



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



ANNUAL EDUCATION REPORT (AER) COVER LETTER

August 17, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Lynette Lentz, Thomas Read Elementary 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 from the 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.

For the 2012-2013 school year, our school earned an overall score of yellow which means our school attained an average of 60-70% of possible points in all areas with a few red cells. Thomas Read elementary received a red indicating an area of growth for our school. Thomas Read elementary received a red cell for proficiency of our bottom 30% of students. We are continuously working to improve the growth and achievement of our bottom 30% of students through the use of research based strategies such as SIOP instruction for our English Language learners, the visual and cooperative learning aspects of these

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

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



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



Strategies will help these students achieve greater proficiency. We appreciate the continued support of parents, staff and our community in this effort.

The state requires us to report on the following information:

1. Thomas Read Elementary is the only traditional elementary school in the district and students are not assigned, but come freely from our communities.
2. Thomas Read Elementary school is in the first year of its cycle of the 3-5 year school improvement plan. This plan includes goals, strategies and activities in all core academic areas and can be found under the AER section of our district web page. <http://shelbypublicschools.schoolinsites.com/>
3. Thomas Read Elementary has no specialized schools.
4. Parents have the ability to review curricular content upon request. 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 Standard Curriculum.

5. Thomas Read Elementary third grade students participate in the Michigan Education Assessment Program, and all students participate in NWEA- MAP, and DRA assessments.

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

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



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



May 2012 results	DRA	NWEA Reading Mean number of Students scoring average, high average or high	NWEA Math Mean number of Students scoring average, high average or high	2012 MEAP-Reading	MEAP Math
Kindergarten	78% at or above benchmark	31%	33%	N/A	N/A
First grade	46% at or above benchmark	34%	48%	N/A	N/A
Second Grade	45% at or above benchmark	43%	48%	N/A	N/A
Third Grade	49% at benchmark	40%	35%	64% proficient	35% proficient

6. Thomas Read Elementary held conferences in the fall of the 2013-2014 school year, with spring conferences on a scheduled basis. About 92% of parents attended parent teacher conferences. Those parents who did not attend in person were contacted by the teacher.

Thank you for your support during the 2012-2013 school year, should you have any questions about the report, or difficulties accessing this information, please feel free to contact me at: lentlm@shelby.k12.mi.us or 231 861-5541 ext. 1112.

Sincerely,

Lynette Lentz

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

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

Annual Education Report Thomas Read Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100	36.3	20.9	20.9	3.3	17.6	20.9	58.2
Mathematics	3rd Grade	All Students	2012-13	100	40.9	34.9	34.9	0.9	33.9	20.2	45
Mathematics	3rd Grade	African American	2011-12	100	14.5	0	0	0	0	0	100
Mathematics	3rd Grade	African American	2012-13	100	18	0	0	0	0	0	100
Mathematics	3rd Grade	American Indian	2012-13	100	30.6	0	0	0	0	100	0
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100	23	12.5	12.5	0	12.5	15	72.5
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	100	25.7	32.4	32.4	0	32.4	17.6	50
Mathematics	3rd Grade	Migrant	2011-12	100	18.1	8.3	8.3	0	8.3	16.7	75
Mathematics	3rd Grade	Migrant	2012-13	100	10.1	33.3	33.3	0	33.3	33.3	33.3
Mathematics	3rd Grade	Two or More Races	2011-12	100	34.4	0	0	0	0	0	100
Mathematics	3rd Grade	Two or More Races	2012-13	100	40	50	50	0	50	0	50
Mathematics	3rd Grade	White	2011-12	100	42.3	29.2	29.2	6.3	22.9	27.1	43.8
Mathematics	3rd Grade	White	2012-13	100	47.4	37.7	37.7	1.4	36.2	21.7	40.6
Mathematics	3rd Grade	Female	2011-12	100	34.9	15.2	15.2	4.3	10.9	26.1	58.7
Mathematics	3rd Grade	Female	2012-13	100	39.8	32.1	32.1	0	32.1	28.3	39.6
Mathematics	3rd Grade	Male	2011-12	100	37.6	26.7	26.7	2.2	24.4	15.6	57.8
Mathematics	3rd Grade	Male	2012-13	100	42	37.5	37.5	1.8	35.7	12.5	50

Annual Education Report Thomas Read Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100	23	14.9	14.9	0	14.9	14.9	70.1
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	26.8	28.4	28.4	0	28.4	23	48.6
Mathematics	3rd Grade	English Language Learners	2011-12	100	21.9	11.4	11.4	0	11.4	11.4	77.1
Mathematics	3rd Grade	English Language Learners	2012-13	100	23	24	24	0	24	24	52
Mathematics	3rd Grade	Students With Disabilities	2011-12	100	18.5	9.1	9.1	0	9.1	0	90.9
Mathematics	3rd Grade	Students With Disabilities	2012-13	100	21.5	18.2	18.2	0	18.2	18.2	63.6
Reading	3rd Grade	All Students	2011-12	100	62.4	36.7	36.7	10	26.7	38.9	24.4
Reading	3rd Grade	All Students	2012-13	100	66.5	64.2	64.2	7.3	56.9	19.3	16.5
Reading	3rd Grade	African American	2011-12	100	38.4	0	0	0	0	0	100
Reading	3rd Grade	African American	2012-13	100	44.8	66.7	66.7	0	66.7	0	33.3
Reading	3rd Grade	American Indian	2012-13	100	60.9	100	100	0	100	0	0
Reading	3rd Grade	Hispanic of Any Race	2011-12	100	47.6	17.9	17.9	0	17.9	51.3	30.8
Reading	3rd Grade	Hispanic of Any Race	2012-13	100	53.5	48.6	48.6	5.7	42.9	25.7	25.7

Annual Education Report Thomas Read Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Migrant	2011-12	100	40.1	16.7	16.7	0	16.7	25	58.3
Reading	3rd Grade	Migrant	2012-13	100	43.9	50	50	0	50	25	25
Reading	3rd Grade	Two or More Races	2011-12	100	63	0	0	0	0	100	0
Reading	3rd Grade	Two or More Races	2012-13	100	67.6	50	50	0	50	50	0
Reading	3rd Grade	White	2011-12	100	69.8	54.2	54.2	18.8	35.4	27.1	18.8
Reading	3rd Grade	White	2012-13	100	73	72.1	72.1	8.8	63.2	16.2	11.8
Reading	3rd Grade	Female	2011-12	100	65.9	41.3	41.3	17.4	23.9	45.7	13
Reading	3rd Grade	Female	2012-13	100	70.2	67.9	67.9	7.5	60.4	18.9	13.2
Reading	3rd Grade	Male	2011-12	100	59	31.8	31.8	2.3	29.5	31.8	36.4
Reading	3rd Grade	Male	2012-13	100	63	60.7	60.7	7.1	53.6	19.6	19.6
Reading	3rd Grade	Economically Disadvantaged	2011-12	100	49.5	25.8	25.8	1.5	24.2	43.9	30.3
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	53.8	60.8	60.8	5.4	55.4	18.9	20.3
Reading	3rd Grade	English Language Learners	2011-12	100	34.7	8.8	8.8	0	8.8	58.8	32.4
Reading	3rd Grade	English Language Learners	2012-13	100	41.5	34.6	34.6	0	34.6	34.6	30.8
Reading	3rd Grade	Students With Disabilities	2011-12	100	34.3	0	0	0	0	50	50

Annual Education Report
Thomas Read Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Students With Disabilities	2012-13	100	37.9	50	50	0	50	8.3	41.7

Annual Education Report
Thomas Read Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	----------------------	------------------------	----------------------------------	----------------------------

No Data to Display

Annual Education Report Thomas Read Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% wProgressing
Mathematics	3rd Grade	All Students	2012-13	100	63.7	66.7	66.7	0	66.7	33.3
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	100	55.2	0	0	0	0	100
Mathematics	3rd Grade	White	2012-13	100	68.3	100	100	0	100	0
Mathematics	3rd Grade	Female	2012-13	100	58.4	100	100	0	100	0
Mathematics	3rd Grade	Male	2012-13	100	66.4	50	50	0	50	50
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	62.4	66.7	66.7	0	66.7	33.3
Mathematics	3rd Grade	English Language Learners	2012-13	100	60.9	0	0	0	0	100
Reading	3rd Grade	All Students	2012-13	100	39.3	33.3	33.3	0	33.3	66.7
Reading	3rd Grade	Hispanic of Any Race	2012-13	100	30.8	0	0	0	0	100
Reading	3rd Grade	White	2012-13	100	42.8	50	50	0	50	50
Reading	3rd Grade	Female	2012-13	100	41.5	0	0	0	0	100
Reading	3rd Grade	Male	2012-13	100	38.3	50	50	0	50	50
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	34.6	33.3	33.3	0	33.3	66.7
Reading	3rd Grade	English Language Learners	2012-13	100	31.3	0	0	0	0	100

Annual Education Report Thomas Read Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	100	72	0	0	0	0	100
Mathematics	3rd Grade	All Students	2012-13	100	77.5	100	100	0	100	0
Reading	3rd Grade	All Students	2011-12	100	75.5	100	100	50	50	0
Reading	3rd Grade	All Students	2012-13	100	81.7	100	100	0	100	0
Mathematics	3rd Grade	African American	2012-13	100	68.8	100	100	0	100	0
Reading	3rd Grade	African American	2012-13	100	73.2	100	100	0	100	0
Reading	3rd Grade	Hispanic of Any Race	2011-12	100	75	100	100	0	100	0
Mathematics	3rd Grade	White	2011-12	100	75.2	0	0	0	0	100
Mathematics	3rd Grade	White	2012-13	100	80.8	100	100	0	100	0
Reading	3rd Grade	White	2011-12	100	79.2	100	100	100	0	0
Reading	3rd Grade	White	2012-13	100	84.9	100	100	0	100	0
Mathematics	3rd Grade	Female	2012-13	100	77.1	100	100	0	100	0
Reading	3rd Grade	Female	2012-13	100	81.7	100	100	0	100	0
Mathematics	3rd Grade	Male	2011-12	100	73.1	0	0	0	0	100
Reading	3rd Grade	Male	2011-12	100	74.1	100	100	50	50	0
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100	72.1	0	0	0	0	100
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100	78.5	100	100	0	100	0
Reading	3rd Grade	Economically Disadvantaged	2011-12	100	74.1	100	100	50	50	0

Annual Education Report
Thomas Read Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	3rd Grade	Economically Disadvantaged	2012-13	100	81.2	100	100	0	100	0
Reading	3rd Grade	English Language Learners	2011-12	100	72.8	100	100	0	100	0

Annual Education Report
Thomas Read Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

No Data to Display

Annual Education Report
Thomas Read Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

No Data to Display

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	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	97.1%	51.3%
Bottom 30%	District	Mathematics		4.7%
African American	District	Mathematics	100.0%	20.0%
American Indian	District	Mathematics	80.0%	75.0%
Asian	District	Mathematics	100.0%	100.0%
Hispanic of Any Race	District	Mathematics	96.6%	41.0%
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics	100.0%	44.4%
White	District	Mathematics	97.4%	57.1%
Economically Disadvantaged	District	Mathematics	96.7%	44.2%
English Language Learners	District	Mathematics	98.0%	35.2%
Students With Disabilities	District	Mathematics	98.1%	27.1%
All Students	School	Mathematics	100.0%	48.5%
Bottom 30%	School	Mathematics		1.7%
African American	School	Mathematics	100.0%	25.0%
American Indian	School	Mathematics	100.0%	100.0%
Hispanic of Any Race	School	Mathematics	100.0%	38.8%
Two or More Races	School	Mathematics	100.0%	50.0%

Annual Education Report Thomas Read Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	100.0%	54.2%
Economically Disadvantaged	School	Mathematics	100.0%	42.0%
English Language Learners	School	Mathematics	100.0%	35.2%
Students With Disabilities	School	Mathematics	100.0%	32.3%
All Students	Statewide	Reading	99.0%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77.0%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	97.2%	82.1%
Bottom 30%	District	Reading		55.4%
African American	District	Reading	100.0%	40.0%
American Indian	District	Reading	80.0%	75.0%
Asian	District	Reading	100.0%	100.0%
Hispanic of Any Race	District	Reading	97.1%	72.3%
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading	100.0%	66.7%
White	District	Reading	97.4%	88.4%
Economically Disadvantaged	District	Reading	97.0%	76.5%
English Language Learners	District	Reading	98.7%	63.3%
Students With Disabilities	District	Reading	99.0%	53.3%
All Students	School	Reading	100.0%	80.6%
Bottom 30%	School	Reading		49.2%

Annual Education Report Thomas Read Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100.0%	50.0%
American Indian	School	Reading	100.0%	100.0%
Hispanic of Any Race	School	Reading	100.0%	74.6%
Two or More Races	School	Reading	100.0%	50.0%
White	School	Reading	100.0%	85.8%
Economically Disadvantaged	School	Reading	100.0%	77.5%
English Language Learners	School	Reading	100.0%	68.5%
Students With Disabilities	School	Reading	100.0%	54.8%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1.0%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45.0%
Economically Disadvantaged	Statewide	Science	97.0%	22.9%
English Language Learners	Statewide	Science	98.0%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	96.0%	36.4%
Bottom 30%	District	Science		0%
African American	District	Science	100.0%	
American Indian	District	Science	50.0%	100.0%
Asian	District	Science	100.0%	100.0%
Hispanic of Any Race	District	Science	96.0%	19.6%
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	100.0%	0%
White	District	Science	96.3%	46.4%
Economically Disadvantaged	District	Science	94.3%	22.8%

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	District	Science	96.6%	5.1%
Students With Disabilities	District	Science	97.4%	10.3%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99.0%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43.0%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98.0%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	94.7%	61.4%
Bottom 30%	District	Social Studies		5.2%
African American	District	Social Studies	100.0%	
American Indian	District	Social Studies	66.7%	100.0%
Asian	District	Social Studies		
Hispanic of Any Race	District	Social Studies	93.2%	42.9%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100.0%	0%
Two or More Races	District	Social Studies	100.0%	33.3%
White	District	Social Studies	95.6%	69.6%
Economically Disadvantaged	District	Social Studies	92.4%	45.5%
English Language Learners	District	Social Studies	92.9%	21.6%
Students With Disabilities	District	Social Studies	93.0%	13.9%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%

Annual Education Report Thomas Read Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98.0%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	92.9%	65.1%
Bottom 30%	District	Writing		8.1%
African American	District	Writing	100.0%	0%
American Indian	District	Writing	75.0%	66.7%
Asian	District	Writing		
Hispanic of Any Race	District	Writing	91.8%	50.0%
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	100.0%	33.3%
White	District	Writing	93.6%	74.1%
Economically Disadvantaged	District	Writing	91.2%	54.0%
English Language Learners	District	Writing	95.1%	30.8%
Students With Disabilities	District	Writing	95.0%	13.2%

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	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72.0%
Economically Disadvantaged	Statewide	64.0%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	80.0%
Hispanic of Any Race	District	65.6%
White	District	84.4%
Economically Disadvantaged	District	70.1%

* 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	94.0%
All Students	District	95.0%
All Students	School	96.0%

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



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
---------------	----------------	---------------	----------------	---------------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

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	38

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	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	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 Program (NAEP) 2011 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	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 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	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 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	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 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	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5