

CARRIE KNAUSE ELEMENTARY



2010-2011 ANNUAL REPORT

Sandra Russell, Principal

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Principal's Greeting/Message

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for St. Louis Public School and our schools. The AER address the complex reporting information required by federal and state laws; our staff is available to help you understand this information. Please contact **Sandra Russell at (989) 681-3535** for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.stlouisschools.net> or you may review a copy in the principal's office at your child's school.

The report contains the following information:

MISSION AND VISION

Vision: We continue to strive to be a school that is recognized for excellence.

Mission: We are committed to educating all students and instilling values of lifelong learning and responsible citizenship.

Belief: The staff of Carrie Knause Early Childhood Learning Center, in partnership with parents and community, believe that all students can learn.

Student Assessment Data– Michigan Educational Assessment Program (MEAP) and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 5 (MEAP), and science for grades 5 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

Sincerely,

Sandra Russell

Accreditation Status

Carrie Knause ECLC is fully accredited by the Michigan Department of Education and has not been identified for improvement by the State of Michigan. We continued to make Adequate Yearly Progress as well as receive the letter grade of "A" on the 2010-2011 Education Yes! Report Card.

School and District report card and accreditation status can be found at <https://oeaa.state.mi.us/ayp>.

School improvement plans may be found by visiting the district website at www.stlouisschools.net. Or a paper copy may be requested by calling (989) 681-3535.

School Improvement

The School Improvement Team, composed of several focus groups, meets regularly during the school year. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction. Goals that are being addressed:

- All students will become proficient with number and operation skills in math.
- All students at Carrie Knause will make progress on oral reading fluency based on grade level benchmarks and/or individual aim lines.
- All students at Carrie Knause will be proficient writers according to state standards and Grade Level Content Expectations.

Progress on all goals is on-going and supported by our professional development efforts.

Pupil Retention Rate

Grade			
	2010-2011	2009-2010	2008-2009
Kindergarten	89	94	89
First	85	92	89
Second	86	78	107
Building Total	260	264	285

Core Curriculum Status

English Language Arts

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize numerous programs and resources including DIBELS, Zoo Phonics, Writers Workshop, Scott Foresman Reading, Orton-Gillingham methods as well as many supplemental materials. The English Language Arts curriculum was last approved by our local Board of Education in 2005. Ongoing professional development in reading best practices and Writers Workshop continues building wide.

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Scott Foresman Math, Essential Skills Software and other supplemental materials to teach the GLCE's. The Mathematics curriculum was last approved by our local Board of Education in 2006. Professional development in the area of number sense and basic computational skills is on-going.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Weekly Reader, McGraw-Hill texts and National Geographic Magazine to present the curriculum. Professional development will be established by the school improvement team at that time.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Weekly Reader and the Houghton-Mifflin Series to teach the Social Studies GLCE's. Professional development will be established by the school improvement team at that time.

Teacher Quality Data

2010-2011 Teacher Quality Data

Percentage of Certified Teachers	100
Percentage of Teachers with Emergency Credentials	0
Percentage of Core Academic Teachers Meeting NCLB Highly Qualified Requirement	100
Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers	0

The professional teaching staff at Carrie Knause is comprised of all highly qualified teachers and administrators. Of the 19 teachers, counselors and administrators, 5 hold Master level degrees and 14 hold Bachelor level degrees in elementary education.

During the 2010-2011 school year Carrie Knause ECLC was home to 1 Principal, 1.5 office clerical staff, 10 general education classroom teachers, .6 Title 1 teacher, 1 Special Education Teacher, 2 preschool teachers, a half time counselor, 1 Physical Education teacher and 1 Music teacher, 1 Media Center Paraprofessional, 6 Title 1 Paraprofessionals, and 1 half time speech teacher.

Points of Pride

Aligned curriculum
 Fall Harvest Festival
 Accelerated Reader
 Virtual Field Trips
 School Mall Fundraisers
 Counseling groups and services
 Character Education
 Star Lab
 Trip to Forest Hill Nature Center
 Writers Workshop-building wide
 Historical Society visit
 Mobile Dentist
 All Day/ Every day Kindergarten
 Trip to Temple Theater
 Food Play Assembly
 Big Brothers-Big Sisters In-School Mentoring Program

Reading is Magic Assembly
 Fire Safety Assembly
 VIP Day
 Partnership with St. Louis Public Library
 Camp Monroe Nature trips
 Reading Month
 Singing Hands Program
 Trip to Chippewa Nature Center
 Knause House News (On-line)
 Steel Drum Band
 Trip to Potter's Park
 Therapy Dog visit
 Public Library Trips
 SPLASH grant to promote health
 GCF grant participant
 Target grant recipient

Parent Involvement Policy

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

- A. the district expects parents to be involved in the programs including their participation in the development of the parent involvement plans.
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting at a convenient time to which parents of participating children are invited to attend to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. will devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. will involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. will provide participating students' parents with:
 1. timely information about the Title I programs;
 2. an explanation of the curriculum, the forms of academic assessment and the proficiency levels expected;
 3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develops jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
 1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

Parents Right to Know Statement

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

- E. information on the level of achievement of their child(ren) on the required State academic assessments;
- F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand. *20 U.S.C. 6311, Elementary and Secondary Education Act of 1965 34 C.F.R. Part 200 et seq. Adopted 1/20/03*

The Parent Involvement Policy is approved by the St. Louis Public Schools Board of Education and fulfils the requirements of No Child Left Behind.

Parent Teacher Conference Attendance Data

Subgroup	Percentage of Students Having a Parent in Attendance	
	2010-2011	2009-2010
All	208	219
American Indian/ Native Alaskan	1	2
Asian/ Pacific Islander	1	2
Black, Not of Hispanic Origin	3	5
Hispanic	19	20
White, Not of Hispanic Origin	184	190
Students with Disabilities	31 (includes speech)	39 (includes speech)
Limited English Proficient	2	1
Economically Disadvantaged	106	103

Local Assessment Data

The State of Michigan requires that all students grade 3-8 participate in the Michigan Education Assessment Program (MEAP). While Carrie Knause students do not take the MEAP assessments, we believe the scores from 3rd-5th graders are accurate reflections of our success in teaching the Michigan Grade Level Content Expectations.

The staff at Carrie Knause worked all school year to learn more about Writers Workshop and the effective practices of teaching writing. We gave our students three writing prompts in September, January and May to assess student progress. Each prompt was scored using a 6 point rubric based on the MEAP writing rubric (1=little to no skill in writing and 6=highly skilled for age and grade level). The following is a summary of the scores our students received on each of these prompts. Note: Kindergarten students did not receive instruction in Writer's Workshop until second semester. Therefore, they were only assessed in writing in January and May.

<i>Writing Prompt</i>			
Rubric Score	#1- Sept/ 2010	#2- Jan/2011	#3- May/2011
0 or 1	31	2	NA
2	47	25	NA
3	41	77	NA
4	24	40	NA
5	16	19	NA
6	5	7	NA

Data for writing prompt for May/2011 is not available at this time.

Other Local Assessment Data

According to our 2010-2011 end-of-year STAR Reading data:

75% of the first grade students tested were reading at or above grade level

84% of the second grade students tested were reading at or above the second grade level

According to beginning DIBELS assessments:

35% of 2nd graders were at some risk in the area of Oral Reading Fluency. When compared to mid-year assessments in ORF, only 17% of 2nd graders are at risk. Fourteen students moved from an at-risk rating to a no risk rating.

33% of 1st graders were at some risk in the area of Phonemic Segmentation Fluency. When compared to mid-year assessments in PSF, only 9% of 1st graders are at risk. Twenty students moved from an at-risk rating to a no risk rating.

According to beginning DIBELS assessments:

37% of 1st graders were at some risk in the area of Nonsense Word Fluency. When compared to mid-year assessments in NWF, 56% of 1st graders are at risk. Although, thirteen students moved from a higher level of risk to a lower level of risk or no risk at all.

Kindergarten students were assessed using DIBELS. Mid-year scores are as follows:

- ▶ 65% were at some risk in Initial Sound Fluency
- ▶ 48% were at some risk in Letter Naming Fluency
- ▶ 55% were at some risk in Phonemic Segmentation Fluency
- ▶ 46% were at some risk in Nonsense Word Fluency

Math proficiency was also assessed in a number of ways. One measurement included an Essential Skills Test. 2010-2011 results include the following:

- ▶ The average score in Mastering Numeration is 77% for kindergarten students.
- ▶ The average score in Mastering Numeration is 90% for 1st grade students.
- ▶ The average score in Mastering Numeration is 93% for 2nd grade students.
- ▶ 31- 2nd graders are at Mastering Numeration Level 2 with an average score of 94%.

MEAP DATA

The following charts are the Fall 2010 MEAP scores for our 3rd-5th graders. All AYP subgroups and non-AYP subgroups are summarized here as well as a comparison to State of Michigan overall scores.

MATHMATICS

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
09-10 School	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
08-09 School	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
07-08 School	42	46.2	42	46.2	7	7.7	0	0	84	92.3	7	7.7	91
06-07 School	46	52.9	35	40.2	6	6.9	0	0	81	93.1	6	6.9	87
05-06 School	47	48.5	41	42.3	9	9.3	0	0	88	90.7	9	9.3	97
10-11 District	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
09-10 District	50	52.1	42	43.8	4	4.2	0	0	92	95.8	4	4.2	96
08-09 District	51	53.1	38	39.6	7	7.3	0	0	89	92.7	7	7.3	96
07-08 District	42	46.2	42	46.2	7	7.7	0	0	84	92.3	7	7.7	91
06-07 District	46	52.9	35	40.2	6	6.9	0	0	81	93.1	6	6.9	87
05-06 District	47	48.5	41	42.3	9	9.3	0	0	88	90.7	9	9.3	97
10-11 ISD	440	47.9	451	49.1	28	3	0	0	891	97	28	3	919
09-10 ISD	501	51.3	447	45.8	28	2.9	0	0	948	97.1	28	2.9	976
08-09 ISD	563	58.8	344	35.9	50	5.2	1	0.1	907	94.7	51	5.3	958
07-08 ISD	472	48.7	453	46.7	44	4.5	1	0.1	925	95.4	45	4.6	970
06-07 ISD	539	58.1	332	35.8	57	6.1	0	0	871	93.9	57	6.1	928
05-06 ISD	505	52.6	364	37.9	85	8.9	6	0.6	869	90.5	91	9.5	960
10-11 State	57850	52.6	47042	42.7	5125	4.7	41	0	104892	95.3	5166	4.7	110058
09-10 State	58336	51.6	48828	43.2	5755	5.1	86	0.1	107164	94.8	5841	5.2	113005
08-09 State	64889	56.3	40382	35	9899	8.6	153	0.1	105271	91.3	10052	8.7	115323
07-08 State	56562	48.9	47652	41.2	11155	9.7	191	0.2	104214	90.2	11346	9.8	115560
06-07 State	59445	50.8	43446	37.1	13305	11.4	892	0.8	102891	87.9	14197	12.1	117088
05-06 State	56784	48.2	45840	38.9	13818	11.7	1451	1.2	102624	87	15269	13	117893

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
Female	9	25.7	23	65.7	3	8.6	0	0	32	91.4	3	8.6	35
Male	16	43.2	19	51.4	2	5.4	0	0	35	94.6	2	5.4	37
Homeless	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	25	34.7	42	58.3	5	6.9	0	0	67	93.1	5	6.9	72
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	0	0	4	80	1	20	0	0	4	80	1	20	5
White	25	37.9	37	56.1	4	6.1	0	0	62	93.9	4	6.1	66
EDD	11	24.4	30	66.7	4	8.9	0	0	41	91.1	4	8.9	45
SWD	1	7.7	9	69.2	3	23.1	0	0	10	76.9	3	23.1	13

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
09-10 School	33	35.9	55	59.8	4	4.3	0	0	88	95.7	4	4.3	92
08-09 School	51	58.6	30	34.5	5	5.7	1	1.1	81	93.1	6	6.9	87
07-08 School	53	63.9	29	34.9	1	1.2	0	0	82	98.8	1	1.2	83
06-07 School	48	47.5	47	46.5	6	5.9	0	0	95	94.1	6	5.9	101
05-06 School	41	46.1	40	44.9	5	5.6	3	3.4	81	91	8	9	89
10-11 District	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
09-10 District	33	35.9	55	59.8	4	4.3	0	0	88	95.7	4	4.3	92
08-09 District	51	58.6	30	34.5	5	5.7	1	1.1	81	93.1	6	6.9	87
07-08 District	53	63.9	29	34.9	1	1.2	0	0	82	98.8	1	1.2	83
06-07 District	48	47.5	47	46.5	6	5.9	0	0	95	94.1	6	5.9	101
05-06 District	41	46.1	40	44.9	5	5.6	3	3.4	81	91	8	9	89
10-11 ISD	381	38	540	53.8	82	8.2	0	0	921	91.8	82	8.2	1003
09-10 ISD	403	43	486	51.9	47	5	1	0.1	889	94.9	48	5.1	937
08-09 ISD	434	46.1	445	47.2	59	6.3	4	0.4	879	93.3	63	6.7	942
07-08 ISD	429	46.4	418	45.2	69	7.5	9	1	847	91.6	78	8.4	925
06-07 ISD	361	38.3	482	51.2	93	9.9	6	0.6	843	89.5	99	10.5	942
05-06 ISD	405	43.9	415	45	86	9.3	16	1.7	820	88.9	102	11.1	922
10-11 State	48270	42.7	55007	48.7	9559	8.5	83	0.1	103277	91.5	9642	8.5	112919
09-10 State	51561	45.3	53366	46.9	8414	7.4	395	0.3	104927	92.3	8809	7.7	113736
08-09 State	50503	44.2	49870	43.7	12625	11.1	1241	1.1	100373	87.9	13866	12.1	114239
07-08 State	47303	40.9	52003	44.9	13698	11.8	2698	2.3	99306	85.8	16396	14.2	115702
06-07 State	40278	34.4	58747	50.2	15054	12.9	2999	2.6	99025	84.6	18053	15.4	117078
05-06 State	42960	36.3	53544	45.3	17043	14.4	4653	3.9	96504	81.6	21696	18.4	118200

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
Female	23	39.7	33	56.9	2	3.4	0	0	56	96.6	2	3.4	58
Male	20	52.6	17	44.7	1	2.6	0	0	37	97.4	1	2.6	38
Migrant	1	100	0	0	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	43	44.8	50	52.1	3	3.1	0	0	93	96.9	3	3.1	96
Black	0	0	1	100	0	0	0	0	1	100	0	0	1
Hispanic	3	42.9	4	57.1	0	0	0	0	7	100	0	0	7
White	40	45.5	45	51.1	3	3.4	0	0	85	96.6	3	3.4	88
EDD	20	38.5	30	57.7	2	3.8	0	0	50	96.2	2	3.8	52
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	3	27.3	8	72.7	0	0	0	0	11	100	0	0	11

All School Years - Mathematics MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
09-10 School	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
08-09 School	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
07-08 School	41	42.3	35	36.1	16	16.5	5	5.2	76	78.4	21	21.6	97
06-07 School	21	25.6	44	53.7	15	18.3	2	2.4	65	79.3	17	20.7	82
05-06 School	35	38.5	36	39.6	13	14.3	7	7.7	71	78	20	22	91
10-11 District	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
09-10 District	20	23.5	43	50.6	21	24.7	1	1.2	63	74.1	22	25.9	85
08-09 District	41	47.7	31	36	14	16.3	0	0	72	83.7	14	16.3	86
07-08 District	41	42.3	35	36.1	16	16.5	5	5.2	76	78.4	21	21.6	97
06-07 District	21	25.6	44	53.7	15	18.3	2	2.4	65	79.3	17	20.7	82
05-06 District	35	38.5	36	39.6	13	14.3	7	7.7	71	78	20	22	91
10-11 ISD	426	44.9	346	36.5	166	17.5	11	1.2	772	81.3	177	18.7	949
09-10 ISD	396	41.6	372	39.1	149	15.7	34	3.6	768	80.8	183	19.2	951
08-09 ISD	449	48.1	327	35	142	15.2	16	1.7	776	83.1	158	16.9	934
07-08 ISD	391	41.9	352	37.7	162	17.4	28	3	743	79.6	190	20.4	933
06-07 ISD	396	42.1	386	41	143	15.2	16	1.7	782	83.1	159	16.9	941
05-06 ISD	306	35.1	375	43	166	19	25	2.9	681	78.1	191	21.9	872
10-11 State	50963	44.6	40315	35.3	20073	17.6	2883	2.5	91278	79.9	22956	20.1	114234
09-10 State	49011	43.4	40817	36.1	19129	16.9	4068	3.6	89828	79.5	23197	20.5	113025
08-09 State	51652	44.9	36704	31.9	21899	19	4782	4.2	88356	76.8	26681	23.2	115037
07-08 State	45024	38.8	41132	35.4	24822	21.4	5068	4.4	86156	74.2	29890	25.8	116046
06-07 State	42006	35.7	47446	40.3	23916	20.3	4459	3.8	89452	75.9	28375	24.1	117827
05-06 State	38213	31.6	50456	41.8	25517	21.1	6591	5.5	88669	73.4	32108	26.6	120777

2010/2011 School Year - Mathematics MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
Female	18	40	19	42.2	8	17.8	0	0	37	82.2	8	17.8	45
Male	16	37.2	16	37.2	11	25.6	0	0	32	74.4	11	25.6	43
Homeless	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Mathematics MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	34	38.6	35	39.8	19	21.6	0	0	69	78.4	19	21.6	88
Black	0	0	3	60	2	40	0	0	3	60	2	40	5
Hispanic	3	50	2	33.3	1	16.7	0	0	5	83.3	1	16.7	6
White	31	40.3	30	39	16	20.8	0	0	61	79.2	16	20.8	77
EDD	19	34.5	21	38.2	15	27.3	0	0	40	72.7	15	27.3	55
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	2	28.6	3	42.9	2	28.6	0	0	5	71.4	2	28.6	7

READING

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
09-10 School	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
08-09 School	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
07-08 School	42	46.2	39	42.9	8	8.8	2	2.2	81	89	10	11	91
06-07 School	52	60.5	32	37.2	0	0	2	2.3	84	97.7	2	2.3	86
05-06 School	38	39.2	55	56.7	2	2.1	2	2.1	93	95.9	4	4.1	97
10-11 District	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
09-10 District	40	41.2	52	53.6	5	5.2	0	0	92	94.8	5	5.2	97
08-09 District	46	48.4	46	48.4	3	3.2	0	0	92	96.8	3	3.2	95
07-08 District	42	46.2	39	42.9	8	8.8	2	2.2	81	89	10	11	91
06-07 District	52	60.5	32	37.2	0	0	2	2.3	84	97.7	2	2.3	86
05-06 District	38	39.2	55	56.7	2	2.1	2	2.1	93	95.9	4	4.1	97
10-11 ISD	419	45.7	404	44.1	80	8.7	14	1.5	823	89.7	94	10.3	917
09-10 ISD	384	39.6	519	53.5	60	6.2	7	0.7	903	93.1	67	6.9	970
08-09 ISD	442	46.8	417	44.2	82	8.7	3	0.3	859	91	85	9	944
07-08 ISD	398	42	452	47.7	81	8.5	17	1.8	850	89.7	98	10.3	948
06-07 ISD	456	49.8	405	44.3	37	4	17	1.9	861	94.1	54	5.9	915
05-06 ISD	350	37.1	518	54.9	58	6.1	18	1.9	868	91.9	76	8.1	944
10-11 State	45807	41.7	49570	45.1	12659	11.5	1899	1.7	95377	86.8	14558	13.2	109935
09-10 State	43575	38.8	57375	51.1	10242	9.1	1183	1.1	100950	89.8	11425	10.2	112375
08-09 State	46520	40.6	52519	45.8	14490	12.6	1062	0.9	99039	86.4	15552	13.6	114591
07-08 State	45253	39.4	54046	47	12545	10.9	3026	2.6	99299	86.4	15571	13.6	114870
06-07 State	49425	42.4	52398	45	10702	9.2	3939	3.4	101823	87.4	14641	12.6	116464
05-06 State	35682	30.5	65757	56.1	12033	10.3	3673	3.1	101439	86.6	15706	13.4	117145

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
Female	20	57.1	10	28.6	5	14.3	0	0	30	85.7	5	14.3	35
Male	15	41.7	12	33.3	8	22.2	1	2.8	27	75	9	25	36

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 03

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	49.3	22	31	13	18.3	1	1.4	57	80.3	14	19.7	71
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	20	4	80	0	0	0	0	5	100	0	0	5
White	33	50.8	18	27.7	13	20	1	1.5	51	78.5	14	21.5	65
EDD	15	34.1	17	38.6	11	25	1	2.3	32	72.7	12	27.3	44
SWD	2	15.4	0	0	10	76.9	1	7.7	2	15.4	11	84.6	13

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
09-10 School	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
08-09 School	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
07-08 School	47	57.3	32	39	3	3.7	0	0	79	96.3	3	3.7	82
06-07 School	46	45.1	50	49	6	5.9	0	0	96	94.1	6	5.9	102
05-06 School	25	29.1	55	64	6	7	0	0	80	93	6	7	86
10-11 District	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
09-10 District	35	38.9	46	51.1	9	10	0	0	81	90	9	10	90
08-09 District	41	46.6	41	46.6	6	6.8	0	0	82	93.2	6	6.8	88
07-08 District	47	57.3	32	39	3	3.7	0	0	79	96.3	3	3.7	82
06-07 District	46	45.1	50	49	6	5.9	0	0	96	94.1	6	5.9	102
05-06 District	25	29.1	55	64	6	7	0	0	80	93	6	7	86
10-11 ISD	283	28.4	595	59.8	105	10.6	12	1.2	878	88.2	117	11.8	995
09-10 ISD	379	40.6	444	47.6	97	10.4	13	1.4	823	88.2	110	11.8	933
08-09 ISD	290	31	532	56.9	98	10.5	15	1.6	822	87.9	113	12.1	935
07-08 ISD	337	37.1	491	54	61	6.7	20	2.2	828	91.1	81	8.9	909
06-07 ISD	346	37.2	466	50.1	98	10.5	21	2.3	812	87.2	119	12.8	931
05-06 ISD	225	24.9	585	64.8	84	9.3	9	1	810	89.7	93	10.3	903
10-11 State	35040	31.1	59588	52.9	15576	13.8	2345	2.1	94628	84.1	17921	15.9	112549
09-10 State	41997	37.2	53050	46.9	15700	13.9	2298	2	95047	84.1	17998	15.9	113045
08-09 State	35924	31.6	58052	51.1	16471	14.5	3114	2.7	93976	82.8	19585	17.2	113561
07-08 State	37018	32.2	60092	52.3	14015	12.2	3825	3.3	97110	84.5	17840	15.5	114950
06-07 State	38543	33.1	60221	51.7	15132	13	2475	2.1	98764	84.9	17607	15.1	116371
05-06 State	25734	21.9	72061	61.3	17079	14.5	2605	2.2	97795	83.2	19684	16.8	117479

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
Female	23	39.7	30	51.7	5	8.6	0	0	53	91.4	5	8.6	58
Male	12	31.6	24	63.2	2	5.3	0	0	36	94.7	2	5.3	38
Migrant	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	35	36.5	54	56.2	7	7.3	0	0	89	92.7	7	7.3	96
Black	1	100	0	0	0	0	0	0	1	100	0	0	1
Hispanic	1	14.3	6	85.7	0	0	0	0	7	100	0	0	7
White	33	37.5	48	54.5	7	8	0	0	81	92	7	8	88
EDD	14	26.9	35	67.3	3	5.8	0	0	49	94.2	3	5.8	52
ELL	0	0	2	100	0	0	0	0	2	100	0	0	2
SWD	2	18.2	7	63.6	2	18.2	0	0	9	81.8	2	18.2	11

All School Years - Reading MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
09-10 School	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
08-09 School	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
07-08 School	47	48.5	38	39.2	9	9.3	3	3.1	85	87.6	12	12.4	97
06-07 School	32	39	38	46.3	6	7.3	6	7.3	70	85.4	12	14.6	82
05-06 School	22	24.2	56	61.5	10	11	3	3.3	78	85.7	13	14.3	91
10-11 District	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
09-10 District	34	40	41	48.2	7	8.2	3	3.5	75	88.2	10	11.8	85
08-09 District	33	38.8	41	48.2	7	8.2	4	4.7	74	87.1	11	12.9	85
07-08 District	47	48.5	38	39.2	9	9.3	3	3.1	85	87.6	12	12.4	97
06-07 District	32	39	38	46.3	6	7.3	6	7.3	70	85.4	12	14.6	82
05-06 District	22	24.2	56	61.5	10	11	3	3.3	78	85.7	13	14.3	91
10-11 ISD	425	45	410	43.4	69	7.3	41	4.3	835	88.4	110	11.6	945
09-10 ISD	385	40.7	440	46.5	75	7.9	47	5	825	87.1	122	12.9	947
08-09 ISD	360	38.7	453	48.7	87	9.3	31	3.3	813	87.3	118	12.7	931
07-08 ISD	440	47.6	344	37.2	103	11.1	38	4.1	784	84.8	141	15.2	925
06-07 ISD	361	38.9	457	49.2	86	9.3	25	2.7	818	88.1	111	11.9	929
05-06 ISD	205	23.8	519	60.2	99	11.5	39	4.5	724	84	138	16	862
10-11 State	50534	44.4	46398	40.7	10727	9.4	6263	5.5	96932	85.1	16990	14.9	113922
09-10 State	49021	43.6	46795	41.6	10929	9.7	5764	5.1	95816	85.2	16693	14.8	112509
08-09 State	41711	36.5	51586	45.1	15344	13.4	5785	5.1	93297	81.5	21129	18.5	114426
07-08 State	48236	41.8	45951	39.8	13013	11.3	8171	7.1	94187	81.6	21184	18.4	115371
06-07 State	42177	36	56352	48.1	12779	10.9	5885	5	98529	84.1	18664	15.9	117193
05-06 State	29010	24.1	67099	55.8	15947	13.3	8086	6.7	96109	80	24033	20	120142

2010/2011 School Year - Reading MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
Female	21	47.7	20	45.5	2	4.5	1	2.3	41	93.2	3	6.8	44
Male	17	40.5	22	52.4	2	4.8	1	2.4	39	92.9	3	7.1	42

2010/2011 School Year - Reading MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 05													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	38	44.2	42	48.8	4	4.7	2	2.3	80	93	6	7	86
Black	1	20	4	80	0	0	0	0	5	100	0	0	5
Hispanic	3	50	3	50	0	0	0	0	6	100	0	0	6
White	34	45.3	35	46.7	4	5.3	2	2.7	69	92	6	8	75
EDD	20	37.7	29	54.7	3	5.7	1	1.9	49	92.5	4	7.5	53
ELL	1	50	1	50	0	0	0	0	2	100	0	0	2
SWD	1	16.7	3	50	1	16.7	1	16.7	4	66.7	2	33.3	6

WRITING- Tested in 4th grade only

All School Years - Writing MEAP Proficiency Report for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
10-11 School	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
08-09 School	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
07-08 School	0	0	50	61	32	39	0	0	50	61	32	39	82
06-07 School	1	1	61	59.8	38	37.3	2	2	62	60.8	40	39.2	102
05-06 School	8	9.3	57	66.3	21	24.4	0	0	65	75.6	21	24.4	86
10-11 District	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
08-09 District	0	0	41	46.6	46	52.3	1	1.1	41	46.6	47	53.4	88
07-08 District	0	0	50	61	32	39	0	0	50	61	32	39	82
06-07 District	1	1	61	59.8	38	37.3	2	2	62	60.8	40	39.2	102
05-06 District	8	9.3	57	66.3	21	24.4	0	0	65	75.6	21	24.4	86
10-11 ISD	82	8.2	353	35.5	526	52.9	34	3.4	435	43.7	560	56.3	995
08-09 ISD	0	0	403	43.1	530	56.7	1	0.1	403	43.1	531	56.9	934
07-08 ISD	0	0	425	46.8	478	52.6	6	0.7	425	46.8	484	53.2	909
06-07 ISD	4	0.4	410	44	490	52.6	27	2.9	414	44.5	517	55.5	931
05-06 ISD	31	3.4	482	53.4	360	39.9	30	3.3	513	56.8	390	43.2	903
10-11 State	12907	11.5	40188	35.7	53782	47.8	5575	5	53095	47.2	59357	52.8	112452
08-09 State	0	0	50391	44.4	63045	55.5	133	0.1	50391	44.4	63178	55.6	113569
07-08 State	516	0.4	50638	44	62719	54.5	1181	1	51154	44.5	63900	55.5	115054
06-07 State	917	0.8	51617	44.4	59012	50.8	4669	4	52534	45.2	63681	54.8	116215
05-06 State	3566	3	60780	51.8	47096	40.1	5884	5	64346	54.8	52980	45.2	117326

2010/2011 School Year - Writing MEAP Proficiency Report with Other Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04													
Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
Female	14	24.1	26	44.8	17	29.3	1	1.7	40	69	18	31	58
Male	4	10.8	15	40.5	18	48.6	0	0	19	51.4	18	48.6	37
Migrant	0	0	1	100	0	0	0	0	1	100	0	0	1

2010/2011 School Year - Writing MEAP Proficiency Report with AYP Groups for Gratiot-Isabella RESD, St. Louis Public Schools, Eugene M. Nikkari Elementary - Grade 04

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	18	18.9	41	43.2	35	36.8	1	1.1	59	62.1	36	37.9	95
Black	0	0	0	0	1	100	0	0	0	0	1	100	1
Hispanic	1	14.3	2	28.6	4	57.1	0	0	3	42.9	4	57.1	7
White	17	19.5	39	44.8	30	34.5	1	1.1	56	64.4	31	35.6	87
EDD	9	17.6	18	35.3	23	45.1	1	2	27	52.9	24	47.1	51
ELL	0	0	1	50	1	50	0	0	1	50	1	50	2
SWD	1	9.1	3	27.3	6	54.5	1	9.1	4	36.4	7	63.6	11

Annual Yearly Progress

During the 2010- 2011 school year, Carrie Knause Elementary made Adequate Yearly Progress in all tested areas and all counted sub-groups. The State objective levels are listed below. These are the percentages of passing scores deemed necessary by the State to meet AYP for reading and math.

School Year	Reading/ELA						
	Grade						
	3	4	5	6	7	8	11
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
67%	65%	62%	60%	57%	54%	55%	
67%	65%	62%	60%	57%	54%	55%	
67%	65%	62%	60%	57%	54%	55%	
75%	74%	71%	70%	67%	66%	67%	
83%	82%	81%	80%	78%	77%	78%	
91%	91%	90%	90%	89%	89%	89%	
100%	100%	100%	100%	100%	100%	100%	

Title 1 Services

Title I is a service that provides additional help for the four core areas of language arts, math, science, and social studies. We provide this support in many ways. Title I staff pull students out for one on one teaching or small group instruction. Our staff also goes into the classroom to provide additional support. We offer support in our Media Center. A common planning time is possible for staff at Carrie Knause each week due to Title I programming.

Students are identified for Title I intervention based on classroom assessments, Star Reading data, DIBELS data, and Grade Level Content Expectation/Benchmark data. If they have not achieved mastery, they are given Title I services.