<10
Reading	5th	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
Reading	5th	White	2013-14	78.2%	65.1%	65.1%	15.7%	49.4%	24.1%	10.8%
Reading	5th	Female	2013-14	74.2%	63%	63%	13%	50%	26.1%	10.9%
Reading	5th	Male	2013-14	69.2%	65.9%	65.9%	15.9%	50%	25%	9.1%
Reading	5th	Economically Disadvantaged	2013-14	59.4%	58.3%	58.3%	4.2%	54.2%	33.3%	8.3%
Reading	5th	Students With Disabilities	2013-14	41.1%	30%	30%	10%	20%	40%	30%
Science	5th	All Students	2013-14	16.8%	11%	11%	2.2%	8.8%	36.3%	52.7%
Science	5th	American Indian	2013-14	12.6%	<10	<10	<10	<10	<10	<10

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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)
Science	5th	Hispanic of Any Race	2013-14	7.7%	<10	<10	<10	<10	<10	<10
Science	5th	Native Hawaiian or Other Pacific Islander	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Science	5th	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	5th	White	2013-14	20.7%	10.8%	10.8%	2.4%	8.4%	34.9%	54.2%
Science	5th	Female	2013-14	15.9%	4.3%	4.3%	2.2%	2.2%	41.3%	54.3%
Science	5th	Male	2013-14	17.7%	17.8%	17.8%	2.2%	15.6%	31.1%	51.1%
Science	5th	Economically Disadvantaged	2013-14	8%	8%	8%	0%	8%	40%	52%
Science	5th	Students With Disabilities	2013-14	5.6%	8.3%	8.3%	8.3%	0%	16.7%	75%

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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)
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No Data to Display

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd	All Students	2013-14	61.9%	100%	100%	0%	100%	0%
Mathematics	3rd	White	2013-14	66%	100%	100%	0%	100%	0%
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th	American Indian	2013-14	63.2%	<10	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	5th	All Students	2013-14	56.8%	<10	<10	<10	<10	<10
Mathematics	5th	White	2013-14	63%	<10	<10	<10	<10	<10
Mathematics	5th	Female	2013-14	53.3%	<10	<10	<10	<10	<10
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	<10	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	<10	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	66.7%	66.7%	0%	66.7%	33.3%

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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
Reading	4th	White	2013-14	50.1%	66.7%	66.7%	0%	66.7%	33.3%
Reading	4th	Female	2013-14	46.2%	<10	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10
Reading	5th	All Students	2013-14	59.8%	<10	<10	<10	<10	<10
Reading	5th	American Indian	2013-14	51.4%	<10	<10	<10	<10	<10
Reading	5th	White	2013-14	65%	<10	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10

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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)
Mathematics	3rd	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	4th	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
Reading	4th	American Indian	2013-14	100%	<10	<10	<10	<10	<10
Reading	4th	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10

Annual Education Report

George Long 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)
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No Data to Display

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George Long 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)
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No Data to Display

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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No Data to Display

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	78.58%
American Indian	Statewide	64.83%
African American	Statewide	64.46%
Asian	Statewide	89.08%
Hispanic of Any Race	Statewide	68.82%
Migrant	Statewide	63.16%
Native Hawaiian or Other Pacific Islander	Statewide	78.86%
Two or More Races	Statewide	74.17%
White	Statewide	82.86%
Female	Statewide	82.91%
Male	Statewide	74.43%
Economically Disadvantaged	Statewide	65.64%
English Language Learners	Statewide	68.17%
Students With Disabilities	Statewide	55.07%
Homeless	Statewide	53.96%

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
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No Data to Display

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



03/09/2016

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Accountability Status District Data

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



03/09/2016

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	23	10	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	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	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.

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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		0	0	0	0
Hawaiian/Pacific 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.

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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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/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 Program (NAEP) 2013 Mathematics Achievement.

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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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
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	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	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), 2013 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	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	0	0	0	0	0
Hawaiian/Pacific 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.

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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	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	0	0	0	0	0
Hawaiian/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), 2013 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