



The
Leader in Me™
great happens here

Wick Elementary School
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ShaVonna Johnson, Principal
Belen Gomez, Secretary



March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Wick 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 principal, ShaVonna Johnson for assistance.

The AER is available for you to review electronically by visiting the following web site www.romulus.net/Wick, or you may review a copy in the main office at Wick School.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels by the State of Michigan.

Based on the data included in the Combined Data report included in this cover letter, the most significant challenge for Wick School still exists in the area of Science where the number of students proficient on the M-STEP is 12.7% compared to the district's average of 25% and the State's average of 50%. When looking at trend data for Wick, percentage of all students proficient in Science on the M-STEP in 2014-15 was 1.9% and that percentage increased in 2015-16 to 3.6%, while this is an increase the percentage is still significantly below the desired outcome. The overall performance of students in the Bottom 30% of our school in the area of Mathematics on the 2015-16 M-STEP is 37.7%, this percentage is lower than the district's average of 44.2% and State's average of 62.1%. Students scoring proficient in the area of math in third and fourth grade declined in 2015-16. A challenge also exists with closing the achievement gap in math between male and female students in third, fourth and fifth grade. According to the data, in 2015-16 the number of third grade female students proficient in math was 26.9% compared to 10% of males, the number of fourth grade female students proficient in math was 24% compared to 19.4%, and the number of fifth grade female students proficient in math was 17.9% compared to 3.2% of males.

The following initiatives have been implemented in order to address current challenges and to accelerate student achievement. A teaming approach is being implemented in grades K, 2, 3, 4, and 5 in order to create "content area experts". This year, teachers received Math and Science professional development. Math Job Embedded Coaching continued in the area of mathematics. A new viable and challenging curriculum continues to be implemented and monitored in the areas of science, math and reading. Professional Learning Communities continues. A Response to Intervention framework is being implemented in math and reading to accelerate the achievement of students and to close existing achievement gaps.

Process for Assigning Pupils to Schools

In accordance with the Romulus Community Schools' Board of Education Policy, attendance areas may be established for each attendance center in the district to assist in designating pupil assignments to schools. Once assigned to a school, the building Principal shall be responsible for assigning students to specific classrooms within the school, taking into consideration available space, class sizes, and scheduling requirements.

Wick Elementary School Improvement Plan Status

Wick has once again been awarded Accreditation status by meeting AdvancED Accreditation Standards and Policies and implementing a continuous improvement process focused on improving student learning and organizational effectiveness. Wick is also involved in internal and external quality assurance reviews as part of accreditation requirements.

The School Improvement Team continued to meet monthly as in the past to monitor the school improvement plan progress. Teachers were asked to keep results of classroom data and the School Improvement Team reviewed this data. Grade level meetings, Staff meetings and Early Release Professional Learning Team days were also used to provide time for the staff to collaborate, monitor, and assist one another in the implementation of the school improvement/professional growth plans.

School Improvement Goals 2016-2017

1. All students will improve reading comprehension across the curriculum.
2. All students will improve their writing skills across the curriculum.
3. All students will improve their math problem solving across the curriculum.
4. The Wick school community will develop a positive, inclusive learning environment that builds capacity for strong leadership and effective instruction.

Romulus Community School K-12 Core Curriculum

The Romulus Master Curriculum is stored in the Rubicon Atlas system located on the Romulus website at www.romulus.net. The Curriculum Director devised a Curriculum and Assessment Plan to be implemented over the course of 5 years. A school piloted the new curriculum at the start of the 2014-15 school year, the remaining Elementary Schools began implementation at the start of the 2015-16 school year. The uploaded curriculum is used, reviewed, and aligned with district, state, and common core standards for math, ELA, science, and social studies; Elementary Schools are kept abreast of the progress through Learning Specialists discussing at staff and PLC meetings.

Student Achievement Results

In addition to the Michigan Student Test of Educational Progress (M-STEP) given to students in grades 3-5, students in grades K-5 are administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment in the Fall, Winter and Spring. The results over the past two years for this assessment are displayed below:

Student **Math** Assessment Data-Measures of Academic Progress (MAP) By Grade:

| Grade | *Student Count | School Year | National Mean RIT | Wick Mean RIT | %Proficient (Met/Exceeded Growth Projection) |
|----------|----------------|-------------|-------------------|---------------|---|
| K | 42 | 2015 | 159.1 | 156.1 | 67 |
| K | 49 | 2016 | 159.1 | 157.8 | 76 |
| 1 | 49 | 2015 | 180.8 | 169.7 | 22 |
| 1 | 44 | 2016 | 180.8 | 180.1 | 73 |
| 2 | 53 | 2015 | 192.1 | 186.5 | 53 |
| 2 | 52 | 2016 | 192.1 | 184.9 | 83 |
| 3 | 53 | 2015 | 203.4 | 196.6 | 66 |
| 3 | 49 | 2016 | 203.4 | 196.6 | 71 |
| 4 | 50 | 2015 | 213.5 | 209.0 | 64 |
| 4 | 53 | 2016 | 213.5 | 204.3 | 68 |
| 5 | 58 | 2015 | 221.4 | 214.4 | 60 |
| 5 | 54 | 2016 | 221.4 | 212.4 | 33 |

*Count of Students with Valid Beginning and Ending Term Scores

The percent of students who met/exceeded the growth projection increased from 2015 to 2016 at all grade levels except fifth grade. Only 33% of fifth graders met their projected RIT, in part this was due to two new teachers who began their year in mid-October.

Student **Math** Assessment Data-Measures of Academic Progress (MAP) By Gender:

| Grade | Spring 2015 | | | Spring 2016 | | |
|---------------|-------------|----------|------------------------------|-------------|----------|------------------------------|
| | Count | Mean RIT | Percent Met Projected Growth | Count | Mean RIT | Percent Met Projected Growth |
| K | 51 | 156.1 | 67 | 49 | 157.8 | 76 |
| Female | 29 | 155.3 | 50 | 25 | 155.9 | 72 |
| Male | 22 | 157.2 | 85 | 24 | 159.8 | 79 |
| 1 | 54 | 169.7 | 22 | 44 | 180.1 | 73 |
| Female | 25 | 170.4 | 13 | 27 | 181.6 | 78 |
| Male | 29 | 169.0 | 31 | 17 | 177.7 | 65 |
| 2 | 57 | 186.5 | 53 | 52 | 184.9 | 83 |
| Female | 26 | 185.7 | 68 | 24 | 185.0 | 75 |
| Male | 31 | 187.1 | 42 | 28 | 184.8 | 89 |
| 3 | 60 | 196.6 | 66 | 49 | 196.6 | 71 |
| Female | 27 | 196.1 | 52 | 22 | 198.5 | 73 |
| Male | 33 | 197.1 | 77 | 27 | 195.0 | 70 |
| 4 | 52 | 209.0 | 64 | 53 | 204.3 | 68 |
| Female | 23 | 209.7 | 59 | 25 | 204.4 | 64 |
| Male | 29 | 208.4 | 64 | 28 | 204.1 | 71 |
| 5 | 59 | 214.4 | 60 | 54 | 212.4 | 33 |
| Female | 25 | 215.2 | 50 | 25 | 212.4 | 32 |
| Male | 34 | 213.9 | 62 | 29 | 212.4 | 34 |

In the Spring 2015 some gaps exist in performance by gender. In Kindergarten, 35% more male made their projected growth than females, this gap closed significantly in 2016 where only 7% more males made their projected growth over females. The greatest gap exists in grade 2 where males outperformed females by 14%.

Student **Reading** Assessment Data-Measures of Academic Progress (MAP) By Grade:

| Grade | *Student Count | School Year | National Mean RIT | Wick Mean RIT | %Proficient (Met/Exceeded Growth Projection) |
|-------|----------------|-------------|-------------------|---------------|--|
| K | 42 | 2015 | 158.1 | 154.3 | 52 |
| K | 49 | 2016 | 158.1 | 153.6 | 63 |
| 1 | 49 | 2015 | 177.5 | 166.2 | 27 |
| 1 | 43 | 2016 | 177.5 | 169.4 | 37 |
| 2 | 53 | 2015 | 188.7 | 183.3 | 72 |
| 2 | 52 | 2016 | 188.7 | 175.9 | 59 |
| 3 | 53 | 2015 | 198.6 | 186.4 | 58 |
| 3 | 47 | 2016 | 198.6 | 192.7 | 43 |
| 4 | 49 | 2015 | 205.9 | 203.3 | 65 |
| 4 | 45 | 2016 | 205.9 | 199.1 | 68 |
| 5 | 57 | 2015 | 211.8 | 207.5 | 51 |
| 5 | 53 | 2016 | 211.8 | 206.6 | 50 |

*Count of Students with Valid Beginning and Ending Term Scores

When comparing Wick to the national average/50th percentile in Reading, Wick is below the average norm at all grade levels.

Student **Reading** Assessment Data-Measures of Academic Progress (MAP) By Gender:

| Grade | Spring 2015 | | | Spring 2016 | | |
|--------|-------------|----------|------------------------------|-------------|----------|------------------------------|
| | Count | Mean RIT | Percent Met Projected Growth | Count | Mean RIT | Percent Met Projected Growth |
| K | 51 | 154.3 | 52 | 50 | 153.6 | 63 |
| Female | 29 | 154.7 | 59 | 25 | 152.8 | 56 |
| Male | 22 | 153.9 | 45 | 24 | 154.3 | 66 |
| 1 | 54 | 166.2 | 27 | 43 | 169.4 | 37 |
| Female | 25 | 168.1 | 26 | 26 | 173.7 | 45 |
| Male | 29 | 164.6 | 27 | 17 | 162.8 | 26 |
| 2 | 57 | 183.3 | 72 | 52 | 175.9 | 59 |
| Female | 26 | 184.3 | 68 | 24 | 179.2 | 58 |
| Male | 31 | 182.6 | 74 | 28 | 173.1 | 54 |
| 3 | 60 | 186.4 | 58 | 47 | 192.7 | 47 |
| Female | 27 | 190.0 | 65 | 22 | 195.5 | 50 |
| Male | 33 | 183.5 | 60 | 25 | 190.2 | 44 |
| 4 | 52 | 203.2 | 65 | 45 | 199.1 | 67 |
| Female | 23 | 204.8 | 59 | 21 | 199.3 | 57 |
| Male | 29 | 201.8 | 78 | 24 | 198.9 | 75 |
| 5 | 59 | 207.5 | 51 | 53 | 206.6 | 55 |
| Female | 25 | 209.9 | 50 | 25 | 209.0 | 60 |

| | | | | | | |
|-------------|----|-------|----|----|-------|----|
| Male | 34 | 205.7 | 52 | 28 | 204.5 | 50 |
|-------------|----|-------|----|----|-------|----|

When looking over the past two years, in all but one case, the females outperform the males in reading on this assessment.

Parent Information Parent teacher conference attendance rates:

| Year | Number | Percentage |
|----------------|---------------|-------------------|
| Fall 14 | 322 | 84% |
| Fall 15 | 319 | 65% |

As we continue to move forward, we appreciate and value the continued support from the staff, parents and community. A school community that hopes to achieve excellence is only possible with the cooperation and dedication of parents, students, community and educators. We value the contributions of dedicated individuals who advocate for public education and look forward to all stakeholders coming together to make Wick elementary the most successful ever!

Educationally yours,
 ShaVonna Johnson
 Principal

M-STEP Grades 3-11

| 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 | 3rd Grade Content | All Students | 2014-15 | 50.0% | 33.3% | 25.0% | 5.0% | 20.0% | 30.0% | 45.0% |
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 31.6% | 19.6% | 5.4% | 14.3% | 35.7% | 44.6% |
| ELA | 3rd Grade Content | Black or African American | 2014-15 | 23.2% | 27.9% | 23.5% | 3.9% | 19.6% | 33.3% | 43.1% |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | 27.9% | 20.9% | 7.0% | 14.0% | 34.9% | 44.2% |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2014-15 | 37.2% | 20.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 33.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2014-15 | 47.7% | 33.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2015-16 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2014-15 | 58.2% | 54.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2015-16 | 53.9% | 35.1% | 20.0% | 0.0% | 20.0% | 20.0% | 60.0% |
| ELA | 3rd Grade Content | Female | 2014-15 | 54.7% | 37.8% | 33.3% | 7.4% | 25.9% | 37.0% | 29.6% |
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 36.0% | 30.8% | 7.7% | 23.1% | 38.5% | 30.8% |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA | 3rd Grade Content | Male | 2014-15 | 45.5% | 28.6% | 18.2% | 3.0% | 15.2% | 24.2% | 57.6% |
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 27.4% | 10.0% | 3.3% | 6.7% | 33.3% | 56.7% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 35.3% | 29.1% | 27.9% | 4.7% | 23.3% | 23.3% | 48.8% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 26.0% | 12.8% | 5.1% | 7.7% | 35.9% | 51.3% |
| ELA | 3rd Grade Content | English Language Learners | 2014-15 | 34.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | English Language Learners | 2015-16 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2014-15 | 23.3% | 15.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2014-15 | 46.6% | 31.7% | 34.6% | 15.4% | 19.2% | 32.7% | 32.7% |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 26.3% | 26.8% | 7.1% | 19.6% | 23.2% | 50.0% |
| ELA | 4th Grade Content | Black or African American | 2014-15 | 21.2% | 28.8% | 29.5% | 9.1% | 20.5% | 34.1% | 36.4% |
| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | 20.8% | 22.4% | 6.1% | 16.3% | 24.5% | 53.1% |
| ELA | 4th Grade Content | Hispanic of Any Race | 2014-15 | 33.2% | <10 | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA | 4th Grade Content | Hispanic of Any Race | 2015-16 | 34.4% | 54.5% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Two or More Races | 2015-16 | 43.6% | 45.5% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | White | 2014-15 | 53.9% | 34.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | White | 2015-16 | 53.9% | 34.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2014-15 | 51.5% | 35.9% | 56.5% | 26.1% | 30.4% | 13.0% | 30.4% |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 31.8% | 36.0% | 12.0% | 24.0% | 20.0% | 44.0% |
| ELA | 4th Grade Content | Male | 2014-15 | 41.8% | 27.8% | 17.2% | 6.9% | 10.3% | 48.3% | 34.5% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 21.2% | 19.4% | 3.2% | 16.1% | 25.8% | 54.8% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2014-15 | 30.9% | 27.6% | 28.1% | 15.6% | 12.5% | 31.3% | 40.6% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 20.7% | 23.7% | 5.3% | 18.4% | 23.7% | 52.6% |
| ELA | 4th Grade Content | English Language Learners | 2015-16 | 24.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 8.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | 6.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2014-15 | 48.7% | 31.4% | 28.3% | 8.3% | 20.0% | 36.7% | 35.0% |

M-STEP Grades 3-11

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|-----|-------------------|---------------------------|---------|-------|-------|-------|-------|-------|-------|-------|
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 32.7% | 35.6% | 1.7% | 33.9% | 16.9% | 47.5% |
| ELA | 5th Grade Content | Asian | 2014-15 | 71.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2014-15 | 22.5% | 29.4% | 28.0% | 10.0% | 18.0% | 34.0% | 38.0% |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | 32.0% | 34.0% | 0.0% | 34.0% | 17.0% | 48.9% |
| ELA | 5th Grade Content | Hispanic of Any Race | 2014-15 | 35.4% | 35.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 38.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2014-15 | 47.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2015-16 | 49.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2014-15 | 55.7% | 35.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2015-16 | 58.1% | 30.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Female | 2014-15 | 54.3% | 38.9% | 40.0% | 12.0% | 28.0% | 36.0% | 24.0% |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 33.7% | 46.4% | 3.6% | 42.9% | 21.4% | 32.1% |
| ELA | 5th Grade Content | Male | 2014-15 | 43.3% | 26.1% | 20.0% | 5.7% | 14.3% | 37.1% | 42.9% |
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 32.0% | 25.8% | 0.0% | 25.8% | 12.9% | 61.3% |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| ELA | 5th Grade Content | Economically Disadvantaged | 2014-15 | 32.6% | 24.7% | 17.1% | 2.9% | 14.3% | 45.7% | 37.1% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 28.5% | 27.5% | 2.5% | 25.0% | 25.0% | 47.5% |
| ELA | 5th Grade Content | English Language Learners | 2014-15 | 22.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2014-15 | 14.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | 6.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2014-15 | 48.8% | 41.9% | 35.0% | 3.3% | 31.7% | 40.0% | 25.0% |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 34.5% | 17.9% | 1.8% | 16.1% | 44.6% | 37.5% |
| Mathematics | 3rd Grade Content | Black or African American | 2014-15 | 20.3% | 38.1% | 35.3% | 3.9% | 31.4% | 41.2% | 23.5% |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | 27.2% | 16.3% | 2.3% | 14.0% | 44.2% | 39.5% |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2014-15 | 35.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 31.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2014-15 | 43.6% | 58.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2015-16 | 40.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | White | 2014-15 | 57.3% | 47.8% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| Mathematics | 3rd Grade Content | White | 2015-16 | 53.2% | 47.4% | 20.0% | 0.0% | 20.0% | 50.0% | 30.0% |
| Mathematics | 3rd Grade Content | Female | 2014-15 | 48.1% | 40.9% | 29.6% | 3.7% | 25.9% | 48.1% | 22.2% |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 35.0% | 26.9% | 3.8% | 23.1% | 42.3% | 30.8% |
| Mathematics | 3rd Grade Content | Male | 2014-15 | 49.5% | 42.9% | 39.4% | 3.0% | 36.4% | 33.3% | 27.3% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 34.0% | 10.0% | 0.0% | 10.0% | 46.7% | 43.3% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 33.5% | 39.5% | 39.5% | 4.7% | 34.9% | 41.9% | 18.6% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 32.0% | 12.8% | 2.6% | 10.3% | 41.0% | 46.2% |
| Mathematics | 3rd Grade Content | English Language Learners | 2014-15 | 37.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | English Language Learners | 2015-16 | 37.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2014-15 | 24.5% | 19.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2014-15 | 41.4% | 30.3% | 40.4% | 1.9% | 38.5% | 51.9% | 7.7% |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 18.9% | 21.4% | 0.0% | 21.4% | 41.1% | 37.5% |
| Mathematics | 4th Grade Content | Black or African American | 2014-15 | 13.2% | 23.7% | 36.4% | 2.3% | 34.1% | 54.5% | 9.1% |

M-STEP Grades 3-11

| | | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | 15.2% | 24.5% | 0.0% | 24.5% | 36.7% | 38.8% |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2014-15 | 27.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2015-16 | 30.6% | 36.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Two or More Races | 2015-16 | 39.1% | 18.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2014-15 | 49.3% | 40.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2015-16 | 52.3% | 27.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2014-15 | 40.3% | 23.3% | 43.5% | 0.0% | 43.5% | 47.8% | 8.7% |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 22.7% | 24.0% | 0.0% | 24.0% | 44.0% | 32.0% |
| Mathematics | 4th Grade Content | Male | 2014-15 | 42.4% | 36.5% | 37.9% | 3.4% | 34.5% | 55.2% | 6.9% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 15.4% | 19.4% | 0.0% | 19.4% | 38.7% | 41.9% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2014-15 | 25.4% | 29.5% | 43.8% | 3.1% | 40.6% | 43.8% | 12.5% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 16.7% | 23.7% | 0.0% | 23.7% | 34.2% | 42.1% |
| Mathematics | 4th Grade Content | English Language Learners | 2015-16 | 27.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 14.3% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|-------|-------|------|-------|-------|-------|
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | 3.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2014-15 | 33.4% | 14.4% | 8.3% | 1.7% | 6.7% | 30.0% | 61.7% |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 18.2% | 10.2% | 1.7% | 8.5% | 32.2% | 57.6% |
| Mathematics | 5th Grade Content | Asian | 2014-15 | 64.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2014-15 | 9.1% | 11.0% | 10.0% | 2.0% | 8.0% | 28.0% | 62.0% |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | 11.3% | 6.4% | 0.0% | 6.4% | 36.2% | 57.4% |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2014-15 | 19.5% | 14.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2014-15 | 30.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2015-16 | 30.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | White | 2014-15 | 39.7% | 23.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | White | 2015-16 | 41.0% | 31.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Female | 2014-15 | 32.6% | 14.7% | 8.0% | 4.0% | 4.0% | 28.0% | 64.0% |
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 13.3% | 17.9% | 3.6% | 14.3% | 32.1% | 50.0% |

M-STEP Grades 3-11

| | | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|-------|------|------|------|-------|-------|
| Mathematics | 5th Grade Content | Male | 2014-15 | 34.1% | 14.2% | 8.6% | 0.0% | 8.6% | 31.4% | 60.0% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 22.1% | 3.2% | 0.0% | 3.2% | 32.3% | 64.5% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2014-15 | 18.2% | 11.4% | 0.0% | 0.0% | 0.0% | 34.3% | 65.7% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 15.2% | 7.5% | 2.5% | 5.0% | 32.5% | 60.0% |
| Mathematics | 5th Grade Content | English Language Learners | 2014-15 | 13.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2014-15 | 9.4% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | 3.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2014-15 | 12.4% | 2.8% | 1.9% | 0.0% | 1.9% | 17.3% | 80.8% |
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 4.0% | 3.6% | 1.8% | 1.8% | 16.1% | 80.4% |
| Science | 4th Grade Content | Black or African American | 2014-15 | 2.0% | 1.9% | 0.0% | 0.0% | 0.0% | 15.9% | 84.1% |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | 2.5% | 4.1% | 2.0% | 2.0% | 10.2% | 85.7% |
| Science | 4th Grade Content | Hispanic of Any Race | 2014-15 | 5.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Hispanic of Any Race | 2015-16 | 6.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2015-16 | 12.5% | 9.1% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | | |
|----------------|-------------------|----------------------------|---------|-------|------|------|------|------|-------|-------|
| Science | 4th Grade Content | White | 2014-15 | 15.4% | 2.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2015-16 | 18.4% | 8.5% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Female | 2014-15 | 10.4% | 1.9% | 4.3% | 0.0% | 4.3% | 21.7% | 73.9% |
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 6.4% | 4.0% | 4.0% | 0.0% | 20.0% | 76.0% |
| Science | 4th Grade Content | Male | 2014-15 | 14.3% | 3.5% | 0.0% | 0.0% | 0.0% | 13.8% | 86.2% |
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 1.7% | 3.2% | 0.0% | 3.2% | 12.9% | 83.9% |
| Science | 4th Grade Content | Economically Disadvantaged | 2014-15 | 5.5% | 2.6% | 3.1% | 0.0% | 3.1% | 12.5% | 84.4% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 2.4% | 2.6% | 2.6% | 0.0% | 13.2% | 84.2% |
| Science | 4th Grade Content | English Language Learners | 2015-16 | 2.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2014-15 | 4.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2014-15 | 22.2% | 3.9% | 5.0% | 0.0% | 5.0% | 63.3% | 31.7% |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 5.5% | 3.4% | 0.0% | 3.4% | 55.9% | 40.7% |
| Social Studies | 5th Grade Content | Asian | 2014-15 | 38.1% | <10 | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | | |
|----------------|-------------------|----------------------------|---------|-------|------|------|------|------|-------|-------|
| Social Studies | 5th Grade Content | Black or African American | 2014-15 | 5.4% | 3.1% | 6.0% | 0.0% | 6.0% | 62.0% | 32.0% |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | 4.7% | 2.1% | 0.0% | 2.1% | 55.3% | 42.6% |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2014-15 | 12.3% | 7.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 10.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2014-15 | 20.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2015-16 | 17.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | White | 2014-15 | 26.9% | 4.8% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | White | 2015-16 | 23.0% | 8.3% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Female | 2014-15 | 20.6% | 5.3% | 8.0% | 0.0% | 8.0% | 64.0% | 28.0% |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 2.0% | 3.6% | 0.0% | 3.6% | 53.6% | 42.9% |
| Social Studies | 5th Grade Content | Male | 2014-15 | 23.8% | 3.0% | 2.9% | 0.0% | 2.9% | 62.9% | 34.3% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 8.2% | 3.2% | 0.0% | 3.2% | 58.1% | 38.7% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2014-15 | 10.9% | 1.9% | 0.0% | 0.0% | 0.0% | 65.7% | 34.3% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 4.4% | 5.0% | 0.0% | 5.0% | 57.5% | 37.5% |

M-STEP Grades 3-11

| | | | | | | | | | | |
|----------------|-------------------|----------------------------|---------|------|------|-----|-----|-----|-----|-----|
| Social Studies | 5th Grade Content | English Language Learners | 2014-15 | 6.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2014-15 | 6.9% | 0.0% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | <10 | <10 | <10 | <10 | <10 |

SAT

| Location Name | School Year | Subject | Student Group | Mean SAT Score | Benchmark | Met or Exceeded | % Met or Exceeded | Did Not Meet | % Did Not Meet | Number Assessed |
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|

No Data to Display

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display



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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** |
|----------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| All Students | ELA | 98.7% | 69.6% | 97.8% | 51.9% | 100.0% | 52.8% |
| All Students | Mathematics | 98.6% | 62.1% | 97.8% | 44.2% | 100.0% | 37.7% |
| All Students | Science | 98.1% | 50.0% | 95.7% | 25.0% | 100.0% | 12.7% |
| All Students | Social Studies | 98.1% | 59.3% | 95.8% | 36.3% | 100.0% | 17.0% |
| Bottom 30% | ELA | N/A | 25.1% | N/A | 7.8% | N/A | 8.3% |
| Bottom 30% | Mathematics | N/A | 19.0% | N/A | 6.3% | N/A | 0.0% |
| Bottom 30% | Science | N/A | 9.8% | N/A | 0.0% | N/A | <30 |
| Bottom 30% | Social Studies | N/A | 13.3% | N/A | 0.6% | N/A | <30 |
| American Indian or Alaska Native | ELA | 98.4% | 63.4% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Mathematics | 98.4% | 55.9% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Science | 98.0% | 46.3% | <30 | <30 | N/A | N/A |
| American Indian or Alaska Native | Social Studies | 97.3% | 54.5% | <30 | <30 | N/A | N/A |
| Asian | ELA | 99.3% | 84.3% | <30 | <30 | N/A | N/A |
| Asian | Mathematics | 99.4% | 83.7% | <30 | <30 | N/A | N/A |
| Asian | Science | 99.3% | 65.5% | N/A | N/A | N/A | N/A |
| Asian | Social Studies | 99.3% | 76.0% | N/A | N/A | N/A | N/A |
| Black or African American | ELA | 97.7% | 46.9% | 97.6% | 48.5% | 100.0% | 51.1% |
| Black or African American | Mathematics | 97.4% | 37.3% | 97.6% | 40.9% | 100.0% | 38.4% |
| Black or African American | Science | 96.5% | 23.9% | 95.5% | 22.5% | 100.0% | 12.5% |
| Black or African American | Social Studies | 96.6% | 33.6% | 95.6% | 35.5% | 100.0% | 18.2% |
| Hispanic of Any Race | ELA | 98.8% | 60.8% | 100.0% | 67.2% | <30 | <30 |
| Hispanic of Any Race | Mathematics | 98.8% | 51.1% | 100.0% | 43.1% | <30 | <30 |
| Hispanic of Any Race | Science | 98.1% | 36.7% | <30 | <30 | <30 | <30 |



Accountability Details Subject Data

| | | | | | | | |
|---|----------------|-------|-------|-------|-------|--------|-------|
| Hispanic of Any Race | Social Studies | 98.0% | 47.7% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | ELA | 99.5% | 72.4% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Mathematics | 99.7% | 65.9% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Science | 99.7% | 59.6% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 99.6% | 65.7% | N/A | N/A | N/A | N/A |
| Two or More Races | ELA | 98.9% | 67.8% | 97.1% | 71.9% | <30 | <30 |
| Two or More Races | Mathematics | 98.7% | 59.2% | 97.1% | 59.4% | <30 | <30 |
| Two or More Races | Science | 98.5% | 45.2% | <30 | <30 | <30 | <30 |
| Two or More Races | Social Studies | 98.5% | 57.3% | <30 | <30 | <30 | <30 |
| White | ELA | 99.0% | 75.6% | 98.1% | 59.2% | <30 | <30 |
| White | Mathematics | 98.9% | 68.4% | 98.1% | 54.2% | <30 | <30 |
| White | Science | 98.6% | 57.1% | 95.0% | 37.4% | <30 | <30 |
| White | Social Studies | 98.5% | 65.8% | 96.4% | 40.2% | <30 | <30 |
| Economically Disadvantaged | ELA | 98.3% | 56.8% | 97.7% | 48.5% | 100.0% | 49.1% |
| Economically Disadvantaged | Mathematics | 98.2% | 48.5% | 97.7% | 41.0% | 100.0% | 33.0% |
| Economically Disadvantaged | Science | 97.5% | 35.0% | 95.8% | 21.8% | 100.0% | 13.5% |
| Economically Disadvantaged | Social Studies | 97.5% | 43.9% | 95.6% | 31.5% | 100.0% | 17.1% |
| English Language Learners | ELA | 98.8% | 49.5% | 97.1% | 46.7% | <30 | <30 |
| English Language Learners | Mathematics | 99.0% | 48.4% | 97.1% | 36.7% | <30 | <30 |

Accountability Details Subject Data

| | | | | | | | |
|----------------------------|----------------|-------|-------|-------|-------|-----|-----|
| English Language Learners | Science | 98.5% | 22.0% | <30 | <30 | <30 | <30 |
| English Language Learners | Social Studies | 98.2% | 30.9% | <30 | <30 | N/A | N/A |
| Students With Disabilities | ELA | 97.2% | 40.1% | 95.9% | 27.0% | <30 | <30 |
| Students With Disabilities | Mathematics | 97.1% | 36.5% | 95.9% | 25.5% | <30 | <30 |
| Students With Disabilities | Science | 97.0% | 26.5% | 90.9% | 14.3% | <30 | <30 |
| Students With Disabilities | Social Studies | 96.6% | 30.8% | 93.3% | 16.7% | <30 | <30 |

Accountability Details Graduation Data

| Student Group | Statewide | District | School |
|---|-----------|----------|--------|
| All Students | 79.79% | 70.95% | N/A |
| American Indian or Alaska Native | 70.88% | N/A | N/A |
| Asian | 90.77% | N/A | N/A |
| Black or African American | 67.31% | 69.23% | N/A |
| Hispanic of Any Race | 72.07% | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | 76.67% | N/A | N/A |
| Two or More Races | 74.74% | N/A | N/A |
| White | 83.48% | 74.19% | N/A |
| Female | 83.76% | N/A | N/A |
| Male | 76.00% | N/A | N/A |
| Economically Disadvantaged | 67.48% | 68.67% | N/A |
| English Language Learners | 72.14% | N/A | N/A |
| Students With Disabilities | 57.12% | 72.73% | N/A |
| Bottom 30% | N/A | N/A | N/A |

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



MI School Data

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Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 94.32% | 94.35% | 94.87% |

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

Accountability Status District Data

| District Name | ELA Status | ELA Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display

Accountability Status School Data

| School Name | ELA Status | ELA Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|------------------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
| Wick Elementary School | Green | 2 | Green | 2 | Red | 0 | Green | 2 | Yellow | 24 |



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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 | 4 | 20 | 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% | N/A | N/A |

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 0.0% |



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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 | | | | | |
| Eligible | 47 | 36 | 64 | 17 | 1 |
| Not Eligible | 53 | 10 | 90 | 49 | 9 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 72 | 15 | 85 | 39 | 5 |
| Black or African American | 15 | 53 | 47 | 10 | # |
| Hispanic | 6 | 38 | 62 | 21 | 3 |
| Asian | 4 | 11 | 89 | 58 | 19 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 3 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 12 | 47 | 53 | 14 | 1 |
| Not SD | 88 | 19 | 81 | 37 | 5 |
| Student is an English Language Learner | | | | | |
| ELL | 5 | 42 | 58 | 16 | 1 |
| Not ELL | 95 | 22 | 78 | 35 | 5 |

‡ 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.



MI School Data

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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 | | | | | |
| Eligible | 45 | 48 | 39 | 12 | 2 |
| Not Eligible | 55 | 19 | 40 | 30 | 11 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 69 | 23 | 43 | 26 | 7 |
| Black or African American | 20 | 66 | 29 | 5 | # |
| Hispanic | 4 | 38 | 44 | 15 | 4 |
| Asian | 3 | 11 | 18 | 39 | 32 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 2 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 11 | 77 | 19 | 3 | # |
| Not SD | 89 | 27 | 41 | 24 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 54 | 33 | 11 | 2 |
| Not ELL | 97 | 32 | 39 | 22 | 7 |

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 or African American | 14 | 68 | 27 | 5 | 0 |
| Hispanic | 5 | 58 | 33 | 9 | 0 |
| Asian | 3 | 26 | 32 | 35 | 7 |
| Other Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific 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 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 | | | | | |
| Eligible | 48 | 50 | 50 | 16 | 1 |
| Not Eligible | 52 | 24 | 76 | 40 | 8 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 72 | 32 | 68 | 32 | 6 |
| Black or African American | 14 | 66 | 34 | 9 | 1 |
| Hispanic | 6 | 49 | 51 | 17 | 1 |
| Asian | 4 | 16 | 84 | 49 | 15 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 3 | 30 | 70 | 37 | 8 |
| Student classified as having a disability | | | | | |
| SD | 12 | 76 | 24 | 7 | # |
| Not SD | 88 | 32 | 68 | 31 | 6 |
| Student is an English Language Learner | | | | | |
| ELL | 4 | 52 | 48 | 16 | 2 |
| Not ELL | 96 | 36 | 64 | 29 | 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.

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 | | | | | |
| Eligible | 45 | 37 | 45 | 17 | 1 |
| Not Eligible | 55 | 14 | 43 | 39 | 4 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 69 | 18 | 44 | 34 | 3 |
| Black or African American | 20 | 47 | 44 | 9 | 35 |
| Hispanic | 4 | 27 | 41 | 29 | 3 |
| Asian/Native Hawaiian or Pacific Islander | 3 | 13 | 35 | 41 | 10 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 2 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 64 | 30 | 5 | # |
| Not SD | 90 | 20 | 45 | 32 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 57 | 37 | 6 | # |
| Not ELL | 97 | 23 | 44 | 30 | 3 |

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.



MI School Data

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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 or African American | 14 | 52 | 36 | 12 | 0 |
| Hispanic | 5 | 34 | 44 | 21 | 1 |
| Asian | 3 | 21 | 26 | 41 | 12 |
| Other Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific 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), 2015 Reading Assessment.



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 |