

SHELBY PUBLIC SCHOOLS

Learning Today for a Successful Tomorrow

Office of the Superintendent

525 N State Street

Shelby MI 49455

(231) 861-5211
FAX(231) 861-5416

April 19, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Thomas Read 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 Dannielle McGuire for assistance.

The AER is available for you to review electronically by visiting the following web site, [Thomas Read Elementary Combined Report](#) or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was NOT identified in any of the support categories. Our overall index score for the building is 55.13, this score combines weighted scores on student growth, student proficiency, school quality/students success, graduation rate, and English learner progress and assessment participation.

The key challenge for our school was that a consistent curriculum for our students had not been implemented for many years and this was reflected in our scores. However, we have implemented curriculum initiatives in Reading and Math. The students that take the M-Step in 2017/2018 will accurately reflect the growth and achievement levels as they have benefited from these curriculum changes for multiple years. Our school has also implemented the research based Levelled Literacy Intervention (LLI) program to address those that are not on grade level.

State law requires that we also report additional information. Students in Shelby Public Schools are assigned to schools geographically. For 2015-16, Shelby Public

EARLY CHILDHOOD CENTER THOMAS READ ELEMENTARY NEW ERA ELEMENTARY
SHELBY MIDDLE SCHOOL SHELBY HIGH SCHOOL OCEANA HIGH SCHOOL

SHELBY PUBLIC SCHOOLS

Learning Today for a Successful Tomorrow

Office of the Superintendent

525 N State Street

Shelby MI 49455

*(231) 861-5211
FAX(231) 861-5416*

Schools offering an out-of-district School of Choice program. Students from outside our district boundaries may apply to attend schools in our district. Currently we are amid an exciting time in our school improvement planning process. We will be updating our surveys and data in our 5-year plan. We ask that when given a survey that you take the time to support the plan by returning it to school, it helps make our school a better place as well as gives us useful data to make learning more efficient and effective. We have active parents! Our fall conference date has traditionally had a very high turnout rate. Of the 374 students enrolled at Thomas Read Elementary, 370 attended conferences. That is 99% of the parents participating in their child's education. I want to congratulate the students, parents and staff for a wonderful school year, I believe that we all work hard to achieve academic and student growth for our students. We should be very pleased with our progress.

Sincerely,

Dannielle McGuire, Principal

Annual Education Report
 Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	27.6%	27.6%	11.2%	16.3%	34.7%	37.8%
ELA	3rd Grade Content	All Students	2016-17	44.1%	23.9%	23.9%	10.9%	13.0%	32.6%	43.5%
ELA	3rd Grade Content	American Indian or Alaska Native	2016-17	30.6%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	20.9%	20.9%	2.3%	18.6%	37.2%	41.9%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	10.3%	10.3%	2.6%	7.7%	38.5%	51.3%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	31.4%	31.4%	15.7%	15.7%	33.3%	35.3%
ELA	3rd Grade Content	White	2016-17	51.7%	28.6%	28.6%	16.3%	12.2%	30.6%	40.8%
ELA	3rd Grade Content	Female	2015-16	49.5%	33.3%	33.3%	16.7%	16.7%	27.1%	39.6%
ELA	3rd Grade Content	Female	2016-17	47.7%	25.6%	25.6%	16.3%	9.3%	34.9%	39.5%

Annual Education Report
Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2015-16	42.6%	22.0%	22.0%	6.0%	16.0%	42.0%	36.0%
ELA	3rd Grade Content	Male	2016-17	40.7%	22.4%	22.4%	6.1%	16.3%	30.6%	46.9%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	25.0%	25.0%	7.9%	17.1%	35.5%	39.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	21.3%	21.3%	8.8%	12.5%	36.3%	42.5%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	23.3%	23.3%	3.3%	20.0%	36.7%	40.0%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	6.7%	6.7%	3.3%	3.3%	40.0%	53.3%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	8.3%	8.3%	8.3%	0.0%	25.0%	66.7%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	6.3%	6.3%	0.0%	6.3%	6.3%	87.5%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	33.7%	33.7%	9.2%	24.5%	38.8%	27.6%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	23.7%	23.7%	5.4%	18.3%	39.8%	36.6%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2016-17	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10

Annual Education Report
Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	25.6%	25.6%	7.0%	18.6%	39.5%	34.9%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	15.4%	15.4%	2.6%	12.8%	43.6%	41.0%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	39.2%	39.2%	11.8%	27.5%	37.3%	23.5%
Mathematics	3rd Grade Content	White	2016-17	54.8%	28.0%	28.0%	6.0%	22.0%	38.0%	34.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	31.3%	31.3%	12.5%	18.8%	37.5%	31.3%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23.3%	23.3%	4.7%	18.6%	37.2%	39.5%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	36.0%	36.0%	6.0%	30.0%	40.0%	24.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	24.0%	24.0%	6.0%	18.0%	42.0%	34.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	30.3%	30.3%	7.9%	22.4%	38.2%	31.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	21.0%	21.0%	4.9%	16.0%	43.2%	35.8%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	23.3%	23.3%	0.0%	23.3%	50.0%	26.7%

Annual Education Report
 Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	16.7%	16.7%	3.3%	13.3%	46.7%	36.7%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	33.3%	33.3%	8.3%	25.0%	0.0%	66.7%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	5.9%	5.9%	0.0%	5.9%	29.4%	64.7%



04/14/2018

Annual Education Report

Thomas Read Elementary School (04170)

SAT

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

No Data to Display

Annual Education Report
 Thomas Read Elementary School (04170)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10

Annual Education Report

Thomas Read Elementary School (04170)

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2015-16	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2015-16	51.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Migrant	2015-16	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Migrant	2015-16	<10	<10	<10	<10	<10	<10

Annual Education Report

Thomas Read Elementary School (04170)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

Annual Education Report

Thomas Read Elementary School (04170)

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
---------	-------	---------------	-------------	-----------------------------------	--------------------------------------	------------------------------------	-------------------	------------------	------------------

No Data to Display

Annual Education Report

Thomas Read Elementary School (04170)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.9%	33.8%	100.0%	23.9%
All Students	Mathematics	98.7%	39.1%	98.9%	26.1%	100.0%	24.7%
All Students	Science	97.9%	24.9%	98.7%	19.7%	N/A	N/A
All Students	Social Studies	97.8%	33.7%	98.3%	24.3%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	0.5%	N/A	<30
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	<30
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	N/A
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.5%	14.2%	<30	<30	N/A	N/A
Black or African American	Science	96.0%	7.0%	<30	<30	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	99.3%	22.0%	100.0%	10.5%
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.6%	16.9%	100.0%	15.8%

Annual Education Report

Thomas Read Elementary School (04170)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	99.1%	6.1%	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.0%	10.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	N/A	N/A
White	ELA	98.9%	56.1%	98.6%	40.9%	100.0%	28.3%
White	Mathematics	99.0%	45.6%	98.3%	31.9%	100.0%	29.8%
White	Science	98.4%	29.7%	98.5%	28.0%	N/A	N/A
White	Social Studies	98.3%	39.7%	97.7%	34.0%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.0%	29.0%	100.0%	21.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	20.3%	100.0%	22.1%
Economically Disadvantaged	Science	97.2%	13.0%	98.3%	14.7%	N/A	N/A
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.7%	18.0%	N/A	N/A

Annual Education Report
 Thomas Read Elementary School (04170)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	98.9%	11.8%	100.0%	<30
English Learners	Mathematics	99.0%	23.0%	99.4%	13.0%	100.0%	<30
English Learners	Science	98.4%	5.0%	98.5%	5.0%	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	98.6%	4.8%	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	97.0%	16.0%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	95.6%	10.8%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	93.9%	11.6%	N/A	N/A
Students With Disabilities	Social Studies	95.9%	14.2%	94.7%	4.1%	N/A	N/A

Annual Education Report
 Thomas Read Elementary School (04170)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	85.05%	N/A
American Indian or Alaska Native	66.57%	100.00%	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	79.31%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	100.00%	N/A
Two or More Races	73.67%	0.00%	N/A
White	83.38%	88.00%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	79.17%	N/A
English Learners	72.11%	80.00%	N/A
Students With Disabilities	55.35%	45.45%	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Thomas Read Elementary School (04170)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	84.69%	88.54%

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

Annual Education Report

Thomas Read Elementary School (04170)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Thomas Read Elementary School	41.76	N/A	N/A	33.75	88.45	100.00	100.00	55.13

Annual Education Report
 Thomas Read Elementary School (04170)

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	15	10	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	8.0%

Annual Education Report
 Thomas Read Elementary School (04170)

NAEP Grade 4 Math

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

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

Annual Education Report
Thomas Read Elementary School (04170)

NAEP Grade 8 Math

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

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

Annual Education Report
Thomas Read Elementary School (04170)

NAEP Grade 12 Math

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

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

Annual Education Report
Thomas Read Elementary School (04170)

NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Thomas Read Elementary School (04170)

NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
 Thomas Read Elementary School (04170)

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 or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	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), 2015 Reading Assessment.

Annual Education Report
 Thomas Read Elementary School (04170)

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