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# Oak Park School District

PEPPER ELEMENTARY SCHOOL: 24301 CHURCH • OAK PARK, MICHIGAN 48237-2799  
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*Mr. Emanuel Haley*  
*Principal*

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AUGUST 19, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Dr. James N. Pepper Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, our school Accountability Scorecard, and teacher quality. If you have any questions about the AER, please contact the main office for assistance.

The AER is available is available for you to review electronically by visiting the following web site [www.oakparkschools.org](http://www.oakparkschools.org) or you may review a copy from the main office.

## **School Accountability Score Card**

The Accountability Scorecard report shows federally required school and district accountability ratings under the No Child Left Behind Act of 2001 (NCLB). The new school Accountability Scorecards incorporate many of the same student achievement measures used for determining Adequate Yearly Progress (AYP) as well as a few new measures including student participation on state student proficiency on state assessments, and more. The report can be found under the Dashboard and Accountability Scorecard section located in the K-12 left-hand navigation.

## **The Michigan School Accountability Scorecard Components**

Five components make up a School or District Accountability Scorecard:

- Student participation on state assessments
- Student proficiency on state assessments
- Student graduation OR attendance rates
- Educator effectiveness label reporting and teacher/student data link reporting rates
- School Improvement Plan reporting and school diagnostic reporting

## **Student measures on the Scorecard**

- Participation rates: students enrolled at the school
- Proficiency rates: students enrolled at the building for a full academic year (FAY) and that have a valid test score
- Graduation rates: students enrolled at a building for two consecutive count days or at a district for one count day

**AN EQUAL OPPORTUNITY EMPLOYER**

- Attendance rates: all students enrolled at a building

### **Student Subgroups**

Schools must meet targets in the Scorecard components for the school as a whole and for the bottom 30% of student achievers as well as for any subgroup that has a minimum of 30 students:

- Race/ethnicity categories
- Limited English Proficient
- Students with Disabilities
- Economically Disadvantaged

### **Scorecard Status**

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of those labels.

THE SCHOOL IS TAKING THE FOLLOWING STEPS TO ACCELERATE STUDENT ACHIEVEMENT:

- Seek out and form improved parental partnerships by inviting them to visit our classrooms more often and providing more parent workshops.
- Increased collaboration by having our Resource Room teachers participate in our school wide assessments; including screening, diagnostic, data analysis and progress monitoring.
- Developing an intervention process within the classrooms that our students with disabilities are located.
- Professional development that is aligned to student and teacher needs.

As the instructional leader, I promise that our school will use a strategic monitoring and intervention process that will match the right intervention with the right student at the right time.

### **Process for Assigning Pupils to the School**

Students are assigned to a school based on their home address, school district boundaries and seating availability. Out-of-district students are assigned based seat availability.

### **The Status of the 3-5 Year School Improvement Plan**

This process involved the partnership between staff, students, parents and community. We have targeted three goal areas of math, reading and writing in which to focus on. Our goals are all students will:

- All students will be proficient in math
- All students will be proficient in reading

☐ All students will be proficient writing

The Dr. James N. Pepper Elementary School Improvement Plan may be viewed at the Oak Park School District website.

### **Specialized Schools**

- Oak Park Freshmen Institute provides 9<sup>th</sup> grade students opportunities for success before they transition to Oak Park High School.
- NOVA is an alternative school for students' grades 3-8 who have had difficulty in the "traditional" school setting. Students receive on-line instruction, as well as preparation to transition back to the regular classroom setting.
- Oak Park Alternative Education Center – Lessenger Campus is designed for students ages 16 to 19 to receive their high school diploma through web based academic courses, along with vocational training.
- Center for Advanced Studies and the Arts (CASA) provides an enriched learning environment for academically and artistically talented high school students.
- Oakland Technical Campus offers career technical education for high school juniors and seniors.

### **Academic Core Curriculum**

A core academic curriculum covers all grades, kindergarten through twelve, that describes what a student will know and be able to do for each subject area. All Oak Park curricula are based upon the Oakland Schools SCOPE Curriculum, Michigan Curriculum Framework, as well as Grade Level Content Standards, High School Content Standards, and the national Common Core Standards.

### **Local Assessments**

At Pepper, a variety of qualitative and quantitative methods are used to assess each student. For kindergarten through grade 6, DRA, DIBELS, MEAP (grades 3-6) are used to monitor student growth in the areas of English Language Arts and math.

### **Access to Equal Education**

The Oak Park School District provides an equal opportunity for all students to learn through the curriculum offered, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the district, or social or economic background.

### **PARENT PARTICIPATION**

Parents are a student's first and most important teachers. During the 2013-2014 school year, 93% of our parents/guardians attended fall Parent Teacher Conferences. Attendance during our spring conferences was at 90%. Also our parents/guardians have given a great deal of their time to support our students and staff by volunteering in our classrooms, on field trips, media center, various student activities, book fairs, dances and our school wide field day. In addition, our parents have raised funds to support our various school projects, field trips, field day promotion ceremonies, etc.

**Staff Qualifications**

Oak Park teachers meet all current state and federal certification requirements under the ESEA (Elementary and Secondary Education Act).

## Points of Pride

- Basketball team
- Book Fairs
- Bully Proofing
- Celebrity Readers
- Cheerleaders
- Chess Club
- Book it! Sponsored by Pizza Hut
- Curriculum Night/Open House
- Early Intervention in Reading
- Family Math Event
- Field Trips
- Haunted House Halloween Party
- Coffee With the Principal
- Kindergarten Round up
- Literacy Groups
- Oak Park 4<sup>th</sup> of July Parade
- Parent Teacher Conferences
- PBIS assemblies
- Principal's Award
- PTO Sponsored Activities and Events
- Reading Month Activities
- Reading Month Programs
- Safe Schools Week
- Safety Patrol
- Severe Weather Awareness Week
- Spelling Bee
- Summer Enrichment Program
- Sixth grade field trip to MSU
- Universal Breakfast Program
- Participation in the Volunteer Grandparent Program
- Youth Assistance Award Winners

The Dr. James N. Pepper Elementary school staff wishes to thank all community stakeholders for their partnership and support provided to our school, staff, and students. We would also like to thank all parents for giving us the opportunity to provide the educational support needed to improve our student achievement.

With your continued support, all of our students will continue to succeed in their academics. We acknowledge the significant role you play in your child's educational growth at Dr. James N. Pepper Elementary School. Continuing to improve student achievement will be a school goal, as well as maintaining the traditions of academic excellence at Oak Park School District.

Sincerely,

Emanuel Haley, Principal

**Annual Education Report  
Pepper 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%	19.8%	19.2%	0%	19.2%	8.2%	72.6%
Mathematics	3rd Grade	All Students	2013-14	40.1%	19.3%	14.6%	0%	14.6%	18.8%	66.7%
Mathematics	3rd Grade	African American	2012-13	18%	19.3%	19.7%	0%	19.7%	7%	73.2%
Mathematics	3rd Grade	African American	2013-14	18.2%	18.3%	14.6%	0%	14.6%	18.8%	66.7%
Mathematics	3rd Grade	White	2012-13	47.4%	30%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	15.8%	15.4%	0%	15.4%	7.7%	76.9%
Mathematics	3rd Grade	Female	2013-14	39.7%	12.5%	8%	0%	8%	20%	72%
Mathematics	3rd Grade	Male	2012-13	42%	23.3%	23.5%	0%	23.5%	8.8%	67.6%
Mathematics	3rd Grade	Male	2013-14	40.6%	25.7%	21.7%	0%	21.7%	17.4%	60.9%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	20.8%	18.3%	0%	18.3%	10%	71.7%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	17.1%	18.4%	0%	18.4%	18.4%	63.2%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	40%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	30.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	19.7%	18.7%	0%	18.7%	18.7%	62.7%
Mathematics	4th Grade	All Students	2013-14	45.3%	21.8%	14.3%	1.4%	12.9%	11.4%	74.3%
Mathematics	4th Grade	African American	2012-13	20%	19.8%	18.9%	0%	18.9%	18.9%	62.2%
Mathematics	4th Grade	African American	2013-14	18.2%	20.7%	13.2%	1.5%	11.8%	10.3%	76.5%
Mathematics	4th Grade	White	2012-13	53%	<10	<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	4th Grade	White	2013-14	52.9%	38.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	45.7%	17.3%	16.2%	0%	16.2%	13.5%	70.3%
Mathematics	4th Grade	Female	2013-14	43.4%	19%	11.1%	0%	11.1%	16.7%	72.2%
Mathematics	4th Grade	Male	2012-13	46.4%	21.8%	21.1%	0%	21.1%	23.7%	55.3%
Mathematics	4th Grade	Male	2013-14	47.2%	24.5%	17.6%	2.9%	14.7%	5.9%	76.5%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	16.9%	10.3%	0%	10.3%	19%	70.7%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	22.2%	16.4%	0%	16.4%	10.9%	72.7%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	36.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	0%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	18.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	15%	26.2%	0%	26.2%	9.2%	64.6%
Mathematics	5th Grade	All Students	2013-14	45.2%	10%	9.7%	0%	9.7%	13.9%	76.4%
Mathematics	5th Grade	African American	2012-13	20.5%	15.1%	26.6%	0%	26.6%	9.4%	64.1%
Mathematics	5th Grade	African American	2013-14	20%	10.3%	9.7%	0%	9.7%	13.9%	76.4%
Mathematics	5th Grade	Asian	2012-13	74.7%	<10	<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	Female	2012-13	43.9%	14.6%	18.8%	0%	18.8%	12.5%	68.8%
Mathematics	5th Grade	Female	2013-14	44.7%	8.8%	9.1%	0%	9.1%	21.2%	69.7%
Mathematics	5th Grade	Male	2012-13	47.5%	15.4%	33.3%	0%	33.3%	6.1%	60.6%
Mathematics	5th Grade	Male	2013-14	45.7%	11%	10.3%	0%	10.3%	7.7%	82.1%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	10.2%	19.1%	0%	19.1%	6.4%	74.5%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	9.3%	7.7%	0%	7.7%	7.7%	84.6%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	<10	<10	<10	<10	<10	<10
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%	0%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	0%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	40.2%	15.9%	30.5%	0%	30.5%	22%	47.5%
Mathematics	6th Grade	All Students	2013-14	41.5%	12.3%	14.1%	0%	14.1%	20.3%	65.6%
Mathematics	6th Grade	African American	2012-13	15.9%	15.2%	29.6%	0%	29.6%	24.1%	46.3%
Mathematics	6th Grade	African American	2013-14	17.6%	12.8%	14.3%	0%	14.3%	20.6%	65.1%
Mathematics	6th Grade	Asian	2012-13	70.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Asian	2013-14	73.2%	<10	<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	6th Grade	Two or More Races	2012-13	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2012-13	46.6%	20%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2012-13	38.8%	12.7%	25%	0%	25%	28.6%	46.4%
Mathematics	6th Grade	Female	2013-14	40.9%	15%	10.3%	0%	10.3%	20.7%	69%
Mathematics	6th Grade	Male	2012-13	41.4%	18.9%	35.5%	0%	35.5%	16.1%	48.4%
Mathematics	6th Grade	Male	2013-14	42%	10.3%	17.1%	0%	17.1%	20%	62.9%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	16.9%	28.3%	0%	28.3%	23.9%	47.8%
Mathematics	6th Grade	Economically Disadvantaged	2013-14	25.9%	12.9%	8.3%	0%	8.3%	13.9%	77.8%
Mathematics	6th Grade	English Language Learners	2012-13	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	English Language Learners	2013-14	18.2%	10%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Students With Disabilities	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Students With Disabilities	2013-14	14.3%	7.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	56%	48.6%	2.7%	45.9%	33.8%	17.6%
Reading	3rd Grade	All Students	2013-14	61.3%	50.3%	45.8%	4.2%	41.7%	43.8%	10.4%
Reading	3rd Grade	African American	2012-13	44.8%	56.5%	47.2%	2.8%	44.4%	34.7%	18.1%
Reading	3rd Grade	African American	2013-14	37.3%	49.7%	45.8%	4.2%	41.7%	43.8%	10.4%

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Reading	3rd Grade	White	2012-13	73%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	70.2%	57.4%	46.2%	0%	46.2%	30.8%	23.1%
Reading	3rd Grade	Female	2013-14	64.1%	56.3%	48%	0%	48%	44%	8%
Reading	3rd Grade	Male	2012-13	63%	54.7%	51.4%	5.7%	45.7%	37.1%	11.4%
Reading	3rd Grade	Male	2013-14	58.6%	44.6%	43.5%	8.7%	34.8%	43.5%	13%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	55.7%	47.5%	1.6%	45.9%	36.1%	16.4%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	45.9%	44.7%	5.3%	39.5%	44.7%	10.5%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	28.6%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	52.6%	51.4%	1.4%	50%	39.2%	9.5%
Reading	4th Grade	All Students	2013-14	70%	61.8%	57.1%	2.9%	54.3%	30%	12.9%
Reading	4th Grade	African American	2012-13	43%	53.1%	52.1%	1.4%	50.7%	38.4%	9.6%
Reading	4th Grade	African American	2013-14	47.6%	63.6%	57.4%	2.9%	54.4%	29.4%	13.2%
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	76.5%	33.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	71.1%	61.1%	59.5%	0%	59.5%	32.4%	8.1%
Reading	4th Grade	Female	2013-14	73%	67.3%	63.9%	2.8%	61.1%	16.7%	19.4%
Reading	4th Grade	Male	2012-13	65.1%	45.2%	43.2%	2.7%	40.5%	45.9%	10.8%

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Reading	4th Grade	Male	2013-14	67%	56.6%	50%	2.9%	47.1%	44.1%	5.9%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	49.2%	46.6%	0%	46.6%	41.4%	12.1%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	60.8%	56.4%	3.6%	52.7%	30.9%	12.7%
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%	30%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	18.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	63.6%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	53.2%	49.3%	1.4%	47.8%	36.2%	14.5%
Reading	5th Grade	All Students	2013-14	71.7%	51%	46.5%	5.6%	40.8%	31%	22.5%
Reading	5th Grade	African American	2012-13	47.8%	53.6%	49.3%	1.5%	47.8%	35.8%	14.9%
Reading	5th Grade	African American	2013-14	48.7%	50.9%	46.5%	5.6%	40.8%	31%	22.5%
Reading	5th Grade	Asian	2012-13	81.5%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	74.1%	59%	54.5%	3%	51.5%	39.4%	6.1%
Reading	5th Grade	Female	2013-14	74.2%	57.5%	55.9%	8.8%	47.1%	23.5%	20.6%
Reading	5th Grade	Male	2012-13	66.8%	48.9%	44.4%	0%	44.4%	33.3%	22.2%

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Reading	5th Grade	Male	2013-14	69.2%	45.2%	37.8%	2.7%	35.1%	37.8%	24.3%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	50.5%	46.2%	1.9%	44.2%	38.5%	15.4%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	46.5%	39.2%	3.9%	35.3%	33.3%	27.5%
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%	26.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	20%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	51.7%	49.2%	8.2%	41%	24.6%	26.2%
Reading	6th Grade	All Students	2013-14	71.5%	54.9%	48.4%	12.5%	35.9%	25%	26.6%
Reading	6th Grade	African American	2012-13	46.4%	52.1%	48.2%	7.1%	41.1%	26.8%	25%
Reading	6th Grade	African American	2013-14	50%	55.6%	49.2%	12.7%	36.5%	25.4%	25.4%
Reading	6th Grade	Asian	2012-13	82.3%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Asian	2013-14	82.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Two or More Races	2012-13	67%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	White	2012-13	74.3%	30%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	71.2%	59.1%	55.2%	6.9%	48.3%	20.7%	24.1%

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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	6th Grade	Female	2013-14	74.7%	51.5%	46.7%	13.3%	33.3%	30%	23.3%
Reading	6th Grade	Male	2012-13	65.4%	45.2%	43.8%	9.4%	34.4%	28.1%	28.1%
Reading	6th Grade	Male	2013-14	68.4%	57.6%	50%	11.8%	38.2%	20.6%	29.4%
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	49.7%	43.8%	6.3%	37.5%	27.1%	29.2%
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	52%	42.9%	11.4%	31.4%	25.7%	31.4%
Reading	6th Grade	English Language Learners	2012-13	36.7%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	English Language Learners	2013-14	36.8%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2012-13	32.8%	0%	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2013-14	33.6%	23.1%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	0.4%	0%	0%	0%	20.5%	79.5%
Science	5th Grade	All Students	2013-14	16.8%	2%	0%	0%	0%	14.1%	85.9%
Science	5th Grade	African American	2012-13	2.6%	0.4%	0%	0%	0%	21.1%	78.9%
Science	5th Grade	African American	2013-14	3.3%	2%	0%	0%	0%	14.1%	85.9%
Science	5th Grade	Asian	2012-13	26.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Female	2012-13	11.6%	0%	0%	0%	0%	22.2%	77.8%

**Annual Education Report  
Pepper 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)
Science	5th Grade	Female	2013-14	15.9%	0%	0%	0%	0%	10.8%	89.2%
Science	5th Grade	Male	2012-13	14.5%	0.7%	0%	0%	0%	19%	81%
Science	5th Grade	Male	2013-14	17.7%	3.7%	0%	0%	0%	17.1%	82.9%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	0.5%	0%	0%	0%	17.2%	82.8%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	1.1%	0%	0%	0%	14%	86%
Science	5th Grade	English Language Learners	2012-13	1.4%	<10	<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%	0%	0%	0%	0%	100%
Science	5th Grade	Students With Disabilities	2013-14	5.6%	0%	0%	0%	0%	8.3%	91.7%

**Annual Education Report  
Pepper 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  
Pepper 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%	83.3%	100%	66.7%	33.3%	0%
Mathematics	3rd Grade	All Students	2013-14	61.9%	55.6%	66.7%	66.7%	0%	33.3%
Mathematics	3rd Grade	African American	2012-13	56.5%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	52.5%	55.6%	66.7%	66.7%	0%	33.3%
Mathematics	3rd Grade	White	2012-13	68.3%	<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%	75%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	64.4%	57.1%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	50%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	53.8%	77.8%	22.2%	55.6%	22.2%
Mathematics	4th Grade	All Students	2013-14	55.3%	69.2%	100%	66.7%	33.3%	0%
Mathematics	4th Grade	African American	2012-13	47%	53.8%	77.8%	22.2%	55.6%	22.2%
Mathematics	4th Grade	African American	2013-14	46.3%	75%	100%	66.7%	33.3%	0%
Mathematics	4th Grade	Female	2012-13	56.8%	20%	33.3%	0%	33.3%	66.7%
Mathematics	4th Grade	Female	2013-14	53.7%	75%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	75%	100%	33.3%	66.7%	0%
Mathematics	4th Grade	Male	2013-14	56.2%	66.7%	<10	<10	<10	<10



**Annual Education Report  
Pepper 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	4th Grade	Economically Disadvantaged	2012-13	55.5%	50%	75%	12.5%	62.5%	25%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	72.7%	100%	66.7%	33.3%	0%
Mathematics	5th Grade	All Students	2012-13	58.5%	52.9%	58.3%	16.7%	41.7%	41.7%
Mathematics	5th Grade	All Students	2013-14	56.8%	26.7%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	African American	2012-13	47.4%	50%	54.5%	9.1%	45.5%	45.5%
Mathematics	5th Grade	African American	2013-14	44.8%	26.7%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	Hispanic of Any Race	2012-13	54.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	55.1%	50%	75%	50%	25%	25%
Mathematics	5th Grade	Female	2013-14	53.3%	33.3%	25%	0%	25%	75%
Mathematics	5th Grade	Male	2012-13	60.4%	54.5%	50%	0%	50%	50%
Mathematics	5th Grade	Male	2013-14	58.9%	22.2%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	57.1%	60%	20%	40%	40%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	27.3%	40%	0%	40%	60%
Mathematics	6th Grade	All Students	2012-13	57.9%	36.4%	50%	16.7%	33.3%	50%
Mathematics	6th Grade	All Students	2013-14	65.3%	70%	87.5%	12.5%	75%	12.5%
Mathematics	6th Grade	African American	2012-13	49.3%	36.4%	50%	16.7%	33.3%	50%
Mathematics	6th Grade	African American	2013-14	54.7%	68.4%	85.7%	14.3%	71.4%	14.3%
Mathematics	6th Grade	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10

**Annual Education Report  
Pepper 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	6th Grade	Female	2012-13	57.6%	40%	50%	25%	25%	50%
Mathematics	6th Grade	Female	2013-14	66.5%	75%	66.7%	0%	66.7%	33.3%
Mathematics	6th Grade	Male	2012-13	58.1%	33.3%	<10	<10	<10	<10
Mathematics	6th Grade	Male	2013-14	64.5%	66.7%	100%	20%	80%	0%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	55.3%	25%	50%	25%	25%	50%
Mathematics	6th Grade	Economically Disadvantaged	2013-14	62.8%	66.7%	100%	0%	100%	0%
Reading	3rd Grade	All Students	2012-13	39.3%	80%	100%	33.3%	66.7%	0%
Reading	3rd Grade	All Students	2013-14	38.7%	66.7%	100%	33.3%	66.7%	0%
Reading	3rd Grade	African American	2012-13	34.2%	75%	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	30.4%	66.7%	100%	33.3%	66.7%	0%
Reading	3rd Grade	White	2012-13	42.8%	<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%	66.7%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	57.1%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	75%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	50%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	90%	90%	30%	60%	10%
Reading	4th Grade	All Students	2013-14	45.6%	50%	100%	33.3%	66.7%	0%

**Annual Education Report  
Pepper 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	4th Grade	African American	2012-13	36.3%	90%	90%	30%	60%	10%
Reading	4th Grade	African American	2013-14	35.2%	54.5%	100%	33.3%	66.7%	0%
Reading	4th Grade	Female	2012-13	50.8%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	4th Grade	Female	2013-14	46.2%	50%	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	100%	100%	28.6%	71.4%	0%
Reading	4th Grade	Male	2013-14	45.4%	50%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	87.5%	87.5%	37.5%	50%	12.5%
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	60%	100%	33.3%	66.7%	0%
Reading	5th Grade	All Students	2012-13	59.8%	73.3%	87.5%	25%	62.5%	12.5%
Reading	5th Grade	All Students	2013-14	59.8%	50%	62.5%	12.5%	50%	37.5%
Reading	5th Grade	African American	2012-13	50.4%	73.3%	87.5%	25%	62.5%	12.5%
Reading	5th Grade	African American	2013-14	48.5%	50%	62.5%	12.5%	50%	37.5%
Reading	5th Grade	Female	2012-13	64.2%	60%	<10	<10	<10	<10
Reading	5th Grade	Female	2013-14	65.6%	83.3%	100%	0%	100%	0%
Reading	5th Grade	Male	2012-13	57.4%	80%	83.3%	33.3%	50%	16.7%
Reading	5th Grade	Male	2013-14	56.7%	30%	25%	25%	0%	75%
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	69.2%	83.3%	16.7%	66.7%	16.7%
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	41.7%	66.7%	16.7%	50%	33.3%
Reading	6th Grade	All Students	2012-13	58.7%	75%	75%	0%	75%	25%

**Annual Education Report  
Pepper 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	6th Grade	All Students	2013-14	58.1%	60%	75%	25%	50%	25%
Reading	6th Grade	African American	2012-13	49.3%	75%	75%	0%	75%	25%
Reading	6th Grade	African American	2013-14	48.6%	57.9%	71.4%	14.3%	57.1%	28.6%
Reading	6th Grade	Hispanic of Any Race	2013-14	57.2%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	62.7%	66.7%	66.7%	0%	66.7%	33.3%
Reading	6th Grade	Female	2013-14	63.1%	57.1%	<10	<10	<10	<10
Reading	6th Grade	Male	2012-13	56.5%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2013-14	55.3%	61.5%	83.3%	16.7%	66.7%	16.7%
Reading	6th Grade	Economically Disadvantaged	2012-13	55.6%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	55.2%	50%	66.7%	16.7%	50%	33.3%

**Annual Education Report  
Pepper 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)
Mathematics	3rd Grade	All Students	2012-13	77.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	81.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	68.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	73.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	77.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	81.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	78.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	81.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	79.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	75.1%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	76.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	75.6%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	75.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	74%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	81.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	83.3%	<10	<10	<10	<10	<10

**Annual Education Report  
Pepper 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)
Reading	4th Grade	Male	2012-13	75.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	79.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	74.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	68.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	79.7%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	50.5%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	63.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	59.2%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	74.4%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	70.9%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	41.6%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	38.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	62.1%	<10	<10	<10	<10	<10

**Annual Education Report  
Pepper 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)
Reading	5th Grade	Female	2013-14	75.3%	<10	<10	<10	<10	<10
Science	5th Grade	Female	2013-14	45.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	70.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	66.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	79.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	73.1%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2012-13	53.6%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2013-14	48.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	69.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	78.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2012-13	51.1%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	76.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2013-14	73.8%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	86.5%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	86.8%	<10	<10	<10	<10	<10

**Annual Education Report  
Pepper 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)
Mathematics	6th Grade	African American	2012-13	74.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2013-14	69.7%	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2012-13	82.6%	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2013-14	88.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2012-13	73.4%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	88.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2012-13	77.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2013-14	74.9%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2012-13	85.4%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2013-14	86%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	76.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	86.4%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	86.6%	<10	<10	<10	<10	<10



**Annual Education Report  
Pepper 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)
ELA	3rd Grade	All Students	2012-13	87.8%	<10	<10	<10	<10	<10
ELA	3rd Grade	African American	2012-13	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade	Male	2012-13	87.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	91.3%	<10	<10	<10	<10	<10
ELA	6th Grade	All Students	2012-13	89.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2012-13	90.9%	<10	<10	<10	<10	<10
ELA	6th Grade	African American	2012-13	91%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2012-13	90.5%	<10	<10	<10	<10	<10
ELA	6th Grade	Male	2012-13	90.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	92%	<10	<10	<10	<10	<10
ELA	6th Grade	Economically Disadvantaged	2012-13	89.5%	<10	<10	<10	<10	<10

Annual Education Report  
Pepper 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  
Pepper 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	91.9%	32.6%
Bottom 30%	District	Mathematics	N/A	5%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	91.7%	32.1%
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	94.7%	44.3%
Economically Disadvantaged	District	Mathematics	91.5%	30.3%
English Language Learners	District	Mathematics	97%	40.9%
Students With Disabilities	District	Mathematics	98%	28.3%
All Students	School	Mathematics	100%	38.9%
Bottom 30%	School	Mathematics	N/A	10.9%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	100%	38.4%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	100%	35.5%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	100%	29.5%
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	92.4%	69.8%
Bottom 30%	District	Reading	N/A	18.1%
American Indian	District	Reading	<30	<30
African American	District	Reading	92.2%	70%
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	96.1%	67.2%
Economically Disadvantaged	District	Reading	92%	67.7%
English Language Learners	District	Reading	98.5%	57.6%
Students With Disabilities	District	Reading	98%	37.7%
All Students	School	Reading	100%	72.1%
Bottom 30%	School	Reading	N/A	26.7%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Reading	<30	<30
African American	School	Reading	100%	72.3%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	100%	69.4%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	45.9%
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	86.9%	10.4%
Bottom 30%	District	Science	N/A	0.8%
American Indian	District	Science		
African American	District	Science	86.7%	10.9%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	85.5%	10.2%
English Language Learners	District	Science	100%	3.2%
Students With Disabilities	District	Science	93%	9.5%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Science	100%	9%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	100%	9.1%
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	100%	10.7%
English Language Learners	School	Science	<30	<30
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	87.1%	24.2%
Bottom 30%	District	Social Studies	N/A	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	86.8%	23.8%
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
White	District	Social Studies	93.2%	24.2%
Economically Disadvantaged	District	Social Studies	86%	20.9%
English Language Learners	District	Social Studies	100%	17.1%
Students With Disabilities	District	Social Studies	88%	2.9%
All Students	School	Social Studies	98.6%	25%
Bottom 30%	School	Social Studies	N/A	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Social Studies	98.6%	24.2%
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	97.6%	12.8%
English Language Learners	School	Social Studies	<30	<30
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	87%	48.1%
Bottom 30%	District	Writing	N/A	0%
American Indian	District	Writing		
African American	District	Writing	86.7%	49.2%
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	86.4%	46.7%
English Language Learners	District	Writing	97.1%	20%
Students With Disabilities	District	Writing	91.8%	19.1%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Writing	100%	53.8%
Bottom 30%	School	Writing	N/A	0%
African American	School	Writing	100%	54.3%
Asian	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	100%	50%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30



**Annual Education Report  
Pepper 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	66.8%
African American	District	67%
Economically Disadvantaged	District	66.7%
Students With Disabilities	District	40.9%
Bottom 30%	District	87.8%

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

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

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	86%
All Students	School	92%

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

**Annual Education Report  
Pepper 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  
Pepper 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
Oak Park, School District of the City of	Pepper Elementary School		Green	2	Green	2	Green	2	Red	0	Green	2	Yellow	31

**Annual Education Report  
Pepper 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	6	26	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  
Pepper 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  
Pepper 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  
Pepper 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  
Pepper 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  
Pepper 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.

**Annual Education Report  
Pepper Elementary School**
**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 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	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.

**Annual Education Report  
Pepper Elementary School**
**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