

August 12, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-14 educational progress for Halfman 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 Joanne Vader, Halfman Elementary Principal for assistance.

The AER is available for you to review electronically by visiting the following website:

www.madisonschools.k12.mi.us. or you may review a copy in the Madison Board of Education Office in the office of Curriculum and Instruction.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming 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. At the time of the filing of this report, Halfman Elementary School has not been given one of these labels. The accountability scorecard has issued our school a lime color ranking which indicates that our school has met their proficiency targets.

For the 2013-2014 school year, Halfman Elementary students and staff continued to work at improving achievement in all content areas as measured by the MEAP and in continuing to prepare our students on the Common Core Standards in preparation for the revised MEAP assessment which will test those standards. We continue to strive to close the achievement gap for all students in our quest for continuous improvement in the core content areas.

Our **School** Improvement Plan has set a goal for improvement in the areas of Reading, Writing, and Math. We also recognize the need for improvement in the areas of Science, Social Studies, and Reading in the content areas. Our school has increased its use of instructional technology in the classrooms as well as utilizing the computer lab in programs such as Study Island in order for our students to work at their own pace in meeting the grade level content expectations. We continue to strive to use the data formatively to drive instructional needs in the classroom. Paraprofessionals are assigned to students at-risk as identified by the data.

Core Curriculum

The local curriculum focuses on the lessons and resources that have been developed by the Oakland Schools ISD. Our teachers utilize the Atlas Rubicon tool in order to view the lessons and follow the curriculum mapping and pacing guides. Professional Development is offered for teachers to familiarize themselves with higher level thinking strategies and the Depth of Knowledge required in preparation for the new state assessment to begin in the spring of 2015. In addition, extensive professional development has begun in the **8-Step Model** written and developed by the noted educational consultant Pat Davenport and her work in closing the achievement gap for students at-risk.

Common Assessments

In October of 2013, all students in grades three through five were assessed on the MEAP assessment in the areas of Reading and Math. In addition, grade four students were assessed in Writing and grade five students were assessed in Science. The assessment data for the MEAP is attached in this document.

There are additional assessments that are given to all students to monitor progress. Students in grades 1-5 are assessed using Dibels Next in the fall, winter, and spring. Kindergarten students are assessed in the fall, spring, and as needed throughout the year to assess the student Reading level. The NWEA (Northwest Evaluation Association) assessment is administered in the fall, winter, and spring to all students in grades K-5. Staff continues to be trained to interpret the data and prescribe targeted instruction to meet the students' achievement level. Common Math and Reading Assessments are administered at unit-end. Common Writing Assessments at grade level are administered on Narrative, Informational, and Opinion Writing.

Additional Assistance

Extended Day programs and Summer School for students entering grades three through six are offered to address students requiring additional support and reinforcement of the grade level content. Our school utilizes the services of a full-time Reading specialist, three full-time paraprofessionals, an ELL paraprofessional, as well as the services of a district Social Worker and School Psychologist, Speech Pathologist, and Physical and Occupational Therapists. Our school began a monthly TAT (Targeted Assistance Team) meeting to utilize the Response to Intervention (RTI) model of 3-Tier support in providing interventions for students not progressing as expected.

Specialized Schools

The Madison District offers several specialized schools to meet the needs of all students. We offer a preschool experience for students with special needs, a Great Start Readiness program for four-year olds, a virtual academy for online learning for grades K-12, and an alternative high school.

Open Enrollment

Our district is a School of Choice district which is open to residents or non-residents during Board approved, limited or unlimited in-county membership and/or contingent intermediate district membership. Families may register during any open enrollment period as mandated by the state guidelines.

School and Family Involvement

As part of our Schoolwide Title I plan, the staff surveyed the students and parents to determine how we could improve the home/school connection. Communication with parents was increased through our bi-weekly school newsletter and an updated district website which provides links to school activities. The teachers provide individual classroom newsletters as well as updates provided through the district Parent Connect link. There is a School-Family Compact that is signed by students, staff, and parents each fall and spring, agreeing to share responsibility for the educational success of all our students.

Our school makes a concerted effort to involve parents and community in participating in school events and providing home support. The PTO and the Schoolwide Respect Circle work together to provide monthly success assemblies recognizing behavioral and academic achievement. In addition, during the 2013-14 school year, Halfman Elementary was the recipient of a Building Healthy Communities Grant awarded by Wayne State University. This grant provided an on-site consultant to work with students in grades three through five on nutritional and health education awareness. There were also assemblies given for our students on the importance of exercise in building healthy bodies and minds and a Walking Club provided an after-school enrichment activity for students in Grades K-5.

Parent-teacher conferences are held in the fall for all families and in the spring for select students and families. Halfman School held student-led conferencing in the classroom in the fall. Over the last two years, we have averaged 92% of our parents and guardians in attendance at our Parent-Teacher Conferences.

Our School Improvement Plan is reviewed at bi-weekly meetings and is in a continual review process to ensure that our goals are met for increasing student achievement. Halfman Elementary School closed in June 2014. Our students will merge with Edison Elementary School in the fall and we look forward to our elementary population moving into the new Madison Elementary School in January 2015. The School Improvement Plan for the 2014-15 school year is filed under Madison Elementary School. I am proud of the efforts made by our district and school in ensuring that we are meeting the needs of all students and families.

Sincerely,

Joanne Vader
Halfman Elementary Principal

**Annual Education Report
Halfman 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 Grade	All Students	2012-13	40.9%	29.3%	35.7%	0%	35.7%	14.3%	50%
Mathematics	3rd Grade	All Students	2013-14	40.1%	16.9%	19.4%	6.5%	12.9%	29%	51.6%
Mathematics	3rd Grade	African American	2012-13	18%	20%	25%	0%	25%	16.7%	58.3%
Mathematics	3rd Grade	African American	2013-14	18.2%	27.3%	33.3%	0%	33.3%	16.7%	50%
Mathematics	3rd Grade	Asian	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	32.7%	39.3%	0%	39.3%	14.3%	46.4%
Mathematics	3rd Grade	White	2013-14	46.6%	9.4%	6.7%	6.7%	0%	33.3%	60%
Mathematics	3rd Grade	Female	2012-13	39.8%	30.6%	29.4%	0%	29.4%	17.6%	52.9%
Mathematics	3rd Grade	Female	2013-14	39.7%	15.6%	23.1%	0%	23.1%	38.5%	38.5%
Mathematics	3rd Grade	Male	2012-13	42%	28.3%	40%	0%	40%	12%	48%
Mathematics	3rd Grade	Male	2013-14	40.6%	18.5%	16.7%	11.1%	5.6%	22.2%	61.1%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	25.7%	32.4%	0%	32.4%	10.8%	56.8%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	14.5%	16.7%	3.3%	13.3%	30%	53.3%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	23.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	5.9%	8.3%	8.3%	0%	33.3%	58.3%

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Halfman 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 Grade	Students With Disabilities	2012-13	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	36.5%	51.5%	12.1%	39.4%	6.1%	42.4%
Mathematics	4th Grade	All Students	2013-14	45.3%	29%	38.7%	3.2%	35.5%	16.1%	45.2%
Mathematics	4th Grade	African American	2012-13	20%	23.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	13%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	71.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	40.9%	56.5%	13%	43.5%	0%	43.5%
Mathematics	4th Grade	White	2013-14	52.9%	35.6%	40.9%	4.5%	36.4%	13.6%	45.5%
Mathematics	4th Grade	Female	2012-13	45.7%	44.8%	61.5%	15.4%	46.2%	7.7%	30.8%
Mathematics	4th Grade	Female	2013-14	43.4%	33.3%	41.7%	8.3%	33.3%	8.3%	50%
Mathematics	4th Grade	Male	2012-13	46.4%	29.4%	45%	10%	35%	5%	50%
Mathematics	4th Grade	Male	2013-14	47.2%	25.6%	36.8%	0%	36.8%	21.1%	42.1%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	33.3%	46.2%	11.5%	34.6%	7.7%	46.2%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	25%	35.7%	0%	35.7%	17.9%	46.4%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	<10	<10	<10	<10	<10	<10

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Mathematics	4th Grade	English Language Learners	2013-14	23.1%	0%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	47.3%	43.9%	2.4%	41.5%	17.1%	39%
Mathematics	5th Grade	All Students	2013-14	45.2%	27%	38.2%	0%	38.2%	17.6%	44.1%
Mathematics	5th Grade	African American	2012-13	20.5%	44.4%	45.5%	0%	45.5%	18.2%	36.4%
Mathematics	5th Grade	African American	2013-14	20%	26.3%	40%	0%	40%	0%	60%
Mathematics	5th Grade	Asian	2013-14	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	48.1%	43.3%	3.3%	40%	16.7%	40%
Mathematics	5th Grade	White	2013-14	51.7%	25.6%	34.8%	0%	34.8%	26.1%	39.1%
Mathematics	5th Grade	Female	2012-13	43.9%	32.4%	25%	0%	25%	25%	50%
Mathematics	5th Grade	Female	2013-14	44.7%	35.5%	47.1%	0%	47.1%	11.8%	41.2%
Mathematics	5th Grade	Male	2012-13	47.5%	60%	61.9%	4.8%	57.1%	9.5%	28.6%
Mathematics	5th Grade	Male	2013-14	45.7%	18.8%	29.4%	0%	29.4%	23.5%	47.1%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	49.2%	44.1%	2.9%	41.2%	14.7%	41.2%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	24%	32.1%	0%	32.1%	17.9%	50%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	45.5%	<10	<10	<10	<10	<10

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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)
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	53%	54.8%	4.8%	50%	33.3%	11.9%
Reading	3rd Grade	All Students	2013-14	61.3%	38.6%	40%	3.3%	36.7%	43.3%	16.7%
Reading	3rd Grade	African American	2012-13	44.8%	44%	41.7%	8.3%	33.3%	33.3%	25%
Reading	3rd Grade	African American	2013-14	37.3%	50%	50%	8.3%	41.7%	25%	25%
Reading	3rd Grade	Asian	2012-13	79%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	55.4%	57.1%	3.6%	53.6%	35.7%	7.1%
Reading	3rd Grade	White	2013-14	68.8%	26.7%	21.4%	0%	21.4%	64.3%	14.3%
Reading	3rd Grade	Female	2012-13	70.2%	66.7%	70.6%	5.9%	64.7%	23.5%	5.9%
Reading	3rd Grade	Female	2013-14	64.1%	53.3%	58.3%	8.3%	50%	25%	16.7%
Reading	3rd Grade	Male	2012-13	63%	42.6%	44%	4%	40%	40%	16%
Reading	3rd Grade	Male	2013-14	58.6%	22.2%	27.8%	0%	27.8%	55.6%	16.7%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	49.3%	51.4%	2.7%	48.6%	35.1%	13.5%

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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	3rd Grade	Economically Disadvantaged	2013-14	47.9%	35.8%	37.9%	3.4%	34.5%	44.8%	17.2%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	46.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	20%	27.3%	0%	27.3%	54.5%	18.2%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	54.1%	43.8%	0%	43.8%	40.6%	15.6%
Reading	4th Grade	All Students	2013-14	70%	53.7%	63.3%	3.3%	60%	16.7%	20%
Reading	4th Grade	African American	2012-13	43%	52.9%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	47.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2012-13	79.2%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	54.8%	40.9%	0%	40.9%	36.4%	22.7%
Reading	4th Grade	White	2013-14	76.5%	55.8%	61.9%	4.8%	57.1%	19%	19%
Reading	4th Grade	Female	2012-13	71.1%	71.4%	61.5%	0%	61.5%	30.8%	7.7%
Reading	4th Grade	Female	2013-14	73%	62.1%	66.7%	8.3%	58.3%	16.7%	16.7%
Reading	4th Grade	Male	2012-13	65.1%	39.4%	31.6%	0%	31.6%	47.4%	21.1%
Reading	4th Grade	Male	2013-14	67%	47.4%	61.1%	0%	61.1%	16.7%	22.2%

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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	4th Grade	Economically Disadvantaged	2012-13	55.1%	51%	40%	0%	40%	44%	16%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	48.3%	59.3%	0%	59.3%	18.5%	22.2%
Reading	4th Grade	English Language Learners	2012-13	39.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	20%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	53.5%	47.4%	2.6%	44.7%	34.2%	18.4%
Reading	5th Grade	All Students	2013-14	71.7%	52.5%	51.5%	9.1%	42.4%	27.3%	21.2%
Reading	5th Grade	African American	2012-13	47.8%	38.9%	18.2%	0%	18.2%	72.7%	9.1%
Reading	5th Grade	African American	2013-14	48.7%	52.6%	50%	10%	40%	20%	30%
Reading	5th Grade	Asian	2013-14	80%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	58.8%	59.3%	3.7%	55.6%	18.5%	22.2%
Reading	5th Grade	White	2013-14	78.2%	51.2%	50%	9.1%	40.9%	31.8%	18.2%
Reading	5th Grade	Female	2012-13	74.1%	59.4%	61.1%	0%	61.1%	22.2%	16.7%
Reading	5th Grade	Female	2013-14	74.2%	64.5%	58.8%	17.6%	41.2%	29.4%	11.8%
Reading	5th Grade	Male	2012-13	66.8%	48.7%	35%	5%	30%	45%	20%
Reading	5th Grade	Male	2013-14	69.2%	40%	43.8%	0%	43.8%	25%	31.3%

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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	5th Grade	Economically Disadvantaged	2012-13	57.9%	51.7%	45.2%	0%	45.2%	32.3%	22.6%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	46.9%	44.4%	7.4%	37%	29.6%	25.9%
Reading	5th Grade	English Language Learners	2012-13	36.3%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	39.2%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	1.3%	2.2%	0%	2.2%	13.3%	84.4%
Science	5th Grade	All Students	2013-14	16.8%	4.7%	5.7%	2.9%	2.9%	20%	74.3%
Science	5th Grade	African American	2012-13	2.6%	0%	0%	0%	0%	0%	100%
Science	5th Grade	African American	2013-14	3.3%	5%	9.1%	0%	9.1%	18.2%	72.7%
Science	5th Grade	Asian	2013-14	30.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	1.7%	3%	0%	3%	18.2%	78.8%
Science	5th Grade	White	2013-14	20.7%	4.7%	4.3%	4.3%	0%	21.7%	73.9%
Science	5th Grade	Female	2012-13	11.6%	0%	0%	0%	0%	14.3%	85.7%
Science	5th Grade	Female	2013-14	15.9%	9.7%	11.8%	5.9%	5.9%	11.8%	76.5%
Science	5th Grade	Male	2012-13	14.5%	2.3%	4.2%	0%	4.2%	12.5%	83.3%

**Annual Education Report
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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 Grade	Male	2013-14	17.7%	0%	0%	0%	0%	27.8%	72.2%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	0%	0%	0%	0%	13.5%	86.5%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	3.9%	3.4%	0%	3.4%	17.2%	79.3%
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	<10	<10	<10	<10	<10
Science	5th Grade	English Language Learners	2013-14	2.9%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	0%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10

Annual Education Report
Halfman Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Halfman Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	66.7%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	66.7%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	47%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	<10	<10	<10	<10	<10

**Annual Education Report
Halfman Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	All Students	2012-13	58.5%	40%	25%	0%	25%	75%
Mathematics	5th Grade	All Students	2013-14	56.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	47.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	44.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	64%	50%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	50%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Male	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	50%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2012-13	57.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	42.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	42.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	41.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	<10	<10	<10	<10	<10

**Annual Education Report
Halfman Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	36.3%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	51.4%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	50.1%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2013-14	46.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	20%	25%	25%	0%	75%
Reading	5th Grade	All Students	2013-14	59.8%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	50.4%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.5%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	63.4%	25%	33.3%	33.3%	0%	66.7%
Reading	5th Grade	Female	2012-13	64.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	57.4%	25%	33.3%	33.3%	0%	66.7%
Reading	5th Grade	Male	2013-14	56.7%	<10	<10	<10	<10	<10

**Annual Education Report
Halfman Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	25%	33.3%	33.3%	0%	66.7%
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2012-13	48%	<10	<10	<10	<10	<10

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

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Halfman 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

**Annual Education Report
Halfman 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

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	76.3%	46.3%
Bottom 30%	District	Mathematics	N/A	8.2%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	92.8%	37.7%
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	68.2%	49.3%
Economically Disadvantaged	District	Mathematics	95.3%	44.2%
English Language Learners	District	Mathematics	94.7%	36.2%
Students With Disabilities	District	Mathematics	98.5%	33.3%
All Students	School	Mathematics	99%	63%
Bottom 30%	School	Mathematics	N/A	15.9%
African American	School	Mathematics	100%	59.5%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	98.4%	63.9%
Economically Disadvantaged	School	Mathematics	98.9%	60.3%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	74.6%	77.1%
Bottom 30%	District	Reading	N/A	35.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	93.7%	72.8%
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	65.2%	78.9%
Economically Disadvantaged	District	Reading	92.5%	74.3%
English Language Learners	District	Reading	76%	60.9%
Students With Disabilities	District	Reading	98.5%	42.4%
All Students	School	Reading	96.1%	78.8%
Bottom 30%	School	Reading	N/A	34.1%
African American	School	Reading	100%	73.8%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Reading	93.8%	80.4%
Economically Disadvantaged	School	Reading	95.6%	76.2%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	78.6%	20.7%
Bottom 30%	District	Science	N/A	0%
African American	District	Science	90.6%	11.1%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	70.4%	26.9%
Economically Disadvantaged	District	Science	93.5%	19.4%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	<30	<30
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
White	School	Science	<30	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Science	<30	<30
English Language Learners	School	Science		
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	82%	26.8%
Bottom 30%	District	Social Studies	N/A	0%
African American	District	Social Studies	95.5%	23.5%
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	71.8%	28.4%
Economically Disadvantaged	District	Social Studies	94.4%	24.9%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	86.8%	0%
All Students	School	Social Studies	0%	44.7%
Bottom 30%	School	Social Studies	N/A	<30
African American	School	Social Studies	<30	<30
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	0%	37.5%
English Language Learners	School	Social Studies	<30	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	81.2%	53.7%
Bottom 30%	District	Writing	N/A	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	93.7%	46.2%
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	72.8%	57.1%
Economically Disadvantaged	District	Writing	93%	50.6%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	97.1%	57.9%
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	96.6%	51.5%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

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

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	55.4%
African American	District	65.8%
White	District	42.9%
Economically Disadvantaged	District	57.9%
Bottom 30%	District	92.9%

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

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

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	94%
All Students	School	94%

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

Annual Education Report
Halfman Elementary School

Accountability Status District Data

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

**Annual Education Report
Halfman Elementary School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Madison District Public Schools	Halfman Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Lime	32

**Annual Education Report
Halfman Elementary School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	14	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%	0.0%	0.0%

Teacher Quality - Provisional

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

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

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

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

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

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

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

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

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

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

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

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

Rounds to zero

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

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

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

Rounds to zero

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

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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					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
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), 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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0