



Shelby Public Schools

Learning Today for a Successful Tomorrow

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April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 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 2017-18 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state 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.

Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

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

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 each student is learning today for a successful tomorrow. 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)

The state requires us to report on the following 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 2017-2018 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 2017 MAP (NWEA) Reading Assessment: Mean number of students scoring average, high average, and high	Spring 2018 MAP (NWEA) Reading Assessment: Mean number of students scoring average, high average, and high	Fall 2017 MAP (NWEA) Math Assessment: Mean number of students scoring average, high average, and high	Spring 2018 MAP (NWEA) Math Assessment: Mean number of students scoring average, high average, and high
K	30%	20%	43%	32%
1st	51%	37%	50%	53%
2nd	47%	59%	56%	69%
3rd	57%	63%	45%	46%

6. During the fall 2017 parent teacher conferences, the parent participation rate was on average 95% for each classroom. Those parents who did not attend in person were contacted by the teacher.

Thank you for your support during the 2017-2018 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	2016-17	44.1%	46,000	23.9%	22	23.9%	22	10.9%	10	13.0%	12	32.6%	30	43.5%	40
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	American Indian or Alaska Native	2016-17	30.6%	193	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	10.3%	4	10.3%	4	10%	<3	10%	*	38.5%	15	51.3%	20
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	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	28.6%	14	28.6%	14	16.3%	8	12.2%	6	30.6%	15	40.8%	20
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

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	2016-17	47.7%	24,357	25.6%	11	25.6%	11	*	7	10%	4	34.9%	15	39.5%	17
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	Male	2016-17	40.7%	21,643	22.4%	11	22.4%	11	10%	3	*	8	30.6%	15	46.9%	23
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	Economically Disadvantaged	2016-17	29.1%	15,756	21.3%	17	21.3%	17	8.8%	7	12.5%	10	36.3%	29	42.5%	34
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	English Learners	2016-17	34.0%	3,595	20%	<3	20%	*	20%	<3	20%	<3	*	12	*	16
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	Migrant	2016-17	15.8%	22	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Thomas Read Elementary School (04170)
M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student 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	2017-18	15.6%	21	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	20%	<3	20%	*	20%	<3	20%	<3	<3	<3	*	14
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	23.7%	22	23.7%	22	5.4%	5	18.3%	17	39.8%	37	36.6%	34
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	American Indian or Alaska Native	2016-17	36.1%	228	*	*	*	*	*	*	*	*	*	*	*	*

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	2016-17	33.6%	2,870	15.4%	6	15.4%	6	10%	<3	*	*	43.6%	17	41.0%	16
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	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	28.0%	14	28.0%	14	10%	3	*	11	38.0%	19	34.0%	17
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	Female	2016-17	45.0%	23,053	23.3%	10	23.3%	10	10%	<3	*	*	37.2%	16	39.5%	17
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	Male	2016-17	48.5%	25,939	24.0%	12	24.0%	12	10%	3	*	9	42.0%	21	34.0%	17

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	2017-18	47.8%	24,991	40.5%	15	40.5%	15	18.9%	7	21.6%	8	29.7%	11	29.7%	11
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	21.0%	17	21.0%	17	5%	4	*	13	43.2%	35	35.8%	29
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	English Learners	2016-17	41.7%	4,588	20%	5	20%	5	20%	<3	20%	*	*	14	*	11
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	Migrant	2016-17	21.8%	31	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Migrant	2017-18	23.0%	31	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	20%	<3	20%	*	20%	<3	20%	<3	*	5	*	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	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
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
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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	2016-17	69.2%	*	*	*	*	*
ELA	3rd Grade Content	All Students	2017-18	63.9%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2017-18	54.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2017-18	50.7%	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	73.9%	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	66.7%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	55.1%	*	*	*	*	*
ELA	3rd Grade Content	Female	2017-18	68.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2017-18	51.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
ELA	3rd Grade Content	Male	2017-18	61.5%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2017-18	55.2%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*

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	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*

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									

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
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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)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	36	<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)	Female	2017-18	50	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	38	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	72	<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)	Not English Learners	2017-18	64	<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)	Students With Disabilities	2017-18	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	77	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	81	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	86	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	88	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	36	<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)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	48	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	50	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	38	<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)	English Learners	2017-18	24	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	64	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	81	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	11	<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)	Students Without Disabilities	2017-18	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	81	<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 Military Connected	2017-18	88	<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	98.7%	0.1%	47.33%	99.0%	0.0%	N/A	100.0%	0.0%	37.97%
All Students	Mathematics	98.8%	1.2%	38.72%	99.7%	0.3%	N/A	100.0%	0.0%	40.51%
All Students	Science	97.8%	2.2%	N/A	99.3%	0.7%	N/A	N/A	N/A	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	99.0%	1.0%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	<10	<10	<10	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	13.99%	<10	<10	<10	<10	<10	<10
Black or African American	Science	96.1%	3.9%	N/A	<10	<10	<10	N/A	N/A	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	98.9%	0.0%	N/A	100.0%	0.0%	10.34%

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%	25.34%	100.0%	0.0%	N/A	100.0%	0.0%	13.79%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	98.2%	1.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	99.0%	0.0%	N/A	100.0%	0.0%	52.17%
White	Mathematics	99.0%	1.0%	45.19%	99.5%	0.5%	N/A	100.0%	0.0%	54.35%
White	Science	98.2%	1.8%	N/A	98.9%	1.1%	N/A	N/A	N/A	N/A
White	Social Studies	98.1%	1.9%	38.15%	99.5%	0.5%	N/A	N/A	N/A	N/A
Female	ELA	98.8%	0.1%	51.36%	99.4%	0.0%	N/A	100.0%	0.0%	43.75%

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	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	41.67%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	N/A	N/A	N/A
Male	ELA	98.6%	0.1%	43.47%	98.6%	0.0%	N/A	100.0%	0.0%	29.03%
Male	Mathematics	98.7%	1.3%	40.26%	99.4%	0.6%	N/A	100.0%	0.0%	38.71%
Male	Science	97.7%	2.3%	N/A	98.7%	1.3%	N/A	N/A	N/A	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.1%	1.9%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	99.3%	0.0%	N/A	100.0%	0.0%	28.57%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	30.16%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.6%	0.4%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	99.1%	0.9%	N/A	N/A	N/A	N/A
English Learners	ELA	98.4%	1.8%	23.27%	98.8%	0.0%	N/A	100.0%	0.0%	15.79%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	10.53%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	97.0%	3.0%	N/A	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	97.4%	0.0%	N/A	<10	<10	<10
Migrant	Mathematics	97.8%	2.2%	14.81%	100.0%	0.0%	N/A	<10	<10	<10
Migrant	Science	95.5%	4.5%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	92.9%	7.1%	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	97.4%	0.0%	24.46%	95.0%	0.0%	N/A	100.0%	0.0%	33.33%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	99.2%	0.8%	N/A	100.0%	0.0%	33.33%
Students With Disabilities	Science	94.6%	5.4%	N/A	98.0%	2.0%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	98.0%	2.0%	N/A	N/A	N/A	N/A
Homeless	ELA	95.9%	0.3%	25.16%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	100.0%	0.0%	N/A	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	<10	<10	<10	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	<10	<10	<10	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	<10	<10	<10	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	<10	<10	<10	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
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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 (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	53.13%	49.27%	50.69%	52.12%

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

Student Group	Statewide	District	School
All Students	80.08%	N/A	86.70%

* 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 (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	37.97%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	28.57%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	15.79%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	<10	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%	10.34%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	52.17%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	40.51%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	30.16%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	10.53%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	<10	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%	13.79%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	54.35%	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	74.42	N/A	N/A	89.66	87.26	100.00	100.00	81.73	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	16	9	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)	22.23	3.30	14.8%	3.30	14.8%	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)	1.75	0.00	0.0%	0.00	0.0%	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)	22.23	0.00	0.0%	0.00	0.0%	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)	22.23	1.00	4.5%	1.00	4.5%	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
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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	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability					
SD	11	59	28	11	2
Not SD	89	21	40	30	8
Student is an English Language Learner					
ELL	8	41	40	16	2
Not ELL	92	24	39	29	8

‡ 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) 2017 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	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	#	#	#	#
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	#	#	#	#
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	#	#	#	#
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	#	#	#	#
Two or More Races	#	#	#	#	#
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 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	81	2.7	94	2.7
	Reading	82	3.3	90	3.4
8	Math	85	2.4	86	3.2
	Reading	84	2.4	92	1.9

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.