

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the **Schickler 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 Scott Warren for assistance.

The AER is available for you to review electronically by visiting the following web site www.lapeerschools.org 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 given one of these labels.

Key Challenges: Schickler Elementary experienced a high student turnover rate in 2014 - 2015, losing 63 students and gaining 94 sometime throughout the year. That means that a total of 157 students either were added or dropped. We continue to work on a plan to address the needs of students moving into our building that will include assessing and determining academic achievement levels. Students will be referred for additional academic programming in an effort to make up academic deficiencies. Schickler has 75% of students qualifying for free/reduced lunch.

Process for Assigning Pupils to a School

Students attending Lapeer Community Schools are assigned to school buildings based on their residence. Parents may request that their children attend a different building by completing an In District Schools of Choice Request and submitting it to any school building in the district. Details regarding the Schools-of-choice process can be obtained from the district website, www.lapeerschools.org.

Key Initiatives and Status of the 3-5 year School Improvement Plan:

Academic Service Learning (ASL) has been identified as one of the major initiatives that Schickler staff and students will pursue in the coming years. This past year staff have made site visits to schools and received training in ASL. The goal will be to have the majority of staff trained by the end of next year and identify, create and implement ASL projects by grade levels. In addition, the Title I Learning Coaches will support the students, staff, and paraprofessionals with instructional needs for students identified as needing Tier 2 and 3 interventions. These students will be placed in intervention groups for reading, writing, math, science and/or social studies depending on the identified needs of the students. Tier 2 interventions will be provided by either the Title I interventionist, paraprofessional, general or special education teacher, depending on the severity of the need. Title I Learning Coaches will provide ongoing PD for identified staff.

A summary of the goals encompassed our annual School Improvement Plan

- 1 All students at Schickler Elementary will become proficient in reading.
- 2 All students at Schickler Elementary will become proficient in Mathematics.
- 3 All students at Schickler Elementary will demonstrate proficiency in writing.
- 4 School Culture

Specialized Schools in the District

Specialized schools provide alternative educational opportunities for students on either a part-time or full-time basis. In addition to the regular K-12 program provided by Lapeer Community Schools, the district has students attending five specialized school programs: Special education for the most severely handicapped students, Community High School, Lapeer County Educational and Technical Center and two options utilizing the Year-Round calendar at both the K-5 and 6-8 grade levels.

- The **Lapeer Intermediate School District** offers programs for the most severe mentally, physically and emotionally impaired students. Most of these programs are housed at the Lapeer County Educational and Technical Center.
- **Lapeer Community High School** serves "at-risk" youths ages 14-18 in an alternative environment. The school provides a curriculum designed to develop employability and social skills as well as academic skills. A range of services address problems such as poor attendance, poor academic performance and behavioral issues.
- **The Center for Innovation at the West Campus** is a program that will offer a series of project based learning classes, a Project Lead the Way science program for students in grades 6-12, college on campus courses, and other programs. Many students in grades 6-12 will opt to spend a portion of their

day at the CFI campus in order to take advantage of these many educational options.

- The **Lapeer County Educational and Technical Center** provides vocational education and related services to high school students from all of the county high schools. Students in the 15 programs learn job specific skills to help them prepare for employment upon graduation. They also learn academic skills in an applied setting.
- **Rolland-Warner Year-Round Middle School** is a program for students in grades 6-8 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. This program is housed at Rolland-Warner Middle School which will be renamed as Rolland-Warner 6/7 Campus in the fall of 2014. Students in grades 6-8 will begin their year at this campus and then students in grade 8 will relocate to the Zemmer 8/9 Campus on September 2, 2014. Over 100 students participated in the Year-Round Middle School program this past school year.
- **Turrill Year-Round Elementary School** is a program for students in grades E5-5 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. During these week-long breaks, students can opt to attend intercession camps for a nominal fee. Turrill has over 450 students that take advantage of this option for their elementary school years.

Accessing the Core Curriculum:

The core curriculum of Lapeer Community Schools is modeled after the Michigan Department of Education's (MDE) K-12 Curriculum and Standards. Our teachers have developed pacing guides, lesson plans and assessments to align with MDE grade or course level specific expectations. To access the core curriculum online, visit <http://www.mich.gov/mde>; click on Curriculum & Instruction on the menu, and then select Grade Level or High School Content Expectations.

Local Competency Test Achievement Results *Student Achievement Data:*

Math District Common Assessment	Average Proficient on District Post Unit Assessments
K	94
1	77
2	91
3	61
4	81
5	59

Reading DRA	% Proficient at year end
K	82
1	76
2	72
3	71
4	87
5	93

Writing % Proficient at year end	Narrative	Informational	Opinion
K	77	90	72
1	90	56	87
2	78	50	65
3	20	21	23
4	59	50	53
5	61	62	61

*Data includes all students who ended the school year

NWEA MAPs Assessment Data:

Grade	Percentile Proficient Reading	Percentile Proficient Math
Kindergarten	63	65
1 st	52	44
2 nd	45	52
3 rd	46	45
4 th	57	59
5 th	41	35

Data Comparison:

Schickler staff reviewed 2013-2015 DRA2 data to determine the percentage of proficiency in reading and identified students most at risk in an effort to plan appropriate interventions. 80% of Schickler students scored at or above grade level on the spring DRA2 assessment with 88% making more than a years growth. Teachers utilized a common rubric for narrative, informational and opinion writing and determined the writing proficiency of our students. 60% compared to last year of 67% and the year before of 55% of our total student population scored at or above grade level on the narrative writing. 55% compared to last year of 62% and the year before of 50% scored at or above grade level on the informational writing. 60% compared to last year of 65% and the year before of 50% scored at or above grade level on the Opinion writing rubric. 77% of all students scored 80% or better on end of unit math assessments compared with 50% the prior year. In addition, 90% demonstrated a 20% or greater gain on unit math assessments pre to post.

School Program Process:

When examining our Ed Yes performance indicators, which are completed each year collaboratively with all staff and parent groups (PAC and PTC), significant growth has occurred in several areas. We scored a total of 40 Ed Yes Performance Indicators during the 2013-14 school year. Improvements include the work to involve parents and the community. In addition, parents actively participate in the Parent Advisory Council (PAC) as a forum to provide input into decision-making within the school. The school has also worked to become more data driven by consistently assessing and using common tools to determine students' needs and strengths. We have a structure in place that allows teacher teams to collaborate on student data and the instructional program on a weekly basis.

Demographic Data:

Currently, Schickler Elementary has 380 students enrolled. We have 221 males and 159 females in early fives and kindergarten through fifth grade. 75% of students qualify for free and reduced lunch. Forty-nine total students have IEP's not including speech. Based on our demographic data, 88% of Schickler students are Caucasian. Two teaching position was eliminated at the end of the 2014-2015 school year due to declining enrollment.

Perception Data:

The Schickler staff and parent groups helped develop and analyze perception data from staff, parents and students to identify areas of concern. 94% of our student population agrees that they are receiving a good education. Over 80% of our students feel that their teachers care about them, that they read every day, and that they know what they are supposed to learn. Over 75% of students solve multi-step math problems daily, feel safe at school, believe that school is a happy place, believe that reading is fun, and that their teachers listen to their ideas and opinions. Parent perception survey results indicate high satisfaction in several areas, including approachable teaching staff (95% agreement), easy to understand report cards (94% agreement), acknowledgement that their child/children receive a good education (91% agreement), children receiving help when needed (91%

agreement), a positive atmosphere in the school (93% agreement), and staff members caring about children (93% agreement). Based on our staff perception survey data, our highest levels of satisfaction deal with the ability to make a difference in students' lives despite difficulties (96% of staff express confidence in this), with students being treated respectfully and being seen as a top priority (88% agree), with staff being supportive of one another (85% agree), with Schickler Elementary being a welcoming place (85% agree), and with our sense of urgency in addressing student needs (85% satisfactory).

Schickler has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. Additionally, we have included a goal dealing with school culture in order to directly address the school perception.

We will continue to include instructional and supplementary strategies and actions steps within academic goals that created a priority for staff and parent workshops and trainings related to academics for all to understand proactive measures for promoting effective two-way communication and support services to represent Title I and tier 1 instruction.

Thus, based on the data gathered from the comprehensive needs assessment, Schickler has identified goals in the area of writing, reading, and math with action steps embedded within academic goals for improved communication and supplementary support. Hands-on and discovery based learning in math to move students beyond the current performance level to higher-level thinking and understanding of mathematical concepts is needed. Gender discrepancies create a unique teaching environment in terms of how curriculum is presented, atmosphere of the classroom, and strategies to engage students. High interest instruction and materials to include active engagement tasks and higher-level question discussion techniques to move students beyond the current performance level in ELA is needed.

Parent-Teacher Conference Participation Numbers

Schickler had 91% of parents participate in parent/teacher conferences.

Schickler Elementary is proud of the accomplishments of students, staff and families throughout the 2014-15 school year. Through teamwork and dedication our students made great gains academically and socially. Our staff prides ourselves on the collaborative and positive culture that has been sustained for many years. The following are just a few points of pride for the 2014-15 school year.

- All teaching staff is provided collaborative planning time each week focused on providing best practice quality instruction for all students.

- Schickler staff review assessment data on an ongoing basis throughout the school year and use this data to plan instruction targeting students' strengths and weaknesses in planning adjusted instruction.
- The development of annual target goals and student outcome objectives is a collaborative process involving parents and professional staff.
- All classrooms provide interventions based on proficiency scores. In addition, a building-wide response to intervention (RTI) time was developed for 30 minutes every day. During RTI time students receive support based on individual reading needs.
- Reading Recovery intervention was provided to 20 students at Schickler Elementary School or 38% of our first grade population.
- Staff professional development focused on student engagement as it relates to our building goals in reading and writing and math.
- Parent and staff perception surveys demonstrated a high degree of support with the educational program at Schickler Elementary.
- Beginning Academic Service Learning initiative.
- A school-wide second grade and fourth grade musical program was presented this spring.
- A school-wide art show was held at Schickler Elementary School.
- Super Summer Success programs were offered to all students in reading and writing.
- Extended school day programs were offered for students in math.
- Approximately 30 fifth grade students participate in a beginning band program.
- Over 110 Schickler Elementary School students participated in the LINKS program during the school year.
- Fifth grade students participated in a weekly program with disabled adults from Growth and Opportunity for reading and crafts.
- Weekly after school enrichment and homework help offered through Kids Street.
- Fifth grade students served as safety patrol helping with bus boarding for younger students at the end of the day and as office helpers.

- Various "Family Nights" were hosted through our Title I Staff and teaching staff for parents.
- Partnering with the Lapeer Optimist Club, Schickler Elementary provides food to more than 100 families through the snack pack program.
- Schickler School provided a "BOO HOO" breakfast for parents of incoming kindergarten students on the first day of school.
- Several authors presented to students throughout the year.

In closing, we thank all of our students, staff and families for making Schickler a dynamic school. We look forward to ongoing growth and accomplishments in the 2015-2016 school year.

Sincerely,

Scott Warren
Principal, Schickler Elementary

Annual Education Report
C.K. Schickler Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	61.7%	48.2%	7.1%	41.1%	33.9%	17.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	41.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	62.6%	48.1%	7.7%	40.4%	32.7%	19.2%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	68.8%	57.1%	9.5%	47.6%	38.1%	4.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	55.7%	42.9%	5.7%	37.1%	31.4%	25.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	55.7%	38.3%	4.3%	34%	40.4%	21.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	34.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	42.2%	46.7%	20%	26.7%	30%	23.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	74.7%	64%	6%	58%	28%	8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2013-14	64.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	46.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	18.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	42.2%	48.1%	18.5%	29.6%	27.8%	24.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	74.5%	66.7%	4.8%	61.9%	26.2%	7.1%

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ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	52.6%	61.5%	30.8%	30.8%	23.1%	15.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	79%	66.7%	11.1%	55.6%	33.3%	0%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	34.3%	35.3%	11.8%	23.5%	35.3%	29.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	71.2%	62.5%	3.1%	59.4%	25%	12.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	31.2%	41.7%	16.7%	25%	31.3%	27.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	66.7%	50%	3.1%	46.9%	37.5%	12.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	18%	46.2%	7.7%	38.5%	30.8%	23.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	57.1%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	46.6%	52.5%	16.4%	36.1%	18%	29.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	78.6%	70.5%	9%	61.5%	20.5%	9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	69.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	41.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	47.2%	54.4%	15.8%	38.6%	15.8%	29.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	79.4%	69.4%	6.9%	62.5%	20.8%	9.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	51.2%	52.2%	21.7%	30.4%	17.4%	30.4%

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ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	83.5%	80.6%	5.6%	75%	13.9%	5.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	42.8%	52.6%	13.2%	39.5%	18.4%	28.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	74.7%	61.9%	11.9%	50%	26.2%	11.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	40.7%	47.9%	10.4%	37.5%	18.8%	33.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	74.2%	69.5%	10.2%	59.3%	22%	8.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	19.3%	27.3%	0%	27.3%	27.3%	45.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	55.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	48.4%	30.2%	11.1%	19%	25.4%	44.4%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2014-15	47.6%	16.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	49.1%	32.7%	12.7%	20%	25.5%	41.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	61.1%	34.8%	17.4%	17.4%	26.1%	39.1%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	39%	27.5%	7.5%	20%	25%	47.5%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	37.2%	20.5%	4.5%	15.9%	27.3%	52.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	17%	0%	0%	0%	20%	80%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	34.2%	22.8%	5.3%	17.5%	21.1%	56.1%
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	23.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	34.7%	22.6%	5.7%	17%	22.6%	54.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	Female	2013-14	39.7%	30%	23.8%	4.8%	19%	28.6%	47.6%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	37.8%	22.2%	5.6%	16.7%	16.7%	61.1%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	23%	16.7%	4.2%	12.5%	20.8%	62.5%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	17.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	36.4%	41.9%	6.5%	35.5%	37.1%	21%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	42.6%	25%	5.8%	19.2%	15.4%	59.6%
Mathematics	3rd Grade Content	American Indian	2013-14	37.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	46.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	40%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	White	2014-15	57.3%	36.4%	44.6%	7.1%	37.5%	37.5%	17.9%
Mathematics	3rd Grade Content	White	2013-14	52.9%	42.4%	25.6%	7%	18.6%	16.3%	58.1%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	37.3%	38.5%	7.7%	30.8%	46.2%	15.4%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	41.3%	29.4%	5.9%	23.5%	11.8%	58.8%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	35.6%	44.4%	5.6%	38.9%	30.6%	25%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	43.5%	22.9%	5.7%	17.1%	17.1%	60%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	27.2%	38.8%	6.1%	32.7%	40.8%	20.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	33%	14.7%	0%	14.7%	14.7%	70.6%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	13.5%	33.3%	6.7%	26.7%	33.3%	33.3%
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	33.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	38%	35.5%	6.5%	29%	43.5%	21%

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C.K. Schickler Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2013-14	45.2%	43.8%	22.2%	1.2%	21%	22.2%	55.6%
Mathematics	4th Grade Content	African American	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	33.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	37.8%	36.2%	6.9%	29.3%	44.8%	19%
Mathematics	4th Grade Content	White	2013-14	51.7%	43.7%	20%	1.3%	18.7%	22.7%	57.3%
Mathematics	4th Grade Content	Female	2014-15	40.3%	33.5%	39.1%	4.3%	34.8%	34.8%	26.1%
Mathematics	4th Grade Content	Female	2013-14	44.7%	43.7%	17.1%	2.9%	14.3%	28.6%	54.3%
Mathematics	4th Grade Content	Male	2014-15	42.4%	41.6%	33.3%	7.7%	25.6%	48.7%	17.9%
Mathematics	4th Grade Content	Male	2013-14	45.7%	43.9%	26.1%	0%	26.1%	17.4%	56.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	29.8%	30.6%	4.1%	26.5%	44.9%	24.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	37.9%	23.7%	1.7%	22%	22%	54.2%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	15.5%	25%	8.3%	16.7%	50%	25%
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	22.2%	10%	0%	10%	10%	80%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	30.1%	19%	12.7%	6.3%	23.8%	57.1%
Mathematics	5th Grade Content	African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	16.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	30.7%	20%	12.7%	7.3%	25.5%	54.5%
Mathematics	5th Grade Content	Female	2014-15	32.6%	34%	21.7%	8.7%	13%	30.4%	47.8%
Mathematics	5th Grade Content	Male	2014-15	34.1%	27.2%	17.5%	15%	2.5%	20%	62.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	19.5%	6.8%	4.5%	2.3%	25%	68.2%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	12.8%	0%	0%	0%	30%	70%
Science	4th Grade Content	All Students	2014-15	12.4%	11.9%	7.8%	6.3%	1.6%	45.3%	46.9%
Science	4th Grade Content	All Students	2013-14	16.8%	15.6%	7.9%	2.2%	5.6%	32.6%	59.6%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	14.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	11.8%	8.3%	6.7%	1.7%	48.3%	43.3%
Science	4th Grade Content	White	2013-14	20.7%	16.1%	7.4%	2.5%	4.9%	34.6%	58%
Science	4th Grade Content	Female	2014-15	10.4%	8.6%	4.2%	4.2%	0%	45.8%	50%
Science	4th Grade Content	Female	2013-14	15.9%	12%	2.6%	0%	2.6%	42.1%	55.3%
Science	4th Grade Content	Male	2014-15	14.3%	14.6%	10%	7.5%	2.5%	45%	45%
Science	4th Grade Content	Male	2013-14	17.7%	18.4%	11.8%	3.9%	7.8%	25.5%	62.7%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	9.2%	8%	8%	0%	40%	52%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	11.1%	9.4%	3.1%	6.3%	31.3%	59.4%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	1.7%	0%	0%	0%	8.3%	91.7%

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C.K. Schickler Elementary School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	4.7%	0%	0%	0%	11.1%	88.9%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	15.4%	11.1%	0%	11.1%	65.1%	23.8%
Social Studies	5th Grade Content	African American	2014-15	5.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	15.3%	12.7%	0%	12.7%	61.8%	25.5%
Social Studies	5th Grade Content	Female	2014-15	20.6%	12.1%	4.3%	0%	4.3%	69.6%	26.1%
Social Studies	5th Grade Content	Male	2014-15	23.8%	17.8%	15%	0%	15%	62.5%	22.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	9.4%	4.5%	0%	4.5%	70.5%	25%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	6.4%	0%	0%	0%	50%	50%

Annual Education Report
C.K. Schickler Elementary School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

Annual Education Report
C.K. Schickler Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	3rd	All Students	2013-14	61.9%	55.6%	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	55.6%	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	50%	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	60%	<10	<10	<10	<10
Mathematics	4th	All Students	2013-14	55.3%	52.9%	20%	0%	20%	80%
Mathematics	4th	White	2013-14	59.8%	46.7%	20%	0%	20%	80%
Mathematics	4th	Female	2013-14	53.7%	20%	0%	0%	0%	100%
Mathematics	4th	Male	2013-14	56.2%	66.7%	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	54.5%	33.3%	0%	33.3%	66.7%
Mathematics	5th	All Students	2013-14	56.8%	53.3%	71.4%	0%	71.4%	28.6%
Mathematics	5th	Hispanic of Any Race	2013-14	53.2%	<10	<10	<10	<10	<10
Mathematics	5th	Two or More Races	2013-14	50.9%	<10	<10	<10	<10	<10
Mathematics	5th	White	2013-14	63%	50%	80%	0%	80%	20%
Mathematics	5th	Female	2013-14	53.3%	42.9%	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	62.5%	80%	0%	80%	20%
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	60%	75%	0%	75%	25%
Reading	3rd	All Students	2013-14	38.7%	27.8%	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	3rd	White	2013-14	42.1%	23.5%	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	22.2%	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	30.8%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	48%	28.6%	14.3%	14.3%	71.4%
Reading	4th	Two or More Races	2013-14	49.5%	<10	<10	<10	<10	<10
Reading	4th	White	2013-14	50.1%	45.5%	33.3%	16.7%	16.7%	66.7%
Reading	4th	Female	2013-14	46.2%	50%	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	47.6%	20%	0%	20%	80%
Reading	4th	Economically Disadvantaged	2013-14	41.3%	44.4%	20%	0%	20%	80%
Reading	5th	All Students	2013-14	59.8%	62.5%	63.6%	36.4%	27.3%	36.4%
Reading	5th	Two or More Races	2013-14	61.9%	<10	<10	<10	<10	<10
Reading	5th	White	2013-14	65%	55%	55.6%	44.4%	11.1%	44.4%
Reading	5th	Female	2013-14	65.6%	55.6%	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	66.7%	66.7%	44.4%	22.2%	33.3%
Reading	5th	Economically Disadvantaged	2013-14	56.9%	64.3%	60%	20%	40%	40%

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	4th Grade Content	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	4th Grade Content	White	2013-14	76.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	52.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2013-14	62.1%	<10	<10	<10	<10	<10

Annual Education Report
C.K. Schickler Elementary School

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	4th Grade Content	Female	2013-14	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2013-14	45.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66%	<10	<10	<10	<10	<10

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MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	All Students	2013-14	84.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2013-14	76.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	81%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	84.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2013-14	77.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	83.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2013-14	84.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2013-14	73.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2013-14	79.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	86.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2013-14	77%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2013-14	81.2%	<10	<10	<10	<10	<10

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MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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 C.K. Schickler Elementary School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	98.1%	N/A	99.5%	N/A
All Students	ELA	98.1%	48.5%	97.7%	N/A	99.5%	N/A
All Students	Science	97.5%	22.2%	98.1%	N/A	100%	N/A
All Students	Social Studies	97.4%	31.8%	98%	N/A	100%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.6%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	97.1%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	98.4%	N/A	< 30	N/A
Two or More Races	ELA	98.5%	46.9%	98.4%	N/A	< 30	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	< 30	N/A
Two or More Races	Social Studies	98.1%	28.3%	< 30	N/A	< 30	N/A
White	Mathematics	98.5%	42.5%	98.1%	N/A	99.4%	N/A
White	ELA	98.5%	55%	97.7%	N/A	99.4%	N/A
White	Science	98.1%	26.6%	98%	N/A	100%	N/A
White	Social Studies	98%	37.3%	98%	N/A	100%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	97.5%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	97.2%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.1%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	< 30	N/A	< 30	N/A
English Language Learners	ELA	98.2%	24%	< 30	N/A	< 30	N/A
English Language Learners	Science	98.2%	3.9%	< 30	N/A	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.3%	N/A	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.9%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	94.7%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	93.6%	N/A	<30	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	85.7%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	86.4%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	76.8%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	65.8%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	94.9%	94.5%

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



04/20/2016

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Accountability Status District Data

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



04/20/2016

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Accountability Status School Data

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

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	22	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

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

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	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), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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), 2015 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
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
Two or More Races	0	0	0	0	0
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), 2015 Reading Assessment.

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NAEP Participation Data

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