

THOMAS READ ELEMENTARY
155 E. 5TH STREET
SHELBY, MI 49455

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for 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 Thomas Read Elementary for assistance.

The AER is available for you to review electronically by visiting the following web site www.shelbypublicschools.net, or you may review a copy in the main office at your child's school.

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

The key challenge for our school was that a consistent curriculum for our students had not been implemented for many years and this is 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 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,

A handwritten signature in blue ink that reads "Dannielle McGuire". The signature is written in a cursive style and is placed on a light gray rectangular background.

Dr. Dannielle J-M McGuire, Ph.D.

M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	32.3%	32.3%	13.1%	19.2%	34.3%	33.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian or Alaska Native	2014-15	44.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	18.9%	18.9%	10.8%	8.1%	35.1%	45.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	40%	40%	15%	25%	33.3%	26.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	38.2%	38.2%	17.6%	20.6%	32.4%	29.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	29.2%	29.2%	10.8%	18.5%	35.4%	35.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	25.3%	25.3%	8.9%	16.5%	39.2%	35.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	17.2%	17.2%	10.3%	6.9%	34.5%	48.3%

M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	7.7%	7.7%	0%	7.7%	15.4%	76.9%
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	22.1%	22.1%	3.2%	18.9%	25.3%	52.6%
Mathematics	2nd Grade Content	Black or African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	15.2%	15.2%	0%	15.2%	26.1%	58.7%
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	28.9%	28.9%	4.4%	24.4%	24.4%	46.7%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	24.4%	24.4%	2.2%	22.2%	17.8%	57.8%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	20%	20%	4%	16%	32%	48%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	17.2%	17.2%	1.6%	15.6%	25%	57.8%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	8.1%	8.1%	0%	8.1%	27%	64.9%
Mathematics	2nd Grade Content	Migrant	2013-14	18.6%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	30%	30%	10%	20%	10%	60%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	33.3%	33.3%	10.1%	23.2%	34.3%	32.3%

M-STEP Grades 3-8

Mathematics	3rd Grade Content	American Indian or Alaska Native	2014-15	44.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	21.6%	21.6%	5.4%	16.2%	35.1%	43.2%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	38.3%	38.3%	13.3%	25%	35%	26.7%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	29.4%	29.4%	14.7%	14.7%	38.2%	32.4%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	35.4%	35.4%	7.7%	27.7%	32.3%	32.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	29.1%	29.1%	6.3%	22.8%	31.6%	39.2%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	17.2%	17.2%	3.4%	13.8%	31%	51.7%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	7.7%	7.7%	0%	7.7%	30.8%	61.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	45.2%	45.2%	3.2%	41.9%	38.7%	16.1%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Black or African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	42.2%	42.2%	2.2%	40%	37.8%	20%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-8

ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	47.7%	47.7%	4.5%	43.2%	38.6%	13.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	52.2%	52.2%	4.3%	47.8%	30.4%	17.4%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	38.3%	38.3%	2.1%	36.2%	46.8%	14.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	41.9%	41.9%	1.6%	40.3%	45.2%	12.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	32.4%	32.4%	2.7%	29.7%	45.9%	21.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Migrant	2013-14	32.9%	16.7%	16.7%	0%	16.7%	50%	33.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10



**Annual Education Report
Thomas Read Elementary School**

01/26/2017

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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
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No Data to Display

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	2nd Grade Content	All Students	2013-14	61.9%	50%	50%	25%	25%	50%
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	54.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	66%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	English Language Learners	2013-14	51.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Migrant	2013-14	66.7%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	38.7%	57.1%	57.1%	42.9%	14.3%	42.9%
Reading	2nd Grade Content	Hispanic of Any Race	2013-14	29.2%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	42.1%	75%	75%	75%	0%	25%
Reading	2nd Grade Content	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	38.9%	60%	60%	40%	20%	40%

Michigan Educational Assessment Program Access (MEAP - Access)

Reading	2nd Grade Content	Economically Disadvantaged	2013-14	34.6%	50%	50%	50%	0%	50%
Reading	2nd Grade Content	English Language Learners	2013-14	31.7%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Migrant	2013-14	33.3%	<10	<10	<10	<10	<10

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	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	61.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Black or African American	2013-14	61.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	61%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	72.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	78.1%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Black or African American	2013-14	70.2%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Hispanic of Any Race	2013-14	77%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	White	2013-14	79.6%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	English Language Learners	2013-14	76.7%	<10	<10	<10	<10	<10
Reading	2nd Grade Content	Migrant	2013-14	<10	<10	<10	<10	<10	<10

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
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	2nd Grade Content	All Students	2013-14	73%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	White	2013-14	71.5%	<10	<10	<10	<10	<10
ELA	2nd Grade Content	Female	2013-14	77.3%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	77.4%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	74.5%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	79.1%	<10	<10	<10	<10	<10



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

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	98.1%	48.5%	98.3%	N/A	98%	N/A
All Students	Mathematics	98.1%	36.5%	98.6%	N/A	98%	N/A
All Students	Science	97.5%	22.2%	99%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	98.4%	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian or Alaska Native	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian or Alaska Native	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	N/A	N/A	N/A	N/A
Asian	Science	99%	38%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A	N/A	N/A
Black or African American	ELA	96.5%	24.5%	<30	N/A	N/A	N/A
Black or African American	Mathematics	96.5%	13.5%	<30	N/A	N/A	N/A
Black or African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
Black or African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	98.9%	N/A	100%	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.6%	N/A	100%	N/A
Hispanic of Any Race	Science	97.9%	11.7%	99.2%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98%	N/A	N/A	N/A



Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	<30	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A	N/A	N/A
White	ELA	98.5%	55%	97.9%	N/A	96.8%	N/A
White	Mathematics	98.5%	42.5%	97.9%	N/A	96.8%	N/A
White	Science	98.1%	26.6%	98.8%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	98.6%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	98.9%	N/A	100%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	98.2%	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	98.9%	N/A	<30	N/A
English Language Learners	Mathematics	98.6%	20.3%	99.4%	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	98.7%	N/A	N/A	N/A



Accountability Details Subject Data

English Language Learners	Social Studies	97.9%	8.1%	96.4%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	95.7%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	97.4%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	95.8%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	95.8%	N/A	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	83.8%	N/A
American Indian or Alaska Native	64.8%	N/A	N/A
Asian	89.1%	N/A	N/A
Black or African American	64.5%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	86.1%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	74.6%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	96.6%	95.2%

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



**Annual Education Report
Thomas Read Elementary School**

01/26/2017

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**

01/26/2017

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
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No Data to Display



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

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%



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 4 Math

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

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 8 Math

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

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 12 Math

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

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 4 Reading

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

Rounds to zero

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 8 Reading

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

Rounds to zero

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Grade 12 Reading

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

Rounds to zero

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



MI School Data

Annual Education Report Thomas Read Elementary School

01/26/2017

NAEP Participation Data

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