

THE LAMPHERE SCHOOLS



ADMINISTRATION CENTER

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March 6, 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 Edmonson 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 Mrs. Sharon Stephens, Principal of Edmonson Elementary, for assistance.

The AER is available for you to review electronically by visiting the following website: edmonson.lamphereschools.org, or you may review a copy in the main office at Edmonson.

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

During the 2015-2016 school year, the Michigan Student Test of Educational Progress (M-Step) was administered for the second time. This assessment replaced the Michigan Educational Assessment Program (MEAP), which was used to track student growth for over four decades. Unlike the M-Step, it measured the previous state standards and was not online. The 2015-2016 M-Step provided Edmonson with important data. This data demonstrated our need to continue to focus on the core curricular areas of reading, writing, and mathematics. We have begun a before and after school literacy intervention program for our young learners. It is a daily program where students practice literacy skills online. Math continues to be a curricular area that receives low test scores. We have implemented a new Math program this year called "Bridges in Mathematics," for all grade levels. This program is rigorous, implements the Common Core State Standards, and is accessible to all learners. We look forward to improved academic results in mathematics. Data from assessments will continue be used to guide and create our School Improvement Plan. We are also using Leadership Notebooks this school year. These are tools used by students and staff to set academic and personal goals, develop action plans to meet the goals, and monitor our progress toward the goals.

State law requires that we also report additional information:

1. Students are assigned to Edmonson through a variety of ways. Families that reside within our designated neighborhood boundaries are assigned to Edmonson. Families living within the school district who request in writing (as long as there are grade level openings) to have their children attend Edmonson will be placed at our school. We also participate in schools of choice within the boundaries of Oakland County depending on openings at their assigned grade level.

2. We are currently implementing our school improvement plan at Edmonson Elementary and reflecting on our student growth. We adjust strategies and activities to support our 3 goal areas in order to improve student achievement in the core content areas of reading, writing, and mathematics. This includes goals, objectives, strategies, and activities that will target areas in an effort to increase student achievement. It also demonstrated our need to focus on Science, which will be an additional goal included in our School Improvement plan. We plan to include goal setting for Science as well in our Leadership Notebooks using the assessment data to drive this important work. The plan is reviewed and updated annually based on local, district, and state assessment data.

3. Edmonson Elementary is home to the Lamphere School District Emotionally Impaired Classroom for students in grades K-5. We are very fortunate to have the opportunity to learn with and from these students and the staff who support them.

4. At Edmonson, we use the core curriculum provided by The Lamphere Schools. This curriculum is available on our district website, www.lamphereschools.org/curriculum, along with the description of its implementation. The core curriculum is housed in Atlas Rubicon; an online information warehouse. A link to Atlas Rubicon and the units of study are provided on the district website mentioned above. The core curriculum is reviewed and updated regularly.

5. Edmonson Elementary administers the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) online assessments in Reading and Mathematics, three times per year. Below is a summary of our proficiency data from Edmonson Elementary for Reading and Mathematics.

Mathematics	Reading
68% Proficiency for 2014-2015	30% Proficiency for 2014-2015
29% Proficiency for 2015-2016	36% Proficiency for 2015-2016

6. We are proud of the involved parent community we have at Edmonson Elementary. During the 2015-2016 school year, 92% of our parents attended parent/teacher conferences. In the 2015-2016 school year, 94% of our parents attended parent/teacher conferences.

Edmonson Elementary is proud to be in Year 2 as a "Leader in Me" school. We are excited about this transformational model that helps us "teach 21st century leadership and life skills to our students so that every one of them can be a leader." Our students, staff, and parent community is committed to working together to provide the best learning environment. Each and every day we live our mission statement of "Educating Every Leader . . . We'll Do What it Takes!"

Educationally yours,

Sharon A. Stephens

Principal, Edmonson Elementary

The Lamphere Schools

Annual Education Report
Edmonson Elementary School (01089)

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%	48.3%	40.5%	16.7%	23.8%	35.7%	23.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	33.8%	21.6%	11.8%	9.8%	33.3%	45.1%
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	30.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	46.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	28.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	54.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	60.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	53.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	46.6%	40.7%	25.9%	14.8%	40.7%	18.5%
ELA	3rd Grade Content	White	2015-16	53.9%	31.5%	16.2%	8.1%	8.1%	35.1%	48.6%

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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	Female	2014-15	54.7%	55.6%	45.0%	25.0%	20.0%	45.0%	10.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	35.1%	18.5%	11.1%	7.4%	40.7%	40.7%
ELA	3rd Grade Content	Male	2014-15	45.5%	42.5%	36.4%	9.1%	27.3%	27.3%	36.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	32.4%	25.0%	12.5%	12.5%	25.0%	50.0%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	33.6%	22.7%	9.1%	13.6%	36.4%	40.9%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	23.6%	16.0%	12.0%	4.0%	36.0%	48.0%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	21.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	18.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	18.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	15.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	48.0%	53.3%	20.0%	33.3%	20.0%	26.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	52.4%	65.1%	37.2%	27.9%	16.3%	18.6%

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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	4th Grade Content	Asian	2014-15	70.5%	52.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	20.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	46.2%	<10	<10	<10	<10	<10
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%	<10	<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%	69.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	50.0%	59.4%	25.0%	34.4%	21.9%	18.8%
ELA	4th Grade Content	White	2015-16	53.9%	50.3%	70.0%	43.3%	26.7%	13.3%	16.7%
ELA	4th Grade Content	Female	2014-15	51.5%	53.5%	71.4%	23.8%	47.6%	23.8%	4.8%
ELA	4th Grade Content	Female	2015-16	50.9%	63.3%	81.8%	40.9%	40.9%	9.1%	9.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Male	2014-15	41.8%	42.7%	37.5%	16.7%	20.8%	16.7%	45.8%
ELA	4th Grade Content	Male	2015-16	41.8%	42.4%	47.6%	33.3%	14.3%	23.8%	28.6%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	41.5%	43.8%	18.8%	25.0%	25.0%	31.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	39.1%	47.8%	30.4%	17.4%	17.4%	34.8%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	30.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	28.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	0.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	7.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	51.0%	33.3%	8.8%	24.6%	36.8%	29.8%
ELA	5th Grade Content	All Students	2015-16	50.6%	50.3%	46.7%	6.7%	40.0%	31.1%	22.2%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Asian	2014-15	71.9%	53.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	73.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	20.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	30.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	66.7%	<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	Two or More Races	2015-16	49.0%	60.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	54.8%	38.5%	7.7%	30.8%	33.3%	28.2%
ELA	5th Grade Content	White	2015-16	58.1%	50.0%	46.9%	6.3%	40.6%	31.3%	21.9%
ELA	5th Grade Content	Female	2014-15	54.3%	50.5%	26.9%	11.5%	15.4%	46.2%	26.9%
ELA	5th Grade Content	Female	2015-16	55.8%	55.3%	57.1%	14.3%	42.9%	38.1%	4.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Male	2014-15	43.3%	51.4%	38.7%	6.5%	32.3%	29.0%	32.3%
ELA	5th Grade Content	Male	2015-16	45.5%	45.5%	37.5%	0.0%	37.5%	25.0%	37.5%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	35.7%	26.7%	3.3%	23.3%	40.0%	33.3%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	42.6%	33.3%	11.1%	22.2%	38.9%	27.8%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	39.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	16.0%	16.7%	0.0%	16.7%	25.0%	58.3%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	0.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	52.2%	52.4%	7.1%	45.2%	28.6%	19.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	37.3%	19.6%	5.9%	13.7%	27.5%	52.9%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	90.0%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	21.4%	<10	<10	<10	<10	<10
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%	27.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	60.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	53.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	50.9%	59.3%	3.7%	55.6%	29.6%	11.1%
Mathematics	3rd Grade Content	White	2015-16	53.2%	34.9%	13.5%	2.7%	10.8%	35.1%	51.4%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	57.1%	65.0%	0.0%	65.0%	20.0%	15.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	31.6%	11.1%	0.0%	11.1%	33.3%	55.6%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	48.2%	40.9%	13.6%	27.3%	36.4%	22.7%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	43.7%	29.2%	12.5%	16.7%	20.8%	50.0%

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Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	37.1%	31.8%	4.5%	27.3%	36.4%	31.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	29.3%	12.0%	4.0%	8.0%	24.0%	64.0%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	31.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	33.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	13.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	7.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	33.7%	22.2%	4.4%	17.8%	44.4%	33.3%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	38.9%	41.9%	4.7%	37.2%	44.2%	14.0%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	41.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	20.0%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	13.3%	<10	<10	<10	<10	<10
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%	<10	<10	<10	<10	<10	<10
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%	46.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	35.8%	28.1%	6.3%	21.9%	40.6%	31.3%
Mathematics	4th Grade Content	White	2015-16	52.3%	39.6%	43.3%	3.3%	40.0%	56.7%	0.0%
Mathematics	4th Grade Content	Female	2014-15	40.3%	34.1%	23.8%	4.8%	19.0%	57.1%	19.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	44.0%	50.0%	0.0%	50.0%	36.4%	13.6%
Mathematics	4th Grade Content	Male	2014-15	42.4%	33.3%	20.8%	4.2%	16.7%	33.3%	45.8%
Mathematics	4th Grade Content	Male	2015-16	45.8%	34.3%	33.3%	9.5%	23.8%	52.4%	14.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	25.0%	18.8%	6.3%	12.5%	31.3%	50.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	23.0%	13.0%	0.0%	13.0%	69.6%	17.4%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	19.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	20.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	5.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	14.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	32.7%	21.1%	8.8%	12.3%	40.4%	38.6%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	30.9%	17.8%	2.2%	15.6%	28.9%	53.3%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	46.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	56.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	12.0%	<10	<10	<10	<10	<10

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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
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	0.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	50.0%	<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	Two or More Races	2015-16	30.0%	30.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	33.6%	25.6%	10.3%	15.4%	35.9%	38.5%
Mathematics	5th Grade Content	White	2015-16	41.0%	31.8%	21.9%	3.1%	18.8%	25.0%	53.1%
Mathematics	5th Grade Content	Female	2014-15	32.6%	26.0%	11.5%	7.7%	3.8%	38.5%	50.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	31.8%	19.0%	4.8%	14.3%	33.3%	47.6%
Mathematics	5th Grade Content	Male	2014-15	34.1%	38.4%	29.0%	9.7%	19.4%	41.9%	29.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	30.0%	16.7%	0.0%	16.7%	25.0%	58.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	20.7%	13.3%	6.7%	6.7%	30.0%	56.7%

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Edmonson Elementary School (01089)

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
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	29.5%	16.7%	5.6%	11.1%	16.7%	66.7%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	20.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	22.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	3.8%	8.3%	0.0%	8.3%	8.3%	83.3%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	8.4%	4.4%	2.2%	2.2%	31.1%	64.4%
Science	4th Grade Content	All Students	2015-16	14.7%	12.4%	16.3%	0.0%	16.3%	39.5%	44.2%
Science	4th Grade Content	Asian	2014-15	23.9%	11.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	6.7%	<10	<10	<10	<10	<10

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Edmonson Elementary School (01089)

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
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%	<10	<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%	23.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	9.0%	6.3%	3.1%	3.1%	34.4%	59.4%
Science	4th Grade Content	White	2015-16	18.4%	12.8%	16.7%	0.0%	16.7%	50.0%	33.3%
Science	4th Grade Content	Female	2014-15	10.4%	8.0%	4.8%	0.0%	4.8%	38.1%	57.1%
Science	4th Grade Content	Female	2015-16	13.0%	11.0%	9.1%	0.0%	9.1%	45.5%	45.5%
Science	4th Grade Content	Male	2014-15	14.3%	8.9%	4.2%	4.2%	0.0%	25.0%	70.8%
Science	4th Grade Content	Male	2015-16	16.4%	13.7%	23.8%	0.0%	23.8%	33.3%	42.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	6.3%	6.3%	0.0%	6.3%	25.0%	68.8%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	6.2%	8.7%	0.0%	8.7%	30.4%	60.9%

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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
Science	4th Grade Content	English Language Learners	2014-15	2.2%	3.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	2.9%	0.0%	<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%	7.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	13.5%	7.0%	1.8%	5.3%	71.9%	21.1%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	9.7%	6.7%	0.0%	6.7%	62.2%	31.1%
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	7.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	25.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	12.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	<10	<10	<10	<10	<10

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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
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	25.0%	<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	Two or More Races	2015-16	17.6%	20.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	12.8%	5.1%	0.0%	5.1%	71.8%	23.1%
Social Studies	5th Grade Content	White	2015-16	23.0%	8.5%	3.1%	0.0%	3.1%	59.4%	37.5%
Social Studies	5th Grade Content	Female	2014-15	20.6%	16.7%	7.7%	0.0%	7.7%	69.2%	23.1%
Social Studies	5th Grade Content	Female	2015-16	16.7%	5.9%	4.8%	0.0%	4.8%	71.4%	23.8%
Social Studies	5th Grade Content	Male	2014-15	23.8%	10.7%	6.5%	3.2%	3.2%	74.2%	19.4%
Social Studies	5th Grade Content	Male	2015-16	21.0%	13.3%	8.3%	0.0%	8.3%	54.2%	37.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	6.0%	3.3%	0.0%	3.3%	70.0%	26.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	7.4%	11.1%	0.0%	11.1%	44.4%	44.4%

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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
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	2.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	9.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	<10	<10	<10	<10	<10

Annual Education Report

Edmonson Elementary School (01089)

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
Edmonson Elementary School (01089)

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	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	64.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	63.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	46.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10

Annual Education Report
Edmonson Elementary School (01089)

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
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<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	2015-16	48.8%	<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	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<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	2015-16	82.1%	<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	2015-16	38.0%	<10	<10	<10	<10	<10

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Edmonson Elementary School (01089)

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report

Edmonson Elementary School (01089)

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
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No Data to Display

Annual Education Report
 Edmonson Elementary School (01089)

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%	99.4%	66.6%	100.0%	69.9%
All Students	Mathematics	98.6%	62.1%	99.9%	52.1%	100.0%	46.3%
All Students	Science	98.1%	50.0%	100.0%	49.3%	100.0%	46.3%
All Students	Social Studies	98.1%	59.3%	99.8%	57.7%	100.0%	43.5%
Bottom 30%	ELA	N/A	25.1%	N/A	11.6%	N/A	9.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	7.9%	N/A	4.9%
Bottom 30%	Science	N/A	9.8%	N/A	7.4%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	6.1%	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%	96.1%	78.1%	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	74.7%	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	100.0%	73.0%	<30	<30
Black or African American	ELA	97.7%	46.9%	98.3%	60.8%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	100.0%	35.5%	<30	<30
Black or African American	Science	96.5%	23.9%	100.0%	40.4%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	100.0%	50.0%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	70.0%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	45.1%	<30	<30

Annual Education Report
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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**
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30
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%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	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%	100.0%	80.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	49.2%	<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	<30	<30
White	ELA	99.0%	75.6%	99.6%	65.3%	100.0%	68.0%
White	Mathematics	98.9%	68.4%	99.8%	52.6%	100.0%	44.3%
White	Science	98.6%	57.1%	100.0%	50.7%	100.0%	<30
White	Social Studies	98.5%	65.8%	99.8%	57.9%	100.0%	40.6%
Economically Disadvantaged	ELA	98.3%	56.8%	99.3%	56.3%	100.0%	62.5%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.9%	42.0%	100.0%	35.9%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	35.4%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.6%	47.5%	<30	<30

Annual Education Report
 Edmonson Elementary School (01089)

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**
English Language Learners	ELA	98.8%	49.5%	97.6%	48.9%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	100.0%	40.7%	<30	<30
English Language Learners	Science	98.5%	22.0%	100.0%	21.2%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	100.0%	38.2%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	99.4%	31.8%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	99.4%	24.5%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	100.0%	25.4%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	100.0%	29.4%	<30	<30

Annual Education Report
 Edmonson Elementary School (01089)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Language Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Edmonson Elementary School (01089)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.75%	95.06%

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



03/10/2017

Annual Education Report

Edmonson Elementary School (01089)

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
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No Data to Display



03/10/2017

Annual Education Report

Edmonson Elementary School (01089)

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
Edmonson Elementary School	Green	2	Green	2	Green	2	Green	2	Lime	22

Annual Education Report
 Edmonson Elementary School (01089)

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	8	19	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	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%

Annual Education Report
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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

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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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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) 2015 Mathematics Achievement.

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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	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.

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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.

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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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
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	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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.

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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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	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.

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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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0