



Warren Consolidated Schools

Creating Dynamic Futures through Student Achievement, High Expectations, and Strong Relationships

MAURICE M. WILDE ELEMENTARY SCHOOL

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Wilde Elementary School Annual Education Report (AER) Cover Letter

August 15, 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 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 Mathew 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 or you may review a copy in the main 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 "REWARD," "FOCUS" OR "PRIORITY" school this year.

Wilde Elementary continues to grow in the major core content areas this year. We are pleased to see all the hard work pay off with our staff, students, and parents working so hard to meet the needs of every child at Wilde Elementary School. While collaborating and working together created another successful year for the Wilde family, 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 21st Century learning to our students and families.

Guided Reading has been a staple for ensuring every student has the opportunity to be instructed at their individual reading level while at Wilde. Math groups and hands on lessons will be a focus for another year as we continue to create a deep understanding of Mathematics with our staff and students. The Wilde science and social studies vocabulary builder will continue and be incorporated into our Daily 5 to ensure students are getting a greater understanding on those topics and content areas. Small group instruction will be a key component of Wilde Elementary School to ensure that all children are learning and developing a deep understanding which is expected of students under the Common Core.

State law requires that we also report the following additional information for the two most recent years:

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 School has created school improvement goals to focus on raising student achievement in the five core content areas. They are as follows:

- All students will meet or exceed state and local standards in reading.
- All students will meet or exceed state and local standards in writing.
- All students will meet or exceed state and local standards in mathematics.
- All students will meet or exceed state and local standards in science.
- All students will meet or exceed state and local assessments in social studies.

Wilde Elementary School is currently in year three of our five year plan. The Wilde staff will continue to research, develop, and implement best practices and research based strategies which 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 three 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 9th – 12th 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. It is located at Butcher Community Center.

The **Middle School Mathematics Science Technology Center (MS)2TC** offers an advanced mathematics, science technology option for middle school students. Students who are accepted into the program will split their day between their home middle school, where they will take their social studies and two elective classes, and Butcher Educational Center, where they will take their mathematics, science and English language arts classes.

The **Middle School- School of Performing Arts (MS-WCSPA)** is an exciting, creative program that has been designed to build on the district's nationally-acclaimed, award-winning high school performing arts program (WCSPA) which is located in Sterling Heights High School. MS-WCSPA is intended for academically-focused and creative students who seek to blend their academic experience with interest in the performing arts. Students who are accepted into the program will split their school day between their home middle school, where they will take their language arts, science, and math classes, and Butcher Educational Center, where they will take their social studies and two performing arts electives. The performing arts electives will include visual arts, music, dance, and theatre exploratory experiences.

The **Career Preparation Center (CPC)** programs are open to Clintondale, Fraser, and Warren Consolidated 11th and 12th 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 is an alternative education program for high school students. The primary objective of the school is to assist enrolled students in meeting their high school graduation requirements in a timely manner. It is located at the Flynn Educational Center along with the adult **ESL program**.

Year-round education offers many benefits for students and families such as increased student achievement and retention rates, more effective learning environment by reduced time spent reviewing, expanded enrichment and intervention opportunities for students, and expanded educational choice options for parents. Year-round education is offered at Fillmore, Siersma, and Holden Elementary Schools.

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 accessed at www.wcskids.net.

5. Wilde Elementary student data from our DRA II assessments shows 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 91% of our students reading at or above grade level. We have 9% 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) as created by Irene C. Fountas and Gay Su Pinnell (Fountas and Pinnell). This allows our students who are identified as being below grade level to receive additional reading support using the LLI program. We have seen tremendous growth in our students reading the last three 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 three years. All Wilde students showed reading gains from their fall to Spring DRA II assessment during the school year. The Wilde staff has committed to our Four Tier Intervention Pyramid to make sure every child is getting the help and support they need to become successful as they move forward in their academic endeavor here at Wilde Elementary School.

6. Parent Participation at Fall and Spring Conferences

YEAR	FALL	SPRING
2012-2013	99%	45%
2013-2014	98%	97%
CHANGE	-1%	+52%

The Wilde community continues to work hard on raising student achievement. This year, we saw growth in our Wilde student's academic categories, as assessed by the full battery of IOWA Assessments in both the fall and spring. This year our MEAP scores once again maintained at the top of the Warren Consolidated Schools and above State and County averages. 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, Wilde Elementary School

**Annual Education Report
Wilde 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	2011-12	36.3%	35.1%	38.2%	0%	38.2%	35.3%	26.5%
Mathematics	3rd Grade	All Students	2012-13	40.9%	32.6%	44.8%	0%	44.8%	22.4%	32.8%
Mathematics	3rd Grade	African American	2011-12	14.5%	16.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	20.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2011-12	62.9%	45.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2012-13	65.6%	45.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	23%	40.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	35.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2011-12	42.3%	36.8%	37.9%	0%	37.9%	36.2%	25.9%
Mathematics	3rd Grade	White	2012-13	47.4%	32.7%	48.2%	0%	48.2%	17.9%	33.9%
Mathematics	3rd Grade	Female	2011-12	34.9%	35.2%	34.5%	0%	34.5%	37.9%	27.6%
Mathematics	3rd Grade	Female	2012-13	39.8%	31.8%	32.6%	0%	32.6%	25.6%	41.9%
Mathematics	3rd Grade	Male	2011-12	37.6%	35%	41%	0%	41%	33.3%	25.6%
Mathematics	3rd Grade	Male	2012-13	42%	33.3%	66.7%	0%	66.7%	16.7%	16.7%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	23%	27.2%	26.9%	0%	26.9%	42.3%	30.8%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	25.1%	39.3%	0%	39.3%	28.6%	32.1%
Mathematics	3rd Grade	English Language Learners	2011-12	21.9%	10.6%	<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	3rd Grade	English Language Learners	2012-13	23%	11.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2011-12	18.5%	10.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	13.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2011-12	39.9%	42.2%	39.4%	1.4%	38%	16.9%	43.7%
Mathematics	4th Grade	All Students	2012-13	46.1%	34.3%	41.9%	0%	41.9%	14.9%	43.2%
Mathematics	4th Grade	African American	2011-12	15.9%	29.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	20%	23.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2011-12	68.1%	52.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2012-13	71.4%	39.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	26.1%	20%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	35.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2011-12	46.4%	43.2%	41.7%	1.7%	40%	20%	38.3%
Mathematics	4th Grade	White	2012-13	53%	35.6%	42.2%	0%	42.2%	17.2%	40.6%
Mathematics	4th Grade	Female	2011-12	38.5%	41.5%	37.8%	2.7%	35.1%	18.9%	43.2%
Mathematics	4th Grade	Female	2012-13	45.7%	32.5%	36.1%	0%	36.1%	16.7%	47.2%
Mathematics	4th Grade	Male	2011-12	41.2%	43%	41.2%	0%	41.2%	14.7%	44.1%
Mathematics	4th Grade	Male	2012-13	46.4%	36%	47.4%	0%	47.4%	13.2%	39.5%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Economically Disadvantaged	2011-12	25.3%	30.7%	22.2%	0%	22.2%	7.4%	70.4%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	26.9%	20.7%	0%	20.7%	13.8%	65.5%
Mathematics	4th Grade	English Language Learners	2011-12	20.9%	13.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	10.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2011-12	18.3%	19.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	21.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2011-12	39.6%	34.3%	22.7%	0%	22.7%	32%	45.3%
Mathematics	5th Grade	All Students	2012-13	45.7%	32.2%	41.8%	1.5%	40.3%	23.9%	34.3%
Mathematics	5th Grade	African American	2011-12	17%	10.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	20.5%	23.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2011-12	71.4%	48.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2012-13	74.7%	47.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2011-12	26.2%	33.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	16.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2011-12	37.2%	26.7%	<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	Two or More Races	2012-13	42.7%	29.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2011-12	45.7%	36.4%	26.2%	0%	26.2%	36.1%	37.7%
Mathematics	5th Grade	White	2012-13	52.4%	32%	45.5%	1.8%	43.6%	23.6%	30.9%
Mathematics	5th Grade	Female	2011-12	37.5%	31.2%	17.1%	0%	17.1%	28.6%	54.3%
Mathematics	5th Grade	Female	2012-13	43.9%	31%	35.1%	2.7%	32.4%	27%	37.8%
Mathematics	5th Grade	Male	2011-12	41.6%	37.2%	27.5%	0%	27.5%	35%	37.5%
Mathematics	5th Grade	Male	2012-13	47.5%	33.3%	50%	0%	50%	20%	30%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	24.9%	21.7%	13.3%	0%	13.3%	26.7%	60%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	21.7%	27.6%	0%	27.6%	20.7%	51.7%
Mathematics	5th Grade	English Language Learners	2011-12	21.7%	11.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	8.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2011-12	16%	14.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	11.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2011-12	62.4%	58.8%	73.5%	8.8%	64.7%	22.1%	4.4%
Reading	3rd Grade	All Students	2012-13	66.5%	59.3%	76.1%	10.4%	65.7%	20.9%	3%
Reading	3rd Grade	African American	2011-12	38.4%	48.4%	<10	<10	<10	<10	<10

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Reading	3rd Grade	African American	2012-13	44.8%	41.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2011-12	73.7%	62.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Asian	2012-13	79%	65%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2011-12	47.6%	63.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	64.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2011-12	69.8%	59.9%	77.6%	10.3%	67.2%	17.2%	5.2%
Reading	3rd Grade	White	2012-13	73%	60.5%	78.6%	12.5%	66.1%	19.6%	1.8%
Reading	3rd Grade	Female	2011-12	65.9%	62.5%	65.5%	6.9%	58.6%	34.5%	0%
Reading	3rd Grade	Female	2012-13	70.2%	65.4%	76.7%	16.3%	60.5%	20.9%	2.3%
Reading	3rd Grade	Male	2011-12	59%	55.2%	79.5%	10.3%	69.2%	12.8%	7.7%
Reading	3rd Grade	Male	2012-13	63%	53.4%	75%	0%	75%	20.8%	4.2%
Reading	3rd Grade	Economically Disadvantaged	2011-12	49.5%	48.7%	57.7%	7.7%	50%	38.5%	3.8%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	52%	75%	7.1%	67.9%	21.4%	3.6%
Reading	3rd Grade	English Language Learners	2011-12	34.7%	21%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2012-13	41.5%	28.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2011-12	34.3%	23.4%	<10	<10	<10	<10	<10

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Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	29.4%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2011-12	67.7%	67.9%	76.8%	7.2%	69.6%	18.8%	4.3%
Reading	4th Grade	All Students	2012-13	68.1%	58.9%	73%	1.4%	71.6%	23%	4.1%
Reading	4th Grade	African American	2011-12	45.1%	58.3%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	43%	47.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2011-12	81%	69.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2012-13	79.2%	64.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2011-12	54.1%	40%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	52.9%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2011-12	74.4%	69.9%	81.4%	8.5%	72.9%	16.9%	1.7%
Reading	4th Grade	White	2012-13	75.1%	60.6%	75%	1.6%	73.4%	21.9%	3.1%
Reading	4th Grade	Female	2011-12	71.7%	73.7%	86.5%	13.5%	73%	13.5%	0%
Reading	4th Grade	Female	2012-13	71.1%	63.8%	72.2%	2.8%	69.4%	22.2%	5.6%
Reading	4th Grade	Male	2011-12	63.7%	61.9%	65.6%	0%	65.6%	25%	9.4%
Reading	4th Grade	Male	2012-13	65.1%	54.2%	73.7%	0%	73.7%	23.7%	2.6%
Reading	4th Grade	Economically Disadvantaged	2011-12	55%	58.8%	61.5%	0%	61.5%	30.8%	7.7%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	49%	69%	3.4%	65.5%	24.1%	6.9%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	English Language Learners	2011-12	38.8%	33.5%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2012-13	39.1%	20.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2011-12	35%	39.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	38.2%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2011-12	68.8%	67.1%	68.9%	12.2%	56.8%	25.7%	5.4%
Reading	5th Grade	All Students	2012-13	70.4%	60.3%	74.2%	7.6%	66.7%	13.6%	12.1%
Reading	5th Grade	African American	2011-12	48.3%	53.4%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	47.8%	54.5%	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2011-12	81.1%	75.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Asian	2012-13	81.5%	68.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2011-12	57%	60%	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	41.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2011-12	68.7%	62.1%	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2012-13	70.4%	62.5%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2011-12	74.8%	68.2%	70%	15%	55%	25%	5%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	White	2012-13	76.9%	60.5%	80%	9.1%	70.9%	12.7%	7.3%
Reading	5th Grade	Female	2011-12	71.7%	68.4%	73.5%	11.8%	61.8%	23.5%	2.9%
Reading	5th Grade	Female	2012-13	74.1%	67.4%	75.7%	8.1%	67.6%	16.2%	8.1%
Reading	5th Grade	Male	2011-12	65.9%	65.8%	65%	12.5%	52.5%	27.5%	7.5%
Reading	5th Grade	Male	2012-13	66.8%	53.3%	72.4%	6.9%	65.5%	10.3%	17.2%
Reading	5th Grade	Economically Disadvantaged	2011-12	56.1%	55.4%	63.3%	13.3%	50%	33.3%	3.3%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	52.2%	57.1%	0%	57.1%	21.4%	21.4%
Reading	5th Grade	English Language Learners	2011-12	36.9%	20.9%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2012-13	36.3%	24.6%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2011-12	34.2%	31.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	33.3%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2011-12	15.3%	11.3%	9.3%	2.7%	6.7%	40%	50.7%
Science	5th Grade	All Students	2012-13	13.1%	11.9%	25%	7.4%	17.6%	29.4%	45.6%
Science	5th Grade	African American	2011-12	3.2%	3.4%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	2.6%	3.1%	<10	<10	<10	<10	<10
Science	5th Grade	Asian	2011-12	28.9%	12.5%	<10	<10	<10	<10	<10

**Annual Education Report
Wilde 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	Asian	2012-13	26.6%	20.8%	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2011-12	6.2%	13.3%	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	8.3%	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2011-12	14.2%	0%	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	12.5%	<10	<10	<10	<10	<10
Science	5th Grade	White	2011-12	18.9%	12.6%	11.5%	3.3%	8.2%	41%	47.5%
Science	5th Grade	White	2012-13	16%	12.3%	29.1%	7.3%	21.8%	34.5%	36.4%
Science	5th Grade	Female	2011-12	13.6%	9.7%	8.6%	2.9%	5.7%	37.1%	54.3%
Science	5th Grade	Female	2012-13	11.6%	10.8%	24.3%	5.4%	18.9%	32.4%	43.2%
Science	5th Grade	Male	2011-12	17%	12.8%	10%	2.5%	7.5%	42.5%	47.5%
Science	5th Grade	Male	2012-13	14.5%	12.9%	25.8%	9.7%	16.1%	25.8%	48.4%
Science	5th Grade	Economically Disadvantaged	2011-12	7%	5.2%	10%	3.3%	6.7%	30%	60%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	5.9%	13.3%	3.3%	10%	16.7%	70%
Science	5th Grade	English Language Learners	2011-12	2.5%	1.2%	<10	<10	<10	<10	<10
Science	5th Grade	English Language Learners	2012-13	1.4%	0%	<10	<10	<10	<10	<10

**Annual Education Report
Wilde 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	Students With Disabilities	2011-12	5.5%	5.8%	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	3.8%	<10	<10	<10	<10	<10

Annual Education Report
Wilde 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
Wilde 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	All Students	2011-12	55.1%	60.9%	0%	0%	0%	100%
Mathematics	4th Grade	All Students	2012-13	57.5%	56.7%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2011-12	49%	66.7%	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	63.6%	58.8%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	57.1%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2011-12	58.9%	60%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	54.6%	64.3%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	57.7%	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	58.5%	48.6%	<10	<10	<10	<10
Mathematics	5th Grade	Asian	2012-13	55.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	45.8%	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	52%	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2012-13	57.1%	41.7%	<10	<10	<10	<10
Reading	4th Grade	All Students	2011-12	45.8%	36.4%	60%	60%	0%	40%
Reading	4th Grade	All Students	2012-13	46.3%	35.7%	<10	<10	<10	<10
Reading	4th Grade	African American	2011-12	39.7%	50%	<10	<10	<10	<10
Reading	4th Grade	White	2011-12	50.6%	36.4%	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	51.4%	46.4%	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	54.5%	<10	<10	<10	<10

**Annual Education Report
Wilde 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	Male	2011-12	47.6%	39.1%	66.7%	66.7%	0%	33.3%
Reading	4th Grade	Economically Disadvantaged	2011-12	44.5%	35%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	38.2%	<10	<10	<10	<10
Reading	5th Grade	All Students	2011-12	55%	61.9%	0%	0%	0%	100%
Reading	5th Grade	All Students	2012-13	59.8%	56.1%	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	50.4%	85.7%	<10	<10	<10	<10
Reading	5th Grade	Asian	2012-13	52.6%	<10	<10	<10	<10	<10
Reading	5th Grade	White	2011-12	61.1%	61.5%	<10	<10	<10	<10
Reading	5th Grade	Female	2011-12	57.3%	50%	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	57.4%	53.6%	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	61.3%	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2012-13	48%	53.3%	<10	<10	<10	<10

**Annual Education Report
Wilde 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	4th Grade	All Students	2011-12	81.9%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2011-12	72.5%	80%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2011-12	77.5%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2011-12	63.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2011-12	82%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2011-12	72.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2011-12	83.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2011-12	72.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	68.4%	50%	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	79.7%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	50.5%	30%	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	63.6%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	74.4%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	41.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	70.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	79.1%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2012-13	53.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	69.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	78.9%	<10	<10	<10	<10	<10

**Annual Education Report
 Wilde 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)
Science	5th Grade	Economically Disadvantaged	2012-13	51.1%	<10	<10	<10	<10	<10

**Annual Education Report
Wilde Elementary School**

MI-Access Supported Independence

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

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Mathematics	99.7%	54.2%
Bottom 30%	District	Mathematics	0%	8%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.9%	41.6%
Asian	District	Mathematics	99.9%	67%
Hispanic of Any Race	District	Mathematics	99.1%	55.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
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	0%	9.6%
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	100%	63.2%
Economically Disadvantaged	School	Mathematics	100%	54.3%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	District	Reading	99.8%	80.7%
Bottom 30%	District	Reading	0%	38.2%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.9%	72.2%
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	<30	<30
Two or More Races	District	Reading	99.4%	83.1%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	0%	57.8%
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	89.5%
Economically Disadvantaged	School	Reading	100%	84.5%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	District	Science	99.5%	31.7%
Bottom 30%	District	Science	0%	0.7%
American Indian	District	Science	<30	<30
African American	District	Science	99.8%	17.5%
Asian	District	Science	100%	42.5%
Hispanic of Any Race	District	Science	97.9%	30.8%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	98.6%	26.4%
White	District	Science	99.4%	33.1%
Economically Disadvantaged	District	Science	99.5%	20.5%
English Language Learners	District	Science	99.5%	4.5%
Students With Disabilities	District	Science	98.8%	18.8%
All Students	School	Science	100%	47.9%
Bottom 30%	School	Science	<30	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Science	<30	<30
White	School	Science	100%	53.5%
Economically Disadvantaged	School	Science	100%	22.6%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	District	Social Studies	99.6%	50.4%
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	99.8%	37.1%
Asian	District	Social Studies	100%	61.5%
Hispanic of Any Race	District	Social Studies	100%	41.7%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
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%	11.4%
Students With Disabilities	District	Social Studies	99.7%	16.9%
All Students	School	Social Studies	0%	45.8%
Bottom 30%	School	Social Studies	<30	<30
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	52.5%
Economically Disadvantaged	School	Social Studies	0%	36.4%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	District	Writing	99.3%	69.2%
Bottom 30%	District	Writing	0%	4.6%
American Indian	District	Writing	<30	<30
African American	District	Writing	100%	59.7%

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

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	District	Writing	99.4%	78.2%
Hispanic of Any Race	District	Writing	100%	68.6%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	63.8%
White	District	Writing	99.1%	69.7%
Economically Disadvantaged	District	Writing	99.1%	61.9%
English Language Learners	District	Writing	97.1%	31.9%
Students With Disabilities	District	Writing	98.9%	34.1%
All Students	School	Writing	100%	76.6%
Bottom 30%	School	Writing	<30	<30
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
White	School	Writing	100%	78.2%
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**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%
American Indian	Statewide	66.4%
African American	Statewide	59.9%
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	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	5	21	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	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
Wilde 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
Wilde 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
Wilde 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
Wilde 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
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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

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

**Annual Education Report
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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0