



## Warren Consolidated Schools

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(888) 4WCS-KIDS [www.wcskids.net](http://www.wcskids.net)

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

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Wilde 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 Matthew A. Guinn, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [http://www.wcskids.net/curriculum/annual\\_report/aer](http://www.wcskids.net/curriculum/annual_report/aer) or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been identified as a "FOCUS" OR "PRIORITY" School this year.

Wilde Elementary made Adequate Yearly Progress (AYP) in English Language Arts and Math during the 2012-2013 school year. We are pleased to see all the hard work of our staff, students, and parents continue to show growth in student achievement. Our staff worked hard to meet the needs of every child at Wilde Elementary. While making AYP is a great accomplishment, the Wilde staff will continue to look for ways to improve instruction and increase student achievement. Wilde is a loving and caring community that has a tremendous amount of support from our parents and stakeholders. Together we will continue to improve our instructional practices, programs, interventions, and activities to create methods of learning outside the classroom walls and bring the 21<sup>st</sup> Century learning to our students and families.

State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** – Students are assigned to schools according to their address of residence within the district’s boundaries. Parents may request another school within the District under the Open Enrollment process, however, transportation is not provided. The Board of Education has determined that it will allow nonresident students, residing within the Macomb ISD, but whose parent(s) reside in the District, and who qualify to enroll in the District through a Schools of Choice program.
2. Wilde Elementary has four School Improvement Goals to focus on raising student achievement in the core content areas.
  - All Wilde students in grades K-5 will meet or exceed state and local standards in Mathematics.
  - All Wilde students in grades K-5 will meet or exceed state and/or local standards in English Language Arts.
  - All Wilde students in grades K-5 will meet or exceed state and/or local standards in Science.
  - All Wilde students in grades K-5 will meet or exceed state and/or local assessments in Social Studies.

Wilde Elementary is currently in year two of our five year plan. The Wilde staff will continue to research, develop, and implement best practices and research based strategies that will continue to increase student achievement within each of our School Improvement Goals. The Wilde staff will continue to monitor the progress of student achievement and analyze program data annually over the next four years to assess the effectiveness of our implemented programs, classroom instruction, and interventions to measure our building effectiveness as measured by student achievement data.

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

The **Macomb Math and Science Center (MMSTC)** is an honors program for 9<sup>th</sup> – 12<sup>th</sup> grade students in 11 Macomb County districts who are interested in advanced/accelerated mathematics, science, and computer technology. Students must apply and be selected for the program based upon placement testing and teachers recommendation. The Center’s program is a half day and students attend their home school for the remainder of the day.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11<sup>th</sup> and 12<sup>th</sup> grade students. CPC programs are designed to provide students with skills to enter the workforce or continue

with additional college or workplace training. Career Technical Education (CTE) classes at the CPC provide technical skills and knowledge. Students enrolled in these programs are often able to earn technical certifications as well as college credit.

**Community High School and North Star Academy** are alternative education programs for middle and high school students. Both programs are located at the Butcher Educational Center.

4. Warren Consolidated Schools follows all State of Michigan curriculum guidelines. The Board of Education has adopted a core curriculum based on Michigan Curriculum Framework, Grade-Level Content Expectations/Common Core State Standards, and Michigan Merit Curriculum approved by the State Board of Education. A copy of the core curriculum may be assessed at [www.wcskids.net](http://www.wcskids.net).
5. Wilde Elementary student data from our DRA II assessments show an increase in the number of students who are at grade level. The DRA II assessment is given formally at least twice a year. It is used to provide literacy information/data that drives the decisions we make as a staff to determine the appropriate reading instruction we provide to each child. The data shows we have 94% of our students reading at or above grade level. We have 6% of our students reading below grade level and receiving daily reading interventions with our Title I Teacher. Wilde utilizes the Leveled Literacy Intervention Program (LLI) created by Irene C. Fountas and Gay Su Pinnell (Fountas and Pinnell). Using the LLI program allows our students who are identified as being below grade level to receive additional reading support. We have seen tremendous growth in our students reading the last two years because of the individualized instruction in our classrooms. Of the 6%, less than 1% is significantly below grade level and that number has decreased over the past two years. All Wilde students showed reading gains from their Fall to Spring DRA II assessment during the school year.

**WILDE ELEMENTARY 2012-2013 IOWA SCORES ELA**

Grade Level	Fall	Spring	Change/Gain
Kindergarten		82	
First Grade	40	44	4%
Second Grade	25	54	29%
Third Grade	40	53	13%
Fourth Grade	46	51	5%
Fifth Grade	48	46	-2%

**WILDE ELEMENTARY 2012-2013 IOWA SCORES MATHEMATICS**

Grade Level	Fall	Spring	Change/Gain
Kindergarten		68	
First Grade	37	43	6%
Second Grade	21	68	47%
Third Grade	41	59	18%
Fourth Grade	36	43	7%
Fifth Grade	38	46	8%

6. Parent – Teacher Conference Information – Parent Participation at Fall and Spring Conferences.

	Fall	Spring
2011-2012	98%	49%
2012-2013	99%	45%
Change	+1%	-4%

The Wilde community continues to work hard on raising student achievement. This year, we saw growth in all academic categories except one, as assessed by the Michigan MEAP Test and Iowa Assessment. This is after the state increased the standard for proficiency percentages in all four categories. The Wilde community is very proud of our students, staff and parents for putting in so much time, love, and effort to support all our goals and school initiatives. We continue to look at ways to meet the needs of all our students. I would like to thank all the students, parents, and staff for making Wilde Elementary such a special place to learn and grow.

Sincerely,

Matthew A. Guinn  
Principal

## Annual Education Report Wilde Elementary School

### Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	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	2011-12	100%	36.3%	35.1%	38.2%	< 10	38.2%	35.3%	26.5%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	32.6%	44.8%	< 10	44.8%	22.4%	32.8%
Mathematics	3rd Grade	African American	2011-12	< 10	14.5%	16.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	African American	2012-13	< 10	18%	20.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2011-12	< 10	62.9%	45.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2012-13	< 10	65.6%	45.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	< 10	23%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	< 10	25.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	36.8%	37.9%	< 10	37.9%	36.2%	25.9%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	32.7%	48.2%	< 10	48.2%	17.9%	33.9%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	35.2%	34.5%	< 10	34.5%	37.9%	< 10
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	31.8%	32.6%	< 10	32.6%	25.6%	41.9%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	35%	41%	< 10	41%	33.3%	25.6%
Mathematics	3rd Grade	Male	2012-13	100%	42%	33.3%	66.7%	< 10	66.7%	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	27.2%	< 10	< 10	< 10	42.3%	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	25.1%	39.3%	< 10	39.3%	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	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	English Language Learners	2011-12	< 10	21.9%	10.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	English Language Learners	2012-13	< 10	23%	11.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2011-12	< 10	18.5%	10.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	< 10	21.5%	13.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	42.2%	39.4%	< 10	38%	16.9%	43.7%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	34.3%	41.9%	< 10	41.9%	14.9%	43.2%
Mathematics	4th Grade	African American	2011-12	< 10	15.9%	29.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2012-13	< 10	20%	23.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	< 10	68.1%	52.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2012-13	< 10	71.4%	39.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	< 10	33.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	43.2%	41.7%	< 10	40%	20%	38.3%
Mathematics	4th Grade	White	2012-13	100%	53%	35.6%	42.2%	< 10	42.2%	17.2%	40.6%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	41.5%	37.8%	< 10	35.1%	< 10	43.2%

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Subject	Grade	Testing Group	School Year	% Students Tested	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	Female	2012-13	100%	45.7%	32.5%	36.1%	< 10	36.1%	< 10	47.2%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	43%	41.2%	< 10	41.2%	< 10	44.1%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	36%	47.4%	< 10	47.4%	< 10	39.5%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	30.7%	< 10	< 10	< 10	< 10	70.4%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	26.9%	< 10	< 10	< 10	< 10	65.5%
Mathematics	4th Grade	English Language Learners	2011-12	< 10	20.9%	13.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	English Language Learners	2012-13	< 10	24.4%	10.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2011-12	< 10	18.3%	19.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2012-13	< 10	23%	21.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	34.3%	22.7%	< 10	22.7%	32%	45.3%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	32.2%	41.8%	< 10	40.3%	23.9%	34.3%
Mathematics	5th Grade	African American	2011-12	< 10	17%	10.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2012-13	< 10	20.5%	23.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2011-12	< 10	71.4%	48.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	< 10	74.7%	47.5%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	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	Hispanic of Any Race	2011-12	< 10	26.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	< 10	31.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	< 10	37.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	36.4%	26.2%	< 10	26.2%	36.1%	37.7%
Mathematics	5th Grade	White	2012-13	100%	52.4%	32%	45.5%	< 10	43.6%	23.6%	30.9%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	31.2%	< 10	< 10	< 10	28.6%	54.3%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	31%	35.1%	< 10	32.4%	27%	37.8%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	37.2%	27.5%	< 10	27.5%	35%	37.5%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	33.3%	50%	< 10	50%	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	21.7%	< 10	< 10	< 10	< 10	60%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	21.7%	< 10	< 10	< 10	< 10	51.7%
Mathematics	5th Grade	English Language Learners	2011-12	< 10	21.7%	11.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2012-13	< 10	22.9%	8.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Students With Disabilities	2011-12	< 10	16%	14.3%	< 10	< 10	< 10	< 10	< 10



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Mathematics	5th Grade	Students With Disabilities	2012-13	< 10	19.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	62.4%	58.8%	73.5%	< 10	64.7%	22.1%	< 10
Reading	3rd Grade	All Students	2012-13	100%	66.5%	59.3%	76.1%	< 10	65.7%	20.9%	< 10
Reading	3rd Grade	African American	2011-12	< 10	38.4%	48.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	African American	2012-13	< 10	44.8%	41.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2011-12	< 10	73.7%	62.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2012-13	< 10	79%	65%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2011-12	< 10	47.6%	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	< 10	53.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	59.9%	77.6%	< 10	67.2%	17.2%	< 10
Reading	3rd Grade	White	2012-13	100%	73%	60.5%	78.6%	< 10	66.1%	19.6%	< 10
Reading	3rd Grade	Female	2011-12	100%	65.9%	62.5%	65.5%	< 10	58.6%	34.5%	< 10
Reading	3rd Grade	Female	2012-13	100%	70.2%	65.4%	76.7%	< 10	60.5%	< 10	< 10
Reading	3rd Grade	Male	2011-12	100%	59%	55.2%	79.5%	< 10	69.2%	< 10	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	53.4%	75%	< 10	75%	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	48.7%	57.7%	< 10	50%	38.5%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	52%	75%	< 10	67.9%	< 10	< 10

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Reading	3rd Grade	English Language Learners	2011-12	< 10	34.7%	21%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2012-13	< 10	41.5%	28.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	23.4%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	< 10	37.9%	29.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	67.9%	76.8%	< 10	69.6%	18.8%	< 10
Reading	4th Grade	All Students	2012-13	100%	68.1%	58.9%	73%	< 10	71.6%	23%	< 10
Reading	4th Grade	African American	2011-12	< 10	45.1%	58.3%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2012-13	< 10	43%	47.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	81%	69.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2012-13	< 10	79.2%	64.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2012-13	< 10	57.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	69.9%	81.4%	< 10	72.9%	16.9%	< 10
Reading	4th Grade	White	2012-13	100%	75.1%	60.6%	75%	< 10	73.4%	21.9%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	73.7%	86.5%	< 10	73%	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	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	Female	2012-13	100%	71.1%	63.8%	72.2%	< 10	69.4%	< 10	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	61.9%	65.6%	< 10	65.6%	< 10	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	54.2%	73.7%	< 10	73.7%	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	58.8%	61.5%	< 10	61.5%	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	49%	69%	< 10	65.5%	< 10	< 10
Reading	4th Grade	English Language Learners	2011-12	< 10	38.8%	33.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	English Language Learners	2012-13	< 10	39.1%	20.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2011-12	< 10	35%	39.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	< 10	38.3%	38.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	68.8%	67.1%	68.9%	< 10	56.8%	25.7%	< 10
Reading	5th Grade	All Students	2012-13	100%	70.4%	60.3%	74.2%	< 10	66.7%	< 10	< 10
Reading	5th Grade	African American	2011-12	< 10	48.3%	53.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	47.8%	54.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2011-12	< 10	81.1%	75.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	< 10	81.5%	68.7%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	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	Hispanic of Any Race	2011-12	< 10	57%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	< 10	68.7%	62.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	70.4%	62.5%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	68.2%	70%	< 10	55%	25%	< 10
Reading	5th Grade	White	2012-13	100%	76.9%	60.5%	80%	< 10	70.9%	< 10	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	68.4%	73.5%	< 10	61.8%	< 10	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	67.4%	75.7%	< 10	67.6%	< 10	< 10
Reading	5th Grade	Male	2011-12	100%	65.9%	65.8%	65%	< 10	52.5%	27.5%	< 10
Reading	5th Grade	Male	2012-13	100%	66.8%	53.3%	72.4%	< 10	65.5%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	55.4%	63.3%	< 10	50%	33.3%	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	52.2%	57.1%	< 10	57.1%	< 10	< 10
Reading	5th Grade	English Language Learners	2011-12	< 10	36.9%	20.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	English Language Learners	2012-13	< 10	36.3%	24.6%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2011-12	< 10	34.2%	31.4%	< 10	< 10	< 10	< 10	< 10

## Annual Education Report Wilde Elementary School

### Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	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	Students With Disabilities	2012-13	< 10	36.6%	33.3%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	100%	15.3%	11.3%	< 10	< 10	< 10	40%	50.7%
Science	5th Grade	All Students	2012-13	100%	13.1%	11.9%	25%	< 10	17.6%	29.4%	45.6%
Science	5th Grade	African American	2011-12	< 10	3.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	African American	2012-13	< 10	2.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2011-12	< 10	28.9%	12.5%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	< 10	26.6%	20.8%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2011-12	< 10	6.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	< 10	5.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	100%	18.9%	12.6%	< 10	< 10	< 10	41%	47.5%
Science	5th Grade	White	2012-13	100%	16%	12.3%	29.1%	< 10	21.8%	34.5%	36.4%
Science	5th Grade	Female	2011-12	100%	13.6%	9.7%	< 10	< 10	< 10	37.1%	54.3%
Science	5th Grade	Female	2012-13	100%	11.6%	10.8%	< 10	< 10	< 10	32.4%	43.2%
Science	5th Grade	Male	2011-12	100%	17%	12.8%	< 10	< 10	< 10	42.5%	47.5%
Science	5th Grade	Male	2012-13	100%	14.5%	12.9%	< 10	< 10	< 10	< 10	48.4%

## Annual Education Report Wilde Elementary School

### Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	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	Economically Disadvantaged	2011-12	100%	7%	5.2%	< 10	< 10	< 10	< 10	60%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	5.9%	< 10	< 10	< 10	< 10	70%
Science	5th Grade	English Language Learners	2011-12	< 10	2.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	English Language Learners	2012-13	< 10	1.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Students With Disabilities	2011-12	< 10	5.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Students With Disabilities	2012-13	< 10	4.1%	< 10	< 10	< 10	< 10	< 10	< 10

## Annual Education Report Wilde Elementary School

### Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	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 Wilde Elementary School

### Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	All Students	2011-12	100%	55.1%	60.9%	< 10	< 10	< 10	100%
Mathematics	4th Grade	All Students	2012-13	< 10	57.5%	56.7%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	63.6%	58.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2012-13	< 10	56.8%	57.1%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	58.9%	60%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	54.6%	64.3%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	< 10	55.5%	57.7%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	< 10	58.5%	48.6%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	< 10	55.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	60.4%	45.8%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	< 10	55.7%	52%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2012-13	< 10	57.1%	41.7%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	45.8%	36.4%	60%	60%	< 10	40%
Reading	4th Grade	All Students	2012-13	< 10	46.3%	35.7%	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2011-12	< 10	39.7%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	50.6%	36.4%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	51.4%	46.4%	< 10	< 10	< 10	< 10



**Annual Education Report  
Wilde Elementary School**

**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	4th Grade	Female	2012-13	< 10	50.8%	54.5%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	100%	47.6%	39.1%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	44.5%	35%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	43.3%	38.2%	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	55%	61.9%	< 10	< 10	< 10	100%
Reading	5th Grade	All Students	2012-13	< 10	59.8%	56.1%	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	50.4%	85.7%	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	< 10	52.6%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	61.1%	61.5%	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2011-12	< 10	57.3%	50%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	< 10	57.4%	53.6%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	< 10	58%	61.3%	< 10	< 10	< 10	< 10
Reading	5th Grade	English Language Learners	2012-13	< 10	48%	53.3%	< 10	< 10	< 10	< 10

## Annual Education Report Wilde Elementary School

### MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	African American	2011-12	< 10	77.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	African American	2011-12	< 10	63.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	< 10	83.5%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	< 10	72.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	< 10	68.4%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2012-13	< 10	79.7%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2012-13	< 10	50.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2012-13	< 10	74.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	African American	2012-13	< 10	41.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	70.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	< 10	79.1%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2012-13	< 10	53.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	< 10	69.2%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Wilde Elementary School**

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	5th Grade	Economically Disadvantaged	2012-13	< 10	78.9%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2012-13	< 10	51.1%	< 10	< 10	< 10	< 10	< 10

## Annual Education Report Wilde Elementary School

### MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	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 Wilde Elementary School

### MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	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 Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		< 30%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.7%	54.2%
Bottom 30%	District	Mathematics		< 30%
African American	District	Mathematics	99.9%	41.6%
American Indian	District	Mathematics	100%	31.8%
Asian	District	Mathematics	99.9%	67%
Hispanic of Any Race	District	Mathematics	99.1%	55.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	57.1%
Two or More Races	District	Mathematics	99.4%	46.3%
White	District	Mathematics	99.7%	54.9%
Economically Disadvantaged	District	Mathematics	99.7%	46.1%
English Language Learners	District	Mathematics	99.8%	31.9%
Students With Disabilities	District	Mathematics	99.1%	39%
All Students	School	Mathematics	100%	61.4%
Bottom 30%	School	Mathematics		< 30%
African American	School	Mathematics	100%	51.7%
Asian	School	Mathematics	100%	62.5%
Hispanic of Any Race	School	Mathematics	100%	71.4%
Two or More Races	School	Mathematics	100%	< 30%

## Annual Education Report Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	100%	63.2%
Economically Disadvantaged	School	Mathematics	100%	54.3%
English Language Learners	School	Mathematics	100%	60%
Students With Disabilities	School	Mathematics	100%	47.1%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.8%	80.7%
Bottom 30%	District	Reading		38.2%
African American	District	Reading	99.9%	72.2%
American Indian	District	Reading	100%	72.7%
Asian	District	Reading	99.9%	85.5%
Hispanic of Any Race	District	Reading	99.1%	85.2%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	90.5%
Two or More Races	District	Reading	99.4%	83.1%
White	District	Reading	99.8%	81.3%
Economically Disadvantaged	District	Reading	99.8%	75.3%
English Language Learners	District	Reading	99.9%	57.4%
Students With Disabilities	District	Reading	99.2%	58.2%
All Students	School	Reading	100%	87.4%
Bottom 30%	School	Reading		57.8%

## Annual Education Report Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100%	75.9%
Asian	School	Reading	100%	62.5%
Hispanic of Any Race	School	Reading	100%	100%
Two or More Races	School	Reading	100%	80%
White	School	Reading	100%	89.5%
Economically Disadvantaged	School	Reading	100%	84.5%
English Language Learners	School	Reading	100%	70%
Students With Disabilities	School	Reading	100%	70.6%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		< 30%
African American	Statewide	Science	94.8%	< 30%
American Indian	Statewide	Science	97.5%	< 30%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	< 30%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	< 30%
English Language Learners	Statewide	Science	98%	< 30%
Students With Disabilities	Statewide	Science	96.5%	< 30%
All Students	District	Science	99.5%	31.7%
Bottom 30%	District	Science		< 30%
African American	District	Science	99.8%	< 30%
American Indian	District	Science	100%	< 30%
Asian	District	Science	100%	42.5%
Hispanic of Any Race	District	Science	97.9%	30.8%
Native Hawaiian or Other Pacific Islander	District	Science	100%	33.3%
Two or More Races	District	Science	98.6%	< 30%
White	District	Science	99.4%	33.1%
Economically Disadvantaged	District	Science	99.5%	< 30%



## Annual Education Report Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science	99.5%	< 30%
Students With Disabilities	District	Science	98.8%	< 30%
All Students	School	Science	100%	47.9%
Bottom 30%	School	Science		< 30%
African American	School	Science	100%	< 30%
Asian	School	Science	100%	< 30%
Hispanic of Any Race	School	Science	100%	100%
Two or More Races	School	Science	100%	< 30%
White	School	Science	100%	53.5%
Economically Disadvantaged	School	Science	100%	< 30%
English Language Learners	School	Science	100%	< 30%
Students With Disabilities	School	Science	100%	< 30%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		< 30%
African American	Statewide	Social Studies	92.4%	< 30%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	< 30%
Students With Disabilities	Statewide	Social Studies	91.9%	< 30%
All Students	District	Social Studies	99.6%	50.4%
Bottom 30%	District	Social Studies		< 30%
African American	District	Social Studies	99.8%	37.1%
American Indian	District	Social Studies	100%	75%
Asian	District	Social Studies	100%	61.5%
Hispanic of Any Race	District	Social Studies	100%	41.7%

## Annual Education Report Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies	100%	50%
Two or More Races	District	Social Studies	100%	41.5%
White	District	Social Studies	99.6%	51.4%
Economically Disadvantaged	District	Social Studies	99.6%	39.4%
English Language Learners	District	Social Studies	99.6%	< 30%
Students With Disabilities	District	Social Studies	99.7%	< 30%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		< 30%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	< 30%
All Students	District	Writing	99.3%	68.5%
Bottom 30%	District	Writing		< 30%
African American	District	Writing	100%	58.6%
American Indian	District	Writing	100%	69.2%
Asian	District	Writing	99.4%	77.6%
Hispanic of Any Race	District	Writing	100%	68.6%
Native Hawaiian or Other Pacific Islander	District	Writing	100%	77.8%
Two or More Races	District	Writing	100%	63.8%
White	District	Writing	99.1%	69.1%
Economically Disadvantaged	District	Writing	99.1%	61.3%
English Language Learners	District	Writing	97.1%	31.7%
Students With Disabilities	District	Writing	98.9%	31.1%

## Annual Education Report Wilde Elementary School

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Writing	100%	76.6%
Bottom 30%	School	Writing		< 30%
African American	School	Writing	100%	66.7%
Asian	School	Writing	100%	< 30%
Hispanic of Any Race	School	Writing	100%	100%
White	School	Writing	100%	78.2%
Economically Disadvantaged	School	Writing	100%	75%
English Language Learners	School	Writing	100%	100%
Students With Disabilities	School	Writing	100%	100%

## Annual Education Report Wilde Elementary School

### Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	77.5%
African American	District	66.2%
Asian	District	79.6%
White	District	79.6%
Economically Disadvantaged	District	71.4%
English Language Learners	District	51%
Students With Disabilities	District	58.1%

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

## Annual Education Report Wilde Elementary School

### Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	95%
All Students	School	95%

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



## Annual Education Report Wilde 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 Wilde 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
Warren Consolidated Schools	Wilde Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	34

## Annual Education Report Wilde 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	7	24	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 Wilde Elementary School

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.  
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report Wilde Elementary School

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

## Annual Education Report Wilde Elementary School

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Annual Education Report Wilde Elementary School

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 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	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5