



**THOMAS READ
ELEMENTARY**
155 6TH STREET
SHELBY MI 49455
LYNETTE LENTZ,
PRINCIPAL



August 4, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Thomas Read 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 the new building Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.shelbypublicschools.net/> 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 not been given one of these labels.

Thomas Read Elementary has some challenges as we work hard to improve our overall math and reading scores on state wide assessments. Although we address the needs of each student during our intervention time that occurs twice a day, one subgroup that we are focusing on is our English language learners. Our data shows that our ELL students are performing on average of 33% below their non-ELL peers. We have improved our ESL program and offer a continuum of services to meet their unique needs. All of Thomas Read Elementary staff has been trained in SIOP strategies and methods. These research based strategies have been proven to help all learners be more successful. Our district has contracted a curriculum consultant to help us address our curriculum needs and will assist in vertical alignment and alignment to the Common Core State Standards.

State law requires that we also report additional information.

PHONE: (231) 861-5541
FAX: (231) 861-6764

**THOMAS READ ELEMENTARY IS A NURTURING SAFE PLACE WHERE ALL
STUDENTS ACHIEVE STATE STANDARDS.**



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1. Thomas Read Elementary is the only Kindergarten through third grade building in the district. Students are not assigned to our building, but are free to enroll as residents of our district.
2. The School improvement plan was just updated for the 2014-2015 school year. It is a 3 year plan.
3. Thomas Read Elementary has no specialized schools.
4. Parents can review curricular content upon request in the office. Parents are given a Common Core State Standard guide during the first marking period at parent teacher conferences. All curriculums are based on the Common Core State Standards Curriculum.

May 2014 results	NWEA READING	NWEA Math	2013 Meap reading	MEAP Math
	Percentages represent students performing at or above the expected national norms.	Percentages represent students performing at or above the expected national norms.		
Kindergarten	26%	36%	N/A	N/A
First grade	17%	31%	N/A	N/A
Second Grade	40%	45%	N/A	N/A
Third Grade	28%	27%	45%	22%

5. During the fall 2013 parent teacher conferences, the parent participation rate was on average 93% for each classroom.

Thank you for your support during the 2013-2014 school year, should you have any questions about this report, or difficulties accessing information, please feel free to contact the building principal at 231-861-5541 ext. 1112

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Sincerely,

Lynette Lentz

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STUDENTS ACHIEVE STATE STANDARDS.**

Annual Education Report
Thomas Read Elementary School
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd	All Students	2012-13	40.9%	34.9%	34.9%	0.9%	33.9%	20.2%	45%
Mathematics	3rd	All Students	2013-14	40.1%	22.1%	22.1%	3.2%	18.9%	25.3%	52.6%
Mathematics	3rd	American Indian	2012-13	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	African American	2012-13	18%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	Hispanic of Any Race	2012-13	25.7%	32.4%	32.4%	0%	32.4%	17.6%	50%
Mathematics	3rd	Hispanic of Any Race	2013-14	26.3%	15.2%	15.2%	0%	15.2%	26.1%	58.7%
Mathematics	3rd	Migrant	2012-13	10.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	Migrant	2013-14	18.6%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	3rd	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd	White	2012-13	47.4%	37.7%	37.7%	1.4%	36.2%	21.7%	40.6%
Mathematics	3rd	White	2013-14	46.6%	28.9%	28.9%	4.4%	24.4%	24.4%	46.7%
Mathematics	3rd	Female	2012-13	39.8%	32.1%	32.1%	0%	32.1%	28.3%	39.6%
Mathematics	3rd	Female	2013-14	39.7%	24.4%	24.4%	2.2%	22.2%	17.8%	57.8%
Mathematics	3rd	Male	2012-13	42%	37.5%	37.5%	1.8%	35.7%	12.5%	50%
Mathematics	3rd	Male	2013-14	40.6%	20%	20%	4%	16%	32%	48%
Mathematics	3rd	Economically Disadvantaged	2012-13	26.8%	28.4%	28.4%	0%	28.4%	23%	48.6%

Annual Education Report
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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	Economically Disadvantaged	2013-14	26.9%	17.2%	17.2%	1.6%	15.6%	25%	57.8%
Mathematics	3rd	English Language Learners	2012-13	23%	24%	24%	0%	24%	24%	52%
Mathematics	3rd	English Language Learners	2013-14	26.4%	8.1%	8.1%	0%	8.1%	27%	64.9%
Mathematics	3rd	Students With Disabilities	2012-13	21.5%	18.2%	18.2%	0%	18.2%	18.2%	63.6%
Mathematics	3rd	Students With Disabilities	2013-14	22.2%	30%	30%	10%	20%	10%	60%
Reading	3rd	All Students	2012-13	66.5%	64.2%	64.2%	7.3%	56.9%	19.3%	16.5%
Reading	3rd	All Students	2013-14	61.3%	45.2%	45.2%	3.2%	41.9%	38.7%	16.1%
Reading	3rd	American Indian	2012-13	60.9%	<10	<10	<10	<10	<10	<10
Reading	3rd	African American	2012-13	44.8%	<10	<10	<10	<10	<10	<10
Reading	3rd	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
Reading	3rd	Hispanic of Any Race	2012-13	53.5%	48.6%	48.6%	5.7%	42.9%	25.7%	25.7%
Reading	3rd	Hispanic of Any Race	2013-14	46.9%	42.2%	42.2%	2.2%	40%	37.8%	20%
Reading	3rd	Migrant	2012-13	43.9%	<10	<10	<10	<10	<10	<10
Reading	3rd	Migrant	2013-14	32.9%	16.7%	16.7%	0%	16.7%	50%	33.3%
Reading	3rd	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	3rd	White	2012-13	73%	72.1%	72.1%	8.8%	63.2%	16.2%	11.8%
Reading	3rd	White	2013-14	68.8%	47.7%	47.7%	4.5%	43.2%	38.6%	13.6%
Reading	3rd	Female	2012-13	70.2%	67.9%	67.9%	7.5%	60.4%	18.9%	13.2%
Reading	3rd	Female	2013-14	64.1%	52.2%	52.2%	4.3%	47.8%	30.4%	17.4%
Reading	3rd	Male	2012-13	63%	60.7%	60.7%	7.1%	53.6%	19.6%	19.6%
Reading	3rd	Male	2013-14	58.6%	38.3%	38.3%	2.1%	36.2%	46.8%	14.9%
Reading	3rd	Economically Disadvantaged	2012-13	53.8%	60.8%	60.8%	5.4%	55.4%	18.9%	20.3%
Reading	3rd	Economically Disadvantaged	2013-14	47.9%	41.9%	41.9%	1.6%	40.3%	45.2%	12.9%
Reading	3rd	English Language Learners	2012-13	41.5%	34.6%	34.6%	0%	34.6%	34.6%	30.8%
Reading	3rd	English Language Learners	2013-14	37.2%	32.4%	32.4%	2.7%	29.7%	45.9%	21.6%
Reading	3rd	Students With Disabilities	2012-13	37.9%	50%	50%	0%	50%	8.3%	41.7%
Reading	3rd	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School

Michigan Merit Examination (MME)

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

Annual Education Report
Thomas Read Elementary School
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd	All Students	2012-13	63.7%	66.7%	66.7%	0%	66.7%	33.3%
Mathematics	3rd	All Students	2013-14	61.9%	50%	50%	25%	25%	50%
Mathematics	3rd	Hispanic of Any Race	2012-13	55.2%	<10	<10	<10	<10	<10
Mathematics	3rd	Hispanic of Any Race	2013-14	54.1%	<10	<10	<10	<10	<10
Mathematics	3rd	Migrant	2013-14	66.7%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2012-13	68.3%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2012-13	58.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2012-13	66.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2012-13	62.4%	66.7%	66.7%	0%	66.7%	33.3%
Mathematics	3rd	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	3rd	English Language Learners	2012-13	60.9%	<10	<10	<10	<10	<10
Mathematics	3rd	English Language Learners	2013-14	51.3%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2012-13	39.3%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	All Students	2013-14	38.7%	57.1%	57.1%	42.9%	14.3%	42.9%

**Annual Education Report
Thomas Read Elementary School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd	Hispanic of Any Race	2012-13	30.8%	<10	<10	<10	<10	<10
Reading	3rd	Hispanic of Any Race	2013-14	29.2%	<10	<10	<10	<10	<10
Reading	3rd	Migrant	2013-14	33.3%	<10	<10	<10	<10	<10
Reading	3rd	White	2012-13	42.8%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	42.1%	75%	75%	75%	0%	25%
Reading	3rd	Female	2012-13	41.5%	<10	<10	<10	<10	<10
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd	Male	2012-13	38.3%	<10	<10	<10	<10	<10
Reading	3rd	Male	2013-14	38.9%	60%	60%	40%	20%	40%
Reading	3rd	Economically Disadvantaged	2012-13	34.6%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd	Economically Disadvantaged	2013-14	34.6%	50%	50%	50%	0%	50%
Reading	3rd	English Language Learners	2012-13	31.3%	<10	<10	<10	<10	<10
Reading	3rd	English Language Learners	2013-14	31.7%	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd	All Students	2012-13	77.5%	<10	<10	<10	<10	<10
Mathematics	3rd	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2012-13	81.7%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	3rd	African American	2012-13	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd	African American	2013-14	61.4%	<10	<10	<10	<10	<10
Reading	3rd	African American	2012-13	73.2%	<10	<10	<10	<10	<10
Reading	3rd	African American	2013-14	70.2%	<10	<10	<10	<10	<10
Mathematics	3rd	Hispanic of Any Race	2013-14	61%	<10	<10	<10	<10	<10
Reading	3rd	Hispanic of Any Race	2013-14	77%	<10	<10	<10	<10	<10
Reading	3rd	Migrant	2013-14	<10	<10	<10	<10	<10	<10
Mathematics	3rd	White	2012-13	80.8%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	72.1%	<10	<10	<10	<10	<10
Reading	3rd	White	2012-13	84.9%	<10	<10	<10	<10	<10
Reading	3rd	White	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2012-13	77.1%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	3rd	Female	2012-13	81.7%	<10	<10	<10	<10	<10
Reading	3rd	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd	Male	2013-14	70%	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2012-13	78.5%	<10	<10	<10	<10	<10
Mathematics	3rd	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2012-13	81.2%	<10	<10	<10	<10	<10
Reading	3rd	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	3rd	English Language Learners	2013-14	76.7%	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School

MI-Access Supported Independence

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

Annual Education Report
Thomas Read Elementary School
MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd	All Students	2013-14	77.4%	<10	<10	<10	<10	<10
ELA	3rd	All Students	2013-14	73%	<10	<10	<10	<10	<10
Mathematics	3rd	White	2013-14	74.5%	<10	<10	<10	<10	<10
ELA	3rd	White	2013-14	71.5%	<10	<10	<10	<10	<10
Mathematics	3rd	Female	2013-14	79.1%	<10	<10	<10	<10	<10
ELA	3rd	Female	2013-14	77.3%	<10	<10	<10	<10	<10

**Annual Education Report
Thomas Read Elementary School**
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	N/A	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	99.3%	53.6%
Bottom 30%	District	Mathematics	N/A	15.5%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	100%	41%
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	98.8%	62.2%
Economically Disadvantaged	District	Mathematics	99.5%	44.6%
English Language Learners	District	Mathematics	100%	34.8%
Students With Disabilities	District	Mathematics	100%	41.1%
All Students	School	Mathematics	99%	42.6%
Bottom 30%	School	Mathematics	N/A	0%
African American	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	100%	28.4%
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	98.1%	52.7%
Economically Disadvantaged	School	Mathematics	100%	31.8%
English Language Learners	School	Mathematics	100%	20.4%

**Annual Education Report
Thomas Read Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Mathematics	100%	33.3%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	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	99.5%	78.2%
Bottom 30%	District	Reading	N/A	44.3%
American Indian	District	Reading	<30	<30
African American	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	100%	69%
Two or More Races	District	Reading	<30	<30
White	District	Reading	99.1%	83.9%
Economically Disadvantaged	District	Reading	99.8%	70%
English Language Learners	District	Reading	100%	60.7%
Students With Disabilities	District	Reading	100%	39.3%
All Students	School	Reading	99%	74.6%
Bottom 30%	School	Reading	N/A	33.9%
African American	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	100%	66.2%
Two or More Races	School	Reading	<30	<30
White	School	Reading	98.1%	79.5%
Economically Disadvantaged	School	Reading	100%	68.2%

**Annual Education Report
Thomas Read Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	School	Reading	100%	61.1%
Students With Disabilities	School	Reading	100%	42.4%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	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	98.4%	40.2%
Bottom 30%	District	Science	N/A	0%
American Indian	District	Science	<30	<30
African American	District	Science	<30	<30
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	98.1%	23.3%
Two or More Races	District	Science	<30	<30
White	District	Science	98.5%	50%
Economically Disadvantaged	District	Science	98.8%	29.7%
English Language Learners	District	Science	98.5%	7.4%
Students With Disabilities	District	Science	94%	2.4%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	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%

**Annual Education Report
Thomas Read Elementary School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	99%	53.7%
Bottom 30%	District	Social Studies	N/A	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	100%	32%
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	98.4%	65.3%
Economically Disadvantaged	District	Social Studies	98.9%	41.8%
English Language Learners	District	Social Studies	100%	19.3%
Students With Disabilities	District	Social Studies	100%	12.8%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	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%
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	99.7%	66.1%

Annual Education Report
Thomas Read Elementary School
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	District	Writing	N/A	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	<30	<30
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	100%	58.1%
Two or More Races	District	Writing	<30	<30
White	District	Writing	99.5%	69.8%
Economically Disadvantaged	District	Writing	99.4%	56.6%
English Language Learners	District	Writing	100%	42.6%
Students With Disabilities	District	Writing	97.8%	28.2%
All Students	School	Writing	0%	56.3%
Bottom 30%	School	Writing	N/A	0%
African American	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	0%	43.8%
Two or More Races	School	Writing	<30	<30
White	School	Writing	0%	63.6%
Economically Disadvantaged	School	Writing	0%	46.8%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Thomas Read Elementary School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.96%
American Indian	Statewide	64.08%
African American	Statewide	60.46%
Asian	Statewide	87.90%
Hispanic of Any Race	Statewide	67.34%
Migrant	Statewide	70.51%
Native Hawaiian or Other Pacific Islander	Statewide	69.23%
Two or More Races	Statewide	73.88%
White	Statewide	82.06%
Female	Statewide	81.46%
Male	Statewide	72.74%
Economically Disadvantaged	Statewide	63.90%
English Language Learners	Statewide	65.41%
Students With Disabilities	Statewide	53.63%
Homeless	Statewide	54.23%
All Students	District	73.33%
Hispanic of Any Race	District	74.29%
White	District	72.63%
Economically Disadvantaged	District	62.96%
Bottom 30%	District	90.00%

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

**Annual Education Report
Thomas Read Elementary School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96.0%
All Students	School	95.0%

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



05/06/2015

Annual Education Report
Thomas Read Elementary School

Accountability Status District Data

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

**Annual Education Report
Thomas Read Elementary School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Shelby Public Schools	Thomas Read Elementary School		Green	2	Green	2	Green	2					Yellow	35

**Annual Education Report
Thomas Read Elementary School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	19	4	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
Thomas Read Elementary School
NAEP Grade 4 Math

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

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

Annual Education Report
Thomas Read Elementary School
NAEP Grade 8 Math

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

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

Annual Education Report
Thomas Read Elementary School
NAEP Grade 12 Math

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

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

Annual Education Report
Thomas Read Elementary School
NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Thomas Read Elementary School
NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
Thomas Read Elementary School
NAEP Grade 12 Reading

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

Rounds to zero

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

**Annual Education Report
Thomas Read Elementary School**
NAEP Participation Data

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