



401 E. Maple Avenue  
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# Byron Area Schools

## **Byron Elementary School Annual Education Report (AER) Cover Letter**

September 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Byron Elementary School. 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 Jennifer Herbstreit, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.byron.k12.mi.us](http://www.byron.k12.mi.us) or you may review or obtain a copy from the Byron Elementary School office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

Byron Elementary School, like many other schools face certain challenges that impact student performance. Reduced levels of state funding have impacted the staffing and support levels that Byron Elementary can utilize to ensure student growth. In spite of these challenges, the staff at Byron Elementary is eager to provide Byron students with exceptional learning opportunities. The staff will be implementing a standards based report card to help guide instruction and learning at all grades, kindergarten through fifth. The goal for this new reporting system is to increase consistency of instruction, increased rigor for students, and improve communication on student growth. Byron Elementary is also implementing subject specialization for our 4th and 5th grades. This system will allow teachers to specialize in a particular subject area which will increase their level of content and instructional expertise. Teachers in kindergarten through second grade have implemented a new reading program that will again provide increased levels of consistency throughout the classrooms and grade levels. With the implementation of these curricular programs, the staff at Byron Elementary will work to accelerate student achievement and close gaps in achievement.

## **Process for Assigning Students to the School**

Byron Elementary School services all students in grades K-5 who live in the Byron Area School District. The school also accepts school of choice students from other districts.

## **Status of the 3-5 year School Improvement Plan**

The School Improvement Team has written a school improvement plan focused on raising achievement in writing, math, reading, science and social studies. The team analyzed data in each of these content areas and developed a strategic plan for accomplishing these goals.

## **Brief Description of each Specialized School**

It is the philosophy of the Byron Area Schools and the Shiawassee Regional Education Service District to serve each person with special needs in the least restrictive environment. A continuum of education placement options is offered from age 0-25, which provides for mild to severe handicapping conditions, supportive services, and vocational training programs designed to meet the needs of special needs persons.

The placement options are provided through cooperative planning by the Byron Area Schools, Shiawassee Regional Education Service District, and the Michigan Department of Education, since no district could support a full continuum itself. The Shiawassee Regional Education Service District operates programs and services for the low incidence populations. Likewise preprimary impaired programs are center programs serving clusters of districts. For the high incidence of EMI, EI, and LD, each individual district offers those options that best meet their needs. However, by agreement, each district can have placement access to categorical programs operated by another district, if appropriate. In this way, a full continuum is available in an efficient and cost effective manner regardless of district size. Byron does have students who attend programs within the Shiawassee Regional Education Service District.

## **Core Curriculum**

Byron Elementary School has completed written core curriculum in the areas of social studies, science, language arts, and mathematics. During the 2012-2013 academic year each core area continued to be reviewed and developed, with an emphasis on the new common core standards in Math and English Language Arts (ELA). The Common Core State Standards for Math and ELA and the Grade level Content Expectations (GLCE) for grades K-8 in Science and Social Studies are integrated into the existing curriculum. The student outcomes written for Byron Area Schools are aligned with the Michigan Department of Education Core Curriculum. All curriculum work stems from the Frameworks Process, Common Core State Standards, GLCE, and all other state standards and benchmark documents prepared to assist district efforts in curriculum development. Assessment of the core curriculum, as well as all other curricular areas, is ongoing.

## **Locally Administered Tests**

The writing score this year is again based on a county wide assessment. This assessment consists of three parts--multiple choice questions involving grammar and usage based on the common core state standards, a writing prompt, and a peer response. Kindergarten only participates in a spring writing prompt, which uses a 4 point rubric. Students earning a score of 70% or higher are considered proficient with this writing assessment. All first through fifth grade students were given the NWEA (Northwest Education Association) assessment in both reading and math. Students that perform at grade level are considered proficient. The NWEA test was given in the fall and spring to measure student growth. The NWEA reading assessment is new this year. In previous years, we used the DRA (Developmental Reading Assessment). In addition to the above mentioned assessments, Kindergarten and first grade also use MLPP (Michigan Literacy Proficiency Profile). DIBELS Next is also used in Kindergarten through fifth grade.

2012-2013  
Percent of students considered Proficient

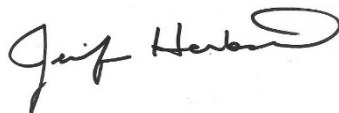
<b>Grade</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>
First	43%	49%	62%
Second	64%	52%	64%
Third	75%	55%	56%
Fourth	35%	57%	53%
Fifth	49%	52%	35%

### **Parent Participation**

Parent-teacher conferences were held in November. Conferences were held in the evenings. 421 students out of 430 were represented, which is 98% parent participation.

Byron Elementary is comprised of dedicated professionals and support staff who recognize the students as very special people who attend school to learn and grow. We are also fortunate that our parents are very involved and support the staff and students in a variety of ways. We will continue to stay focused on academics while teaching our students to SOAR (Show Kindness, Offer Respect, Act Responsibly, Remember Safety). With the support of the school, family, and community members we can make a difference.

Sincerely,



Jennifer Herbstreit  
Principal

**Annual Education Report  
Byron Area Elementary School**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100%	36.3%	31.4%	31.4%	< 10	30.2%	37.2%	31.4%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	38%	38%	< 10	38%	39.2%	22.8%
Mathematics	3rd Grade	American Indian	2012-13	< 10	30.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2012-13	< 10	65.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	< 10	23%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	< 10	25.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2011-12	< 10	34.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	< 10	40%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	31%	31%	< 10	29.8%	38.1%	31%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	40.8%	40.8%	< 10	40.8%	40.8%	18.3%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	24.5%	24.5%	< 10	24.5%	40.8%	34.7%
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	41%	41%	< 10	41%	35.9%	< 10
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	40.5%	40.5%	< 10	37.8%	32.4%	27%
Mathematics	3rd Grade	Male	2012-13	100%	42%	35%	35%	< 10	35%	42.5%	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	26.3%	26.3%	< 10	26.3%	34.2%	39.5%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	< 10	< 10	< 10	< 10	34.4%	43.8%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2011-12	< 10	21.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2011-12	< 10	18.5%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Students With Disabilities	2012-13	100%	21.5%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	40%	40%	< 10	38.9%	21.1%	38.9%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	53.3%	53.3%	< 10	48.9%	14.4%	32.2%
Mathematics	4th Grade	American Indian	2011-12	< 10	29.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	< 10	68.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	< 10	26.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	< 10	33.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2011-12	< 10	38.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	< 10	44.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	40.2%	40.2%	< 10	39%	20.7%	39%
Mathematics	4th Grade	White	2012-13	100%	53%	53.4%	53.4%	< 10	48.9%	14.8%	31.8%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	37.5%	37.5%	< 10	37.5%	< 10	43.8%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	47.1%	47.1%	< 10	43.1%	< 10	35.3%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	42.9%	42.9%	< 10	40.5%	23.8%	33.3%

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Mathematics	4th Grade	Male	2012-13	100%	46.4%	61.5%	61.5%	< 10	56.4%	< 10	28.2%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	37.5%	37.5%	< 10	37.5%	< 10	43.8%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	48.6%	48.6%	< 10	43.2%	< 10	35.1%
Mathematics	4th Grade	English Language Learners	2012-13	< 10	24.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2011-12	< 10	18.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Students With Disabilities	2012-13	< 10	23%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	31.2%	31.2%	< 10	29%	32.3%	36.6%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	32.6%	32.6%	< 10	32.6%	26.1%	41.3%
Mathematics	5th Grade	American Indian	2011-12	< 10	25.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	American Indian	2012-13	< 10	34.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	< 10	74.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	< 10	31.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	< 10	37.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	42.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	30.8%	30.8%	< 10	28.6%	33%	36.3%

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Mathematics	5th Grade	White	2012-13	100%	52.4%	32.6%	32.6%	< 10	32.6%	26.7%	40.7%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	40%	40%	< 10	37.8%	24.4%	35.6%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	27.1%	27.1%	< 10	27.1%	< 10	56.3%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	22.9%	22.9%	< 10	20.8%	39.6%	37.5%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	38.6%	38.6%	< 10	38.6%	36.4%	25%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	< 10	< 10	< 10	< 10	38.9%	41.7%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	31.3%	31.3%	< 10	31.3%	< 10	50%
Mathematics	5th Grade	Students With Disabilities	2011-12	100%	16%	< 10	< 10	< 10	< 10	< 10	90.9%
Mathematics	5th Grade	Students With Disabilities	2012-13	< 10	19.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	62.4%	70.9%	70.9%	< 10	60.5%	24.4%	< 10
Reading	3rd Grade	All Students	2012-13	100%	66.5%	69.6%	69.6%	< 10	65.8%	19%	< 10
Reading	3rd Grade	American Indian	2012-13	< 10	60.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2012-13	< 10	79%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	< 10	53.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2011-12	< 10	63%	< 10	< 10	< 10	< 10	< 10	< 10

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Reading	3rd Grade	Two or More Races	2012-13	< 10	67.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	71.4%	71.4%	< 10	61.9%	23.8%	< 10
Reading	3rd Grade	White	2012-13	100%	73%	74.6%	74.6%	< 10	70.4%	15.5%	< 10
Reading	3rd Grade	Female	2011-12	100%	65.9%	73.5%	73.5%	< 10	63.3%	24.5%	< 10
Reading	3rd Grade	Female	2012-13	100%	70.2%	74.4%	74.4%	< 10	71.8%	< 10	< 10
Reading	3rd Grade	Male	2011-12	100%	59%	67.6%	67.6%	< 10	56.8%	< 10	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	65%	65%	< 10	60%	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	60.5%	60.5%	< 10	55.3%	36.8%	< 10
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	59.4%	59.4%	< 10	53.1%	< 10	< 10
Reading	3rd Grade	English Language Learners	2011-12	< 10	34.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	< 10	34.3%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	100%	37.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	75.6%	75.6%	< 10	70%	21.1%	< 10
Reading	4th Grade	All Students	2012-13	100%	68.1%	73.3%	73.3%	< 10	72.2%	22.2%	< 10
Reading	4th Grade	American Indian	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10	< 10



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Reading	4th Grade	Hispanic of Any Race	2011-12	< 10	54.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2012-13	< 10	57.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2011-12	< 10	66.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	76.8%	76.8%	< 10	72%	19.5%	< 10
Reading	4th Grade	White	2012-13	100%	75.1%	73.9%	73.9%	< 10	72.7%	21.6%	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	75%	75%	< 10	68.8%	20.8%	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	76.5%	76.5%	< 10	76.5%	19.6%	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	76.2%	76.2%	< 10	71.4%	< 10	< 10
Reading	4th Grade	Male	2012-13	100%	65.1%	69.2%	69.2%	< 10	66.7%	25.6%	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	78.1%	78.1%	< 10	71.9%	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	62.2%	62.2%	< 10	62.2%	32.4%	< 10
Reading	4th Grade	English Language Learners	2012-13	< 10	39.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2011-12	< 10	35%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	< 10	38.3%	< 10	< 10	< 10	< 10	< 10	< 10

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Reading	5th Grade	All Students	2011-12	100%	68.8%	70.7%	70.7%	< 10	60.9%	18.5%	10.9%
Reading	5th Grade	All Students	2012-13	100%	70.4%	78.3%	78.3%	< 10	72.8%	18.5%	< 10
Reading	5th Grade	American Indian	2011-12	< 10	58.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	American Indian	2012-13	< 10	64.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2012-13	< 10	81.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	< 10	68.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	70.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	70%	70%	< 10	61.1%	18.9%	11.1%
Reading	5th Grade	White	2012-13	100%	76.9%	80.2%	80.2%	< 10	74.4%	17.4%	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	72.7%	72.7%	< 10	59.1%	< 10	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	66.7%	66.7%	< 10	58.3%	27.1%	< 10
Reading	5th Grade	Male	2011-12	100%	65.9%	68.8%	68.8%	< 10	62.5%	25%	< 10
Reading	5th Grade	Male	2012-13	100%	66.8%	90.9%	90.9%	< 10	88.6%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	71.4%	71.4%	< 10	68.6%	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	65.6%	65.6%	< 10	62.5%	34.4%	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Students With Disabilities	2011-12	100%	34.2%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2012-13	< 10	36.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	100%	15.3%	18.1%	18.1%	< 10	13.8%	27.7%	54.3%
Science	5th Grade	All Students	2012-13	100%	13.1%	< 10	< 10	< 10	< 10	47.8%	44.6%
Science	5th Grade	American Indian	2011-12	< 10	8.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	American Indian	2012-13	< 10	8.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	< 10	26.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	< 10	5.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	< 10	14.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	100%	18.9%	17.4%	17.4%	< 10	14.1%	28.3%	54.3%
Science	5th Grade	White	2012-13	100%	16%	< 10	< 10	< 10	< 10	48.8%	43%
Science	5th Grade	Female	2011-12	100%	13.6%	21.7%	21.7%	< 10	< 10	21.7%	56.5%
Science	5th Grade	Female	2012-13	100%	11.6%	< 10	< 10	< 10	< 10	47.9%	45.8%
Science	5th Grade	Male	2011-12	100%	17%	< 10	< 10	< 10	< 10	33.3%	52.1%
Science	5th Grade	Male	2012-13	100%	14.5%	< 10	< 10	< 10	< 10	47.7%	43.2%

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Byron Area Elementary School**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Economically Disadvantaged	2011-12	100%	7%	< 10	< 10	< 10	< 10	32.4%	56.8%
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	< 10	< 10	< 10	< 10	43.8%	46.9%
Science	5th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	100%
Science	5th Grade	Students With Disabilities	2012-13	< 10	4.1%	< 10	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Byron Area Elementary School**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report  
Byron Area Elementary School**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	67.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2011-12	< 10	59.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	55%	66.7%	66.7%	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	100%	61.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Female	2011-12	100%	57.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	52.8%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report**  
**Byron Area Elementary School**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	< 10	75.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	75.2%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	White	2011-12	< 10	79.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2011-12	< 10	73.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Male	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	72.1%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Economically Disadvantaged	2011-12	< 10	74.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2012-13	< 10	79.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	80.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2012-13	< 10	75.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2012-13	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	75.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	< 10	69.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	< 10	81%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	< 10	45.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	73.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	82.5%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	49.6%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Byron Area Elementary School**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	Female	2011-12	< 10	41.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2011-12	< 10	80.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	71.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	81.6%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2011-12	< 10	46.4%	< 10	< 10	< 10	< 10	< 10



**Annual Education Report**  
**Byron Area Elementary School**
**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	< 10	88.7%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade	All Students	2011-12	< 10	87.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	87.8%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade	White	2011-12	< 10	86.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2011-12	< 10	83.7%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade	Female	2011-12	< 10	84.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	91.8%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade	Economically Disadvantaged	2011-12	< 10	93%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2012-13	< 10	89.1%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade	All Students	2012-13	< 10	82.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	87.9%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade	White	2012-13	< 10	82.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2012-13	< 10	90.4%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade	Female	2012-13	< 10	87.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	< 10	89.8%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade	Economically Disadvantaged	2012-13	< 10	84.5%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report  
Byron Area Elementary School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report**  
**Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	100%	61%
Bottom 30%	District	Mathematics		9.7%
African American	District	Mathematics		
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	< 30	< 30
Hispanic of Any Race	District	Mathematics	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics	< 30	< 30
White	District	Mathematics	100%	61.5%
Economically Disadvantaged	District	Mathematics	100%	48.4%
English Language Learners	District	Mathematics	< 30	< 30
Students With Disabilities	District	Mathematics	100%	31.2%
All Students	School	Mathematics	100%	65.2%
Bottom 30%	School	Mathematics		10.7%
American Indian	School	Mathematics	< 30	< 30
Asian	School	Mathematics	< 30	< 30
Hispanic of Any Race	School	Mathematics	< 30	< 30
Two or More Races	School	Mathematics	< 30	< 30

**Annual Education Report**  
**Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	100%	66.1%
Economically Disadvantaged	School	Mathematics	100%	50%
English Language Learners	School	Mathematics	< 30	< 30
Students With Disabilities	School	Mathematics	100%	45.2%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	100%	84.7%
Bottom 30%	District	Reading		50.8%
African American	District	Reading		
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	< 30	< 30
Hispanic of Any Race	District	Reading	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading	< 30	< 30
White	District	Reading	100%	85.1%
Economically Disadvantaged	District	Reading	100%	74.7%
English Language Learners	District	Reading	< 30	< 30
Students With Disabilities	District	Reading	100%	55.8%
All Students	School	Reading	100%	87.7%
Bottom 30%	School	Reading		60.2%

**Annual Education Report  
Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	School	Reading	< 30	< 30
Asian	School	Reading	< 30	< 30
Hispanic of Any Race	School	Reading	< 30	< 30
Two or More Races	School	Reading	< 30	< 30
White	School	Reading	100%	88.9%
Economically Disadvantaged	School	Reading	100%	77.4%
English Language Learners	School	Reading	< 30	< 30
Students With Disabilities	School	Reading	100%	64.3%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	100%	39.4%
Bottom 30%	District	Science		1.3%
African American	District	Science		
American Indian	District	Science	< 30	< 30
Asian	District	Science	< 30	< 30
Hispanic of Any Race	District	Science	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	< 30	< 30
White	District	Science	100%	39.2%
Economically Disadvantaged	District	Science	100%	23%

**Annual Education Report**  
**Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science		
Students With Disabilities	District	Science	100%	< 30
All Students	School	Science	100%	31.4%
Bottom 30%	School	Science		< 30
American Indian	School	Science	< 30	< 30
Asian	School	Science	< 30	< 30
Hispanic of Any Race	School	Science	< 30	< 30
Two or More Races	School	Science	< 30	< 30
White	School	Science	100%	31.3%
Economically Disadvantaged	School	Science	100%	< 30
Students With Disabilities	School	Science	< 30	< 30
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	100%	56.6%
Bottom 30%	District	Social Studies		3.9%
African American	District	Social Studies		
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies		
Hispanic of Any Race	District	Social Studies	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Social Studies		

**Annual Education Report**  
**Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Social Studies	< 30	< 30
White	District	Social Studies	100%	55.9%
Economically Disadvantaged	District	Social Studies	100%	40.7%
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	100%	14.3%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	100%	75.1%
Bottom 30%	District	Writing		21.8%
African American	District	Writing		
American Indian	District	Writing	< 30	< 30
Asian	District	Writing		
Hispanic of Any Race	District	Writing	< 30	< 30
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	< 30	< 30
White	District	Writing	100%	75.7%
Economically Disadvantaged	District	Writing	100%	64.2%
English Language Learners	District	Writing	< 30	< 30
Students With Disabilities	District	Writing	100%	25.7%
All Students	School	Writing	100%	72.9%

**Annual Education Report  
Byron Area Elementary School**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Writing		< 30
Hispanic of Any Race	School	Writing	< 30	< 30
Two or More Races	School	Writing	< 30	< 30
White	School	Writing	100%	74.7%
Economically Disadvantaged	School	Writing	100%	63.3%
English Language Learners	School	Writing	< 30	< 30
Students With Disabilities	School	Writing	< 30	< 30



**Annual Education Report  
Byron Area Elementary School**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	81.4%
White	District	81%
Economically Disadvantaged	District	67.7%

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

**Annual Education Report  
Byron Area Elementary School**
**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%
All Students	School	96%

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

**Annual Education Report**  
**Byron Area Elementary School**

**Accountability Status District Data**

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report**  
**Byron Area Elementary School**
**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Byron Area Schools	Byron Area Elementary School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	37

**Annual Education Report  
Byron Area Elementary School**
**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	17	0

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

**Teacher Quality - Class**

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

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report**  
**Byron Area Elementary School**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.  
 SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report**  
**Byron Area Elementary School**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

**Annual Education Report**  
**Byron Area Elementary School**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.



**Annual Education Report**  
**Byron Area Elementary School**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races		‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report  
Byron Area Elementary School**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5