



# Barth Elementary School

38207 Barth Road

Romulus, Michigan 48174

David N. Thompson – Principal

Telephone 734-532-1250

Fax 734-532-1251

---

March 05, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Barth 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 David N. Thompson or Gerilyn Baty for assistance at (734) 532-1253.

The AER is available for you to review electronically by visiting the following web site [www.romulus.net](http://www.romulus.net), or you may review a copy in 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 between the top performing students and the lowest performing students on state achievement tests. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has been identified as a Focus School.

According to our data in the AER report, our key challenges are closing the achievement gap in all subject areas between our top 30% of our highest achieving and our bottom 30% of our lowest achieving students according to assessment results. Also, our science assessment scores show that more time will need to be spent on the teaching of critical science concepts. Our students with disabilities group is another challenge according to our reading assessment scores. Additional support will need to be given to those students in the area of reading. To accelerate student achievement and close persistent gaps in achievement, Barth has been using key initiatives school-wide. Across the curriculum, we are using brain-based strategies such as Marzano's non-linguistic representation strategy through the use of Thinking Maps. Thinking Maps are visual tools that relate to the eight thinking processes we all have. Thinking Maps help students process information and organize their thoughts and ideas. They can be differentiated and used with all students and all abilities. Additional initiatives at each grade level include the teaching of academic vocabulary, number of the day, data binders, and The Leader In Me process. The Leader In Me philosophy embraces the idea that all students are leaders and are responsible not only for their own learning, but are essential pieces to a successful school. As we strive to attain the goals established by the MDE, continued support of our parents/caregivers, our staff, and our community stakeholders in this effort is greatly appreciated. Small group support is also taking place through the LLI program and afterschool tutoring.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

In accordance with the Romulus Community School's Board of Education Policy, attendance areas may be established for each attendance center in the district to assist in designating pupil assignments to schools. Once assigned to a school, the building principal shall be responsible for assigning students to specific classrooms within the school, taking into consideration available space, class sizes, and scheduling requirements.

### **BARTH ELEMENTARY SCHOOL IMPROVEMENT STATUS**

Barth was awarded accreditation status through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). This status was achieved by adhering to the AdvancED Accreditation Standards and Policies and by implementing a continuous improvement process which focuses on improving student learning and organizational effectiveness. The Barth School Improvement Team developed a school improvement plan based on data from the MEAP (Michigan Educational Assessment program) prior to the spring of 2015, the M-STEP 2015 & 2016, NWEA MAP (Measure of Academic Progress), and local assessments to increase student achievement. Additionally, our school participates in internal and external Quality Assurance Reviews. An external audit for Barth School was successfully conducted in April of 2011. The Quality Assurance Review Team commended the Romulus Community Schools for having a strong sense of community within the district and for using assessment data to drive instruction within the schools and the classroom. An additional external audit for Barth Elementary School, in conjunction with the District's audit, was successfully conducted in March of 2016, earning us the AdvancED Accreditation during the 2015-2016 school year.

### **CURRICULUM**

Each school offers its students a comprehensive and articulated curriculum with clearly aligned assessments. K-12 grade level outcomes have been correlated with the State core curriculum and aligned to the State grade level standards for career and college readiness. Teaching and learning are monitored and are supported by scientifically research-based best practices. The process of developing the K-12 core curriculum and other related resources can be found at [www.romulus.net](http://www.romulus.net). Please contact the office of the Director of Curriculum & Grants with any questions.

### **PARENT TEACHER CONFERENCES**

Barth Elementary currently has 75% of parents attending Parent Teacher Conferences. The number of parents attending Parent Teacher Conferences is on an upward trend.

In conclusion, Barth Elementary staff and administration has been making progress towards school improvement goals but understands that there is still much work to do. The Barth Elementary staff will continue to work towards making sure all students are successful in the years ahead.

### **STATE ASSESSMENT & LOCAL COMPETENCY TEST**

In the spring, students in grades 3 and higher take the Michigan Student Test of Educational Progress (M-Step). The Combined Reports which are attached to the bottom of this letter represent the student achievement data aggregated by subgroups on the M-Step test in reading, math, social studies, and science for Barth Elementary School.

Sincerely,

David N. Thompson, Principal  
Barth Elementary School

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	33.3%	45.0%	17.5%	27.5%	25.0%	30.0%
ELA	3rd Grade Content	All Students	2015-16	46.0%	31.6%	59.1%	29.5%	29.5%	25.0%	15.9%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	27.9%	28.6%	14.3%	14.3%	35.7%	35.7%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	27.9%	45.5%	22.7%	22.7%	31.8%	22.7%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	20.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	33.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	54.3%	68.4%	21.1%	47.4%	10.5%	21.1%
ELA	3rd Grade Content	White	2015-16	53.9%	35.1%	70.6%	41.2%	29.4%	17.6%	11.8%
ELA	3rd Grade Content	Female	2014-15	54.7%	37.8%	52.4%	23.8%	28.6%	19.0%	28.6%

**M-STEP Grades 3-11**

ELA	3rd Grade Content	Female	2015-16	49.5%	36.0%	52.4%	23.8%	28.6%	19.0%	28.6%
ELA	3rd Grade Content	Male	2014-15	45.5%	28.6%	36.8%	10.5%	26.3%	31.6%	31.6%
ELA	3rd Grade Content	Male	2015-16	42.6%	27.4%	65.2%	34.8%	30.4%	30.4%	4.3%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	29.1%	34.5%	10.3%	24.1%	31.0%	34.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	26.0%	50.0%	28.1%	21.9%	28.1%	21.9%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	15.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	0.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	31.7%	44.1%	17.6%	26.5%	20.6%	35.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	26.3%	30.4%	17.4%	13.0%	23.9%	45.7%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	28.8%	35.7%	21.4%	14.3%	28.6%	35.7%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	20.8%	18.8%	12.5%	6.3%	12.5%	68.8%

**M-STEP Grades 3-11**

ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	54.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	45.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	34.7%	43.8%	12.5%	31.3%	18.8%	37.5%
ELA	4th Grade Content	White	2015-16	53.9%	34.0%	31.8%	22.7%	9.1%	36.4%	31.8%
ELA	4th Grade Content	Female	2014-15	51.5%	35.9%	46.2%	7.7%	38.5%	23.1%	30.8%
ELA	4th Grade Content	Female	2015-16	50.9%	31.8%	30.4%	21.7%	8.7%	30.4%	39.1%
ELA	4th Grade Content	Male	2014-15	41.8%	27.8%	42.9%	23.8%	19.0%	19.0%	38.1%
ELA	4th Grade Content	Male	2015-16	41.8%	21.2%	30.4%	13.0%	17.4%	17.4%	52.2%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	27.6%	36.0%	12.0%	24.0%	20.0%	44.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	20.7%	21.9%	9.4%	12.5%	21.9%	56.3%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	8.6%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	6.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	31.4%	29.3%	12.2%	17.1%	36.6%	34.1%
ELA	5th Grade Content	All Students	2015-16	50.6%	32.7%	34.3%	11.4%	22.9%	37.1%	28.6%
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	29.4%	25.0%	0.0%	25.0%	33.3%	41.7%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	32.0%	29.4%	11.8%	17.6%	41.2%	29.4%
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	35.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	35.7%	30.4%	13.0%	17.4%	39.1%	30.4%
ELA	5th Grade Content	White	2015-16	58.1%	30.0%	35.3%	11.8%	23.5%	35.3%	29.4%
ELA	5th Grade Content	Female	2014-15	54.3%	38.9%	50.0%	18.8%	31.3%	31.3%	18.8%
ELA	5th Grade Content	Female	2015-16	55.8%	33.7%	21.4%	7.1%	14.3%	57.1%	21.4%
ELA	5th Grade Content	Male	2014-15	43.3%	26.1%	16.0%	8.0%	8.0%	40.0%	44.0%

**M-STEP Grades 3-11**

ELA	5th Grade Content	Male	2015-16	45.5%	32.0%	42.9%	14.3%	28.6%	23.8%	33.3%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	24.7%	25.0%	12.5%	12.5%	40.6%	34.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	28.5%	26.1%	8.7%	17.4%	43.5%	30.4%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	0.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	6.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	23.7%	94.1%	58.8%	35.3%	5.9%	0.0%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	19.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	42.9%	91.7%	58.3%	33.3%	8.3%	0.0%
ELA	6th Grade Content	Female	2015-16	49.8%	32.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	40.4%	17.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	18.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	0.0%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	All Students	2014-15	48.8%	41.9%	65.0%	17.5%	47.5%	27.5%	7.5%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	34.5%	59.1%	15.9%	43.2%	25.0%	15.9%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	38.1%	64.3%	7.1%	57.1%	28.6%	7.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	27.2%	50.0%	13.6%	36.4%	27.3%	22.7%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	58.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	47.8%	68.4%	26.3%	42.1%	31.6%	0.0%
Mathematics	3rd Grade Content	White	2015-16	53.2%	47.4%	70.6%	17.6%	52.9%	23.5%	5.9%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	40.9%	61.9%	19.0%	42.9%	38.1%	0.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	35.0%	52.4%	19.0%	33.3%	28.6%	19.0%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	42.9%	68.4%	15.8%	52.6%	15.8%	15.8%



**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Male	2015-16	46.6%	34.0%	65.2%	13.0%	52.2%	21.7%	13.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	39.5%	62.1%	13.8%	48.3%	27.6%	10.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	32.0%	59.4%	18.8%	40.6%	21.9%	18.8%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	19.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	0.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	30.3%	44.1%	20.6%	23.5%	38.2%	17.6%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	18.9%	31.1%	8.9%	22.2%	46.7%	22.2%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	23.7%	42.9%	14.3%	28.6%	42.9%	14.3%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	15.2%	13.3%	6.7%	6.7%	60.0%	26.7%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	36.4%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	18.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	40.8%	37.5%	25.0%	12.5%	43.8%	18.8%
Mathematics	4th Grade Content	White	2015-16	52.3%	27.7%	40.9%	13.6%	27.3%	36.4%	22.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	23.3%	38.5%	7.7%	30.8%	46.2%	15.4%
Mathematics	4th Grade Content	Female	2015-16	42.1%	22.7%	30.4%	8.7%	21.7%	43.5%	26.1%
Mathematics	4th Grade Content	Male	2014-15	42.4%	36.5%	47.6%	28.6%	19.0%	33.3%	19.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	15.4%	31.8%	9.1%	22.7%	50.0%	18.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	29.5%	40.0%	8.0%	32.0%	40.0%	20.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	16.7%	22.6%	3.2%	19.4%	54.8%	22.6%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	14.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	3.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	14.4%	26.8%	14.6%	12.2%	39.0%	34.1%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	All Students	2015-16	33.8%	18.2%	40.0%	17.1%	22.9%	14.3%	45.7%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	11.0%	25.0%	8.3%	16.7%	33.3%	41.7%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	11.3%	23.5%	11.8%	11.8%	17.6%	58.8%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	14.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	23.8%	30.4%	17.4%	13.0%	43.5%	26.1%
Mathematics	5th Grade Content	White	2015-16	41.0%	31.7%	52.9%	23.5%	29.4%	11.8%	35.3%
Mathematics	5th Grade Content	Female	2014-15	32.6%	14.7%	37.5%	25.0%	12.5%	43.8%	18.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	13.3%	28.6%	7.1%	21.4%	21.4%	50.0%
Mathematics	5th Grade Content	Male	2014-15	34.1%	14.2%	20.0%	8.0%	12.0%	36.0%	44.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	22.1%	47.6%	23.8%	23.8%	9.5%	42.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	11.4%	25.0%	12.5%	12.5%	40.6%	34.4%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	15.2%	34.8%	8.7%	26.1%	13.0%	52.2%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	0.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	3.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	15.3%	76.5%	52.9%	23.5%	17.6%	5.9%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	11.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	31.4%	75.0%	50.0%	25.0%	16.7%	8.3%
Mathematics	6th Grade Content	Female	2015-16	31.4%	16.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	34.1%	14.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	11.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	2.8%	8.8%	2.9%	5.9%	23.5%	67.6%
Science	4th Grade Content	All Students	2015-16	14.7%	4.0%	10.9%	0.0%	10.9%	15.2%	73.9%

**M-STEP Grades 3-11**

Science	4th Grade Content	Black or African American	2014-15	2.0%	1.9%	7.1%	0.0%	7.1%	21.4%	71.4%
Science	4th Grade Content	Black or African American	2015-16	2.4%	2.5%	6.3%	0.0%	6.3%	12.5%	81.3%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	9.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	2.0%	6.3%	6.3%	0.0%	31.3%	62.5%
Science	4th Grade Content	White	2015-16	18.4%	8.5%	13.6%	0.0%	13.6%	22.7%	63.6%
Science	4th Grade Content	Female	2014-15	10.4%	1.9%	7.7%	0.0%	7.7%	0.0%	92.3%
Science	4th Grade Content	Female	2015-16	13.0%	6.4%	17.4%	0.0%	17.4%	13.0%	69.6%
Science	4th Grade Content	Male	2014-15	14.3%	3.5%	9.5%	4.8%	4.8%	38.1%	52.4%
Science	4th Grade Content	Male	2015-16	16.4%	1.7%	4.3%	0.0%	4.3%	17.4%	78.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	2.6%	4.0%	0.0%	4.0%	20.0%	76.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	2.4%	6.3%	0.0%	6.3%	12.5%	81.3%

**M-STEP Grades 3-11**

Science	4th Grade Content	English Language Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	3.9%	4.9%	0.0%	4.9%	56.1%	39.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	5.5%	11.4%	2.9%	8.6%	51.4%	37.1%
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	3.1%	0.0%	0.0%	0.0%	41.7%	58.3%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	4.7%	5.9%	0.0%	5.9%	52.9%	41.2%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	7.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	4.8%	4.3%	0.0%	4.3%	69.6%	26.1%
Social Studies	5th Grade Content	White	2015-16	23.0%	8.3%	17.6%	5.9%	11.8%	47.1%	35.3%
Social Studies	5th Grade Content	Female	2014-15	20.6%	5.3%	6.3%	0.0%	6.3%	62.5%	31.3%

**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Female	2015-16	16.7%	2.0%	7.1%	0.0%	7.1%	35.7%	57.1%
Social Studies	5th Grade Content	Male	2014-15	23.8%	3.0%	4.0%	0.0%	4.0%	52.0%	44.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	8.2%	14.3%	4.8%	9.5%	61.9%	23.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	1.9%	3.1%	0.0%	3.1%	59.4%	37.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	4.4%	4.3%	0.0%	4.3%	56.5%	39.1%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	<10	<10	<10	<10	<10

**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



**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	64.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	65.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	91.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	51.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	64.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	63.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	46.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	5th Grade Content	Black or African American	2014-15	56.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	72.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	57.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	48.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	30.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	28.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10

**MI-Access Supported Independence**

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

No Data to Display

**MI-Access Participation**

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

No Data to Display





**MI School Data**  
**Annual Education Report**  
**Barth Elementary School**

03/05/2017

**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	97.8%	51.9%	98.8%	64.9%
All Students	Mathematics	98.6%	62.1%	97.8%	44.2%	98.8%	62.8%
All Students	Science	98.1%	50.0%	95.7%	25.0%	95.8%	20.9%
All Students	Social Studies	98.1%	59.3%	95.8%	36.3%	100.0%	39.5%
Bottom 30%	ELA	N/A	25.1%	N/A	7.8%	N/A	4.6%
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.3%	N/A	4.6%
Bottom 30%	Science	N/A	9.8%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.6%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	97.6%	48.5%	98.6%	60.3%
Black or African American	Mathematics	97.4%	37.3%	97.6%	40.9%	98.6%	55.6%
Black or African American	Science	96.5%	23.9%	95.5%	22.5%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	95.6%	35.5%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	67.2%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	43.1%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	97.1%	71.9%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.1%	59.4%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	98.1%	59.2%	98.7%	66.7%
White	Mathematics	98.9%	68.4%	98.1%	54.2%	98.7%	71.0%
White	Science	98.6%	57.1%	95.0%	37.4%	<30	<30
White	Social Studies	98.5%	65.8%	96.4%	40.2%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	97.7%	48.5%	99.1%	59.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.7%	41.0%	99.1%	57.6%
Economically Disadvantaged	Science	97.5%	35.0%	95.8%	21.8%	97.0%	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	95.6%	31.5%	<30	<30
English Language Learners	ELA	98.8%	49.5%	97.1%	46.7%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	97.1%	36.7%	<30	<30

**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	95.9%	27.0%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	95.9%	25.5%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	90.9%	14.3%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	93.3%	16.7%	<30	<30



**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	70.95%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	69.23%	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	74.19%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	68.67%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	72.73%	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

### Annual Education Report Barth Elementary School

03/05/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.35%	94.70%

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

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
---------------	------------	-----------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Barth Elementary School	Green	2	Green	2	Green	2	Green	2	Lime	24

**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	3	24	1

*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%	N/A	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

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



# MI School Data

## Annual Education Report Barth Elementary School

03/05/2017

### NAEP Grade 8 Math

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

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

**NAEP Grade 12 Math**

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

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

**NAEP Grade 4 Reading**

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

# Rounds to zero

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



# MI School Data

## Annual Education Report Barth Elementary School

03/05/2017

### NAEP Grade 8 Reading

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

# Rounds to zero

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



# MI School Data

## Annual Education Report Barth Elementary School

03/05/2017

### NAEP Grade 12 Reading

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

# Rounds to zero

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



**NAEP Participation Data**

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