



Shelby Public Schools

Learning Today for a Successful Tomorrow

January 12, 2020

Central Office
525 N. State Street
Shelby, MI 49455
(231) 861-5211
(231) 861-5416 fax

Shelby High School
641 N. State Street
Shelby, MI 49455
(231) 861-4452
(231) 861-6867 fax

Shelby Middle School
525 N. State Street
Shelby, MI 49455
(231) 861-4521
(231) 861-0415 fax

New Era Elementary
2752 Hillcrest Drive
New Era, MI 49446
(231) 861-2662
(231) 861-6203 fax

Thomas Read Elementary
155 Sixth Street
Shelby, MI 49455
(231) 861-5541
(231) 861-6764 fax

Early Childhood Center
155 Sixth Street
Shelby, MI 49455
(231) 861-6629
(231) 861-0601 fax

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the 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 Kara Vanderweele, 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 in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of the labels above.

Based on 2018-2019 3rd grade ELA M-STEP data, 45.1% of all student at the state level were proficient, while 36.3% of student at Thomas Read were proficient. Based on 2018-2019 3rd grade Math M-STEP data, 46.7% of all student at the state level were proficient, while 39.1% of student at Thomas Read were proficient. The key challenge for Thomas Read Elementary is that students at 3rd grade are performing below average state proficiency.

Though our student achievement data is showing growth in the number of students proficient in reading, writing, and math, Thomas Read Elementary continues to work hard to ensure we provide a safe environment to engage, encourage, and prepare all students to think critically and excel at lifelong learning. There are several key initiatives in our school to ensure that we achieve our mission. There are several key initiatives in our school to accelerate student growth and achievement.

- We implemented new curriculum resources during the 2015-2016 school year in the areas of reading, writing and math. We continue to utilize these resources to provide consistent instruction for our kindergarten through fifth-grade students.
- Title I, ESL, and Migrant support services for qualifying students
- Differentiated instruction for all students in reading and math.
- Summer school opportunities for ESL and Migrant students
- After school and summer programming for students through a 21st Century grant (ASPIRE)
- High Impact Leadership Project implementation for the 2018-2019 school year focused on writing

State law requires that we also report additional information:

1. Thomas Read Elementary is the only lower elementary school 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 has been updated for the 2018-2019 school year. It is a three year plan which includes goals, strategies, and activities in all core academic areas. It can be found under the AER section on our district webpage:
<http://www.shelbypublicschools.net/>
3. Thomas Read Elementary school does not have any 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 Standards Curriculum.
5. Thomas Read Elementary K-3rd grade students participate in the MAP assessment (NWEA) and 3rd grade participates in the Michigan Education Assessment Program.

Grade Level	Fall 2018 MAP (NWEA) Reading Assessment: Mean number of students scoring average, high average, and high	Spring 2019 MAP (NWEA) Reading Assessment: Mean number of students scoring average, high average, and high	Fall 2018 MAP (NWEA) Math Assessment: Mean number of students scoring average, high average, and high	Spring 2019 MAP (NWEA) Math Assessment: Mean number of students scoring average, high average, and high
Kinder	44%	20%	46%	32%
1st Grade	51%	40%	45%	53%
2nd Grade	67%	62%	69%	73%
3rd Grade	57%	63%	45%	44%

6. During the fall 2018 parent teacher conferences, the parent participation rate was on average 96% for each classroom, 5 classes with 100%. Those parents who did not attend in person were contacted by the teacher.

Thank you for your support during the 2018-2019 school year. Should you have any questions about this report, or difficulties accessing this information, please feel free to contact me at: vandk@shelby.k12.mi.us or 231 861-5541.

Sincerely,

Kara Vanderweele

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	34.9%	30	34.9%	30	15.1%	13	19.8%	17	25.6%	22	39.5%	34
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	36.3%	33	36.3%	33	23.1%	21	13.2%	12	31.9%	29	31.9%	29
ELA	3rd Grade Content	Black or African American	2018-19	19.9%	3,772	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	11.1%	4	11.1%	4	10%	<3	*	*	38.9%	14	50.0%	18
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	17.6%	6	17.6%	6	10%	3	10%	3	38.2%	13	44.1%	15
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	51.1%	24	51.1%	24	25.5%	12	25.5%	12	17.0%	8	31.9%	15
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	47.2%	25	47.2%	25	30.2%	16	17.0%	9	28.3%	15	24.5%	13

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	40.8%	20	40.8%	20	18.4%	9	22.4%	11	22.4%	11	36.7%	18
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	40.0%	20	40.0%	20	28.0%	14	12.0%	6	32.0%	16	28.0%	14
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	27.0%	10	27.0%	10	10.8%	4	16.2%	6	29.7%	11	43.2%	16
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	31.7%	13	31.7%	13	17.1%	7	14.6%	6	31.7%	13	36.6%	15
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	26.8%	19	26.8%	19	8.5%	6	18.3%	13	26.8%	19	46.5%	33
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	30.0%	21	30.0%	21	17.1%	12	12.9%	9	32.9%	23	37.1%	26
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	20%	3	20%	3	20%	<3	20%	*	*	9	*	12
ELA	3rd Grade Content	English Learners	2018-19	33.3%	3,220	20%	5	20%	5	20%	*	20%	<3	*	8	*	12
ELA	3rd Grade Content	Migrant	2017-18	15.6%	21	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Migrant	2018-19	21.3%	23	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2018-19	23.4%	489	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	39.5%	34	39.5%	34	12.8%	11	26.7%	23	27.9%	24	32.6%	28
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	39.1%	36	39.1%	36	15.2%	14	23.9%	22	33.7%	31	27.2%	25
Mathematics	3rd Grade Content	Black or African American	2018-19	20.5%	3,884	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	19.4%	7	19.4%	7	10%	<3	*	*	33.3%	12	47.2%	17
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	23.5%	8	23.5%	8	10%	<3	*	*	44.1%	15	32.4%	11
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	53.2%	25	53.2%	25	19.1%	9	34.0%	16	23.4%	11	23.4%	11
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	48.1%	26	48.1%	26	20.4%	11	27.8%	15	27.8%	15	24.1%	13
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	38.8%	19	38.8%	19	10%	4	*	15	26.5%	13	34.7%	17
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	38.0%	19	38.0%	19	14.0%	7	24.0%	12	38.0%	19	24.0%	12
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	40.5%	15	40.5%	15	18.9%	7	21.6%	8	29.7%	11	29.7%	11

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	40.5%	17	40.5%	17	16.7%	7	23.8%	10	28.6%	12	31.0%	13
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	31.0%	22	31.0%	22	8.5%	6	22.5%	16	33.8%	24	35.2%	25
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	31.0%	22	31.0%	22	9.9%	7	21.1%	15	35.2%	25	33.8%	24
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	20%	3	20%	3	20%	<3	20%	*	*	9	*	12
Mathematics	3rd Grade Content	English Learners	2018-19	41.3%	4,076	28.0%	7	28.0%	7	20%	<3	20%	*	40.0%	10	32.0%	8
Mathematics	3rd Grade Content	Migrant	2017-18	23.0%	31	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Migrant	2018-19	22.0%	24	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	8
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2018-19	22.4%	469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*

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	Student 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	2017-18	63.9%	*	*	*	*	*
ELA	3rd Grade Content	All Students	2018-19	60.0%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2018-19	49.9%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2017-18	54.6%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2018-19	58.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2017-18	50.7%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2018-19	44.8%	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	65.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	56.4%	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	66.7%	*	*	*	*	*
ELA	3rd Grade Content	White	2018-19	61.6%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	55.1%	*	*	*	*	*
ELA	3rd Grade Content	Female	2017-18	68.6%	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI -Access Functional Independence

Subject	Grade	Student 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	Female	2018-19	60.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2017-18	51.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2018-19	45.6%	*	*	*	*	*
ELA	3rd Grade Content	Male	2017-18	61.5%	*	*	*	*	*
ELA	3rd Grade Content	Male	2018-19	60.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2017-18	55.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2018-19	52.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	61.9%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	50.6%	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2018-19	61.0%	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2018-19	50.6%	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI -Access Supported Independence

Subject	Grade	Student 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	Student 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 Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	88	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2018-19	94	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	36	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2018-19	35	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	48	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	54	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	51	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	50	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	38	<10	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2018-19	43	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	72	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	72	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2018-19	22	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	16	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	24	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2018-19	26	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	68	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	64	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Migrant	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Migrant	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	81	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	88	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	17	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	77	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	77	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	81	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	91	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Foster Care	2017-18	86	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2018-19	94	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	94	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2018-19	94	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	35	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	36	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	54	<10	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	White	2017-18	48	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	51	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	50	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	38	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2018-19	43	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	72	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	72	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	16	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2018-19	22	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	24	<10	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	English Learners	2018-19	26	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	68	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	64	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Migrant	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	81	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	17	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2018-19	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	81	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	91	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	86	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	94	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	94	<10	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	99.7%	0.3%	N/A	100.0%	0.0%	34.78%
All Students	Mathematics	98.9%	1.1%	39.95%	99.7%	0.3%	N/A	100.0%	0.0%	38.04%
All Students	Science	98.1%	1.9%	N/A	99.3%	0.7%	N/A	N/A	N/A	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	98.9%	1.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	<10	<10	<10	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	14.94%	<10	<10	<10	<10	<10	<10
Black or African American	Science	96.7%	3.3%	N/A	<10	<10	<10	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	100.0%	0.0%	N/A	100.0%	0.0%	17.14%

Annual Education Report Thomas Read Elementary School (04170)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	100.0%	0.0%	N/A	100.0%	0.0%	22.86%
Hispanic of Any Race	Science	98.0%	2.0%	N/A	99.1%	0.9%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	98.3%	1.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Mathematics	98.7%	1.3%	35.98%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.9%	2.1%	27.34%	100.0%	0.0%	N/A	N/A	N/A	N/A
White	ELA	99.0%	1.0%	56.44%	99.4%	0.6%	N/A	100.0%	0.0%	46.15%
White	Mathematics	99.1%	0.9%	46.59%	99.4%	0.6%	N/A	100.0%	0.0%	48.08%
White	Science	98.4%	1.6%	N/A	99.3%	0.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.4%	1.6%	36.71%	99.3%	0.7%	N/A	N/A	N/A	N/A
Female	ELA	98.9%	1.1%	53.92%	100.0%	0.0%	N/A	100.0%	0.0%	40.00%

Annual Education Report Thomas Read Elementary School (04170)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	100.0%	0.0%	N/A	100.0%	0.0%	38.00%
Female	Science	98.3%	1.7%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Female	Social Studies	98.2%	1.8%	28.84%	99.2%	0.8%	N/A	N/A	N/A	N/A
Male	ELA	98.7%	1.3%	45.63%	99.4%	0.6%	N/A	100.0%	0.0%	28.57%
Male	Mathematics	98.7%	1.3%	41.64%	99.4%	0.6%	N/A	100.0%	0.0%	38.10%
Male	Science	97.9%	2.1%	N/A	98.7%	1.3%	N/A	N/A	N/A	N/A
Male	Social Studies	97.9%	2.1%	33.54%	98.7%	1.3%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	100.0%	0.0%	N/A	100.0%	0.0%	30.67%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	100.0%	0.0%	N/A	100.0%	0.0%	32.00%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	99.5%	0.5%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	99.0%	1.0%	N/A	N/A	N/A	N/A
English Learners	ELA	98.8%	1.2%	23.86%	100.0%	0.0%	N/A	100.0%	0.0%	19.23%
English Learners	Mathematics	99.1%	0.9%	22.89%	100.0%	0.0%	N/A	100.0%	0.0%	26.92%
English Learners	Science	98.2%	1.8%	N/A	98.6%	1.4%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	97.2%	2.8%	N/A	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	16.67%
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	0.00%
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Thomas Read Elementary School (04170)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	98.3%	1.7%	N/A	100.0%	0.0%	11.76%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	98.3%	1.7%	N/A	100.0%	0.0%	23.53%
Students With Disabilities	Science	95.3%	4.7%	N/A	97.7%	2.3%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	97.8%	2.2%	N/A	N/A	N/A	N/A
Homeless	ELA	96.3%	3.7%	28.30%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Mathematics	96.5%	3.5%	18.28%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Science	94.1%	5.9%	N/A	90.9%	9.1%	N/A	N/A	N/A	N/A
Homeless	Social Studies	94.1%	5.9%	13.17%	90.9%	9.1%	N/A	N/A	N/A	N/A
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Thomas Read Elementary School (04170)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
---------------	---------------	---------------------	-------------------	-------------------	------------------

No Data to Display

Annual Education Report Thomas Read Elementary School (04170)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	75.57%	52.12%	54.98%	59.26%

Annual Education Report Thomas Read Elementary School (04170)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	53.89%

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

Annual Education Report Thomas Read Elementary School (04170)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	34.78%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	30.67%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	19.23%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	11.76%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Hispanic of Any Race	ELA	36.15%	17.14%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	46.15%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	38.04%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	32.00%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	26.92%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	23.53%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Hispanic of Any Race	Mathematics	23.63%	22.86%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	48.08%	45.55%	46.35%	47.55%

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	Accountability Status	Reason for Identification
Thomas Read Elementary School	63.75	0.00	0.00	75.57	56.76	100.00	100.00	66.07	N/A	N/A

Annual Education Report Thomas Read Elementary School (04170)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Thomas Read Elementary School (04170)	0	17	7	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Thomas Read Elementary School (04170)	22.60	5.20	23.0%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Thomas Read Elementary School (04170)	1.00	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Thomas Read Elementary School (04170)	22.60	1.00	4.4%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Thomas Read Elementary School (04170)	22.60	1.00	4.4%	N/A	N/A	N/A	N/A

Annual Education Report Thomas Read Elementary School (04170)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
---------------	-------------	----------------	----------------	------------------------

No Data to Display

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	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

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	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

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	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.