

School Annual Education Report (AER) Cover Letter

August 12, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Riddle Elementary. 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 Marilyn Earley for assistance.

The AER is available for you to review electronically by visiting the following web site http://riddle.lansingschools.net/pages/Vivian_Riddle or you may review a copy in our main office at your child's school.

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

Our school has been identified as a Priority school.

The data in Riddle's Annual Education Report indicates that we face key challenges in the areas of both reading and mathematics. We have attempted to address these challenges in several key ways for the upcoming school year. We have created a position at Riddle for a full time intervention specialist to help students in English language arts and reading. We have purchased technology and software to implement Renaissance Learning.

This program has several key components, such as the ability to quickly identify and intervene with students struggling in either math or reading, increase both math and reading practice, and tailor curriculum delivery to specific student needs. This program will also allow us to share very specific, up to date information with parents about their student's progress in both math and reading.

State law requires that we also report additional information. :

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

This process is taken care of at the district level. Students are assigned a home school according to location. Also students are given a choice if there is an interest in one of our many Magnet Schools.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Riddle is making strong progress with its current school improvement plan. We have implemented several new key programs as outlined above.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Riddle is not currently a specialized school.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

You can access all of the most current information about the Common Core Curriculum at the following website: <http://www.corestandards.org/> At Riddle we follow the Core Curriculum as written, and do not vary from the State Model. We believe that it is imperative that all students learn the Common Core.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Our aggregate student achievement data can be found in the AER report at the MDE's Mi-School data website: <https://www.mischooldata.org/AER/>

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Fall 2012: 204(94%) Fall 2013: 139(84.2%)

As we begin the new school year we face real challenges, but we also have much to celebrate. Our entire regular staff is back for this school year. We will also be adding a seasoned third grade teacher to our staff. Our enrollment is growing, as is our parental involvement, along with our reading and math scores. We have very high expectations for student and community success

in the 2014-2015 school year. We believe that with your continued and increased support we can become one of the top elementary schools in the state.

Sincerely,

Marilyn Earley

Principal

Annual Education Report
Riddle Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	26.5%	5.3%	0%	5.3%	26.3%	68.4%
Mathematics	3rd Grade	All Students	2013-14	40.1%	26.3%	36.8%	15.8%	21.1%	31.6%	31.6%
Mathematics	3rd Grade	American Indian	2012-13	30.6%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	15.7%	9.1%	0%	9.1%	9.1%	81.8%
Mathematics	3rd Grade	African American	2013-14	18.2%	18.6%	27.3%	9.1%	18.2%	27.3%	45.5%
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	24.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	23.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	35.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	27.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	38.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	46.6%	35.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	26%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	39.7%	25.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	42%	26.9%	0%	0%	0%	30%	70%
Mathematics	3rd Grade	Male	2013-14	40.6%	27.4%	30%	20%	10%	30%	40%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	22.4%	5.9%	0%	5.9%	29.4%	64.7%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	24.3%	35.7%	14.3%	21.4%	35.7%	28.6%

Annual Education Report
Riddle Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2012-13	23%	20%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	24.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	11.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	15.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	52.3%	26.3%	0%	26.3%	47.4%	26.3%
Reading	3rd Grade	All Students	2013-14	61.3%	48.6%	57.9%	10.5%	47.4%	31.6%	10.5%
Reading	3rd Grade	American Indian	2012-13	60.9%	60%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	44.8%	44.2%	9.1%	0%	9.1%	45.5%	45.5%
Reading	3rd Grade	African American	2013-14	37.3%	40.9%	27.3%	18.2%	9.1%	54.5%	18.2%
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	47.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	53.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	53.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2013-14	61.8%	49.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	64.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	68.8%	56.5%	<10	<10	<10	<10	<10

**Annual Education Report
Riddle Elementary**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Female	2012-13	70.2%	57.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	64.1%	52.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	63%	47.3%	30%	0%	30%	40%	30%
Reading	3rd Grade	Male	2013-14	58.6%	45.1%	50%	10%	40%	30%	20%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	47.3%	23.5%	0%	23.5%	47.1%	29.4%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	44.5%	50%	14.3%	35.7%	35.7%	14.3%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	46.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	49.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	17.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	33.8%	<10	<10	<10	<10	<10

**Annual Education Report
Riddle Elementary****Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report
Riddle Elementary

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report
Riddle Elementary
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2012-13	77.5%	76.2%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	68.8%	90%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	81.7%	76%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	77.1%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	70.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	81.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	81%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	77.8%	84.6%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	81.7%	83.3%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	78.5%	76.5%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10

Annual Education Report
Riddle Elementary
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	Economically Disadvantaged	2012-13	81.2%	76.2%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10

**Annual Education Report
Riddle Elementary**
MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2013-14	88.4%	<10	<10	<10	<10	<10
ELA	3rd Grade	All Students	2013-14	82.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade	Two or More Races	2013-14	91.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	89.7%	<10	<10	<10	<10	<10
ELA	3rd Grade	White	2013-14	81.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	87.7%	<10	<10	<10	<10	<10
ELA	3rd Grade	Male	2013-14	81%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	87.8%	<10	<10	<10	<10	<10
ELA	3rd Grade	Economically Disadvantaged	2013-14	84.3%	<10	<10	<10	<10	<10

**Annual Education Report
Riddle Elementary****MI-Access Participation**

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

**Annual Education Report
Riddle Elementary**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	98.6%	41.7%
Bottom 30%	District	Mathematics	0%	9.4%
American Indian	District	Mathematics	100%	45.2%
African American	District	Mathematics	98.2%	32.4%
Asian	District	Mathematics	99.2%	46.6%
Hispanic of Any Race	District	Mathematics	99%	41.9%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.1%	40.8%
White	District	Mathematics	98.8%	52.4%
Economically Disadvantaged	District	Mathematics	98.7%	38.8%
English Language Learners	District	Mathematics	98.8%	36.8%
Students With Disabilities	District	Mathematics	98%	30.4%
All Students	School	Mathematics	96%	43.2%
Bottom 30%	School	Mathematics	<30	<30
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30

Annual Education Report
Riddle Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	100%	38.7%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	98.2%	73.5%
Bottom 30%	District	Reading	0%	23.5%
American Indian	District	Reading	100%	83.9%
African American	District	Reading	97.8%	67.7%
Asian	District	Reading	98%	65.4%
Hispanic of Any Race	District	Reading	98.8%	76.9%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.4%	77.4%
White	District	Reading	98.3%	79.2%
Economically Disadvantaged	District	Reading	98.6%	70.9%
English Language Learners	District	Reading	94.6%	62.2%
Students With Disabilities	District	Reading	97.9%	45.5%
All Students	School	Reading	92%	78.4%
Bottom 30%	School	Reading	<30	<30

Annual Education Report
Riddle Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Reading	<30	<30
African American	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	94.1%	77.4%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	98%	19.7%
Bottom 30%	District	Science	0%	0%
American Indian	District	Science	100%	35.5%
African American	District	Science	98%	12.1%
Asian	District	Science	99%	18.3%
Hispanic of Any Race	District	Science	98%	15.2%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	99.1%	14.9%
White	District	Science	97.5%	33.5%
Economically Disadvantaged	District	Science	98%	15.6%

Annual Education Report
Riddle Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science	98%	6.9%
Students With Disabilities	District	Science	97.6%	11.5%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	94.8%	30.6%
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	92.9%	22.9%
Asian	District	Social Studies	98.9%	24.5%
Hispanic of Any Race	District	Social Studies	96.2%	27.3%
Two or More Races	District	Social Studies	97.4%	29.1%
White	District	Social Studies	95.8%	45.9%
Economically Disadvantaged	District	Social Studies	94.6%	24.5%
English Language Learners	District	Social Studies	97%	14.5%
Students With Disabilities	District	Social Studies	82.9%	9.6%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%

**Annual Education Report
Riddle Elementary**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	97.8%	54.1%
Bottom 30%	District	Writing	0%	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	97.5%	47.5%
Asian	District	Writing	96.5%	49.3%
Hispanic of Any Race	District	Writing	98.8%	56.6%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	56.7%
White	District	Writing	97.6%	61.5%
Economically Disadvantaged	District	Writing	98%	50.3%
English Language Learners	District	Writing	95%	40.2%
Students With Disabilities	District	Writing	97.1%	27.7%
All Students	School	Writing	<30	<30
Bottom 30%	School	Writing	<30	<30
American Indian	School	Writing	<30	<30
African American	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30

**Annual Education Report
Riddle Elementary**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	56%
African American	District	54.9%
Asian	District	62.8%
Hispanic of Any Race	District	54.7%
White	District	56.4%
Economically Disadvantaged	District	51.5%
English Language Learners	District	62.9%
Students With Disabilities	District	33.3%
Bottom 30%	District	90.5%

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

**Annual Education Report
Riddle Elementary**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	95%
All Students	School	100%

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

**Annual Education Report
Riddle Elementary****Accountability Status District Data**

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

**Annual Education Report
Riddle Elementary**
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
Lansing Public School District	Riddle Elementary	Priority School	Green	2	Green	2	Green	2					Red	15

**Annual Education Report
Riddle Elementary**
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	14	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%	0.0%	0.0%

Teacher Quality - Provisional

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

Annual Education Report
Riddle Elementary
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

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

Annual Education Report
Riddle Elementary
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

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

Annual Education Report
Riddle Elementary
NAEP Grade 12 Math

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

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

Annual Education Report
Riddle Elementary
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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

Annual Education Report
Riddle Elementary
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

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

Annual Education Report
Riddle Elementary
NAEP Grade 12 Reading

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

Rounds to zero

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

**Annual Education Report
Riddle Elementary**
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