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January 15, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Twin Rivers 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 Dayna Ellis, school principal, for assistance.

The AER is available for you to review electronically by visiting the following [LINK TO TWIN RIVERS' COMBINED REPORT](#), or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

One key challenge for Twin Rivers Elementary School, as evidenced by the data contained in this report, is to make certain that ALL students are confident, capable, excited learners regardless of the background they bring to school with them. A second challenge is engaging students in their own learning and empowering them to set goals and work hard to do their best work. This school year we have continued to use our Title I resources to provide all students with 30 minutes of additional reading support at their instructional levels, as determined by local assessments. We have also implemented the ECRI and Heggerty phonics programs to make certain that all KG-2nd grade students have the strongest base possible to become strong readers. Daily math support is provided to students that experience

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difficulty with lesson standards, based on consistent formative assessments. Classroom teachers are working to improve science and social studies instruction to help increase assessment scores in these subject areas.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Ionia Public Schools has five neighborhood elementary schools. Student assignment is based primarily upon geographic location. Class size, special education needs and transportation availability are other factors that are also considered when students are placed at district elementary schools by central office personnel. This process is consistent from year to year and has been in place for several years.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

TWIN RIVERS ELEMENTARY SCHOOL School Improvement Plan 2019-2020

ELA

Goal: All students will be proficient in English Language Arts

Measurable Objectives:

- 60% of KG-5th grade students will be in the Acadience “no risk” category based on the composite score by the end of the school year.
- 65% of KG-5th grade students will meet their projected NWEA RIT score at the end of the school year.
- 65% of 3rd-5th grade students will be proficient on the 2020 ELA M-STEP assessment.

Strategy #1:

Instructional staff will utilize the Reading Wonders material to teach at least a daily 90 minute ELA block.

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Strategy #2:

**Implementation of Reading Interventions –
Instructional staff will provide 30 minutes of daily
supplemental/differentiated reading instruction to all
students.**

Strategy #3:

**Implementation of Literacy Essentials #3 & 4 –
Instructional staff members will implement key
strategies from the Michigan Literacy Essentials**

Activities:

- Improving Tier I Instruction using ECRI and Heggarty phonics programs
- Take Home Reading program for KG & 1st grade students and families
- Individualized Reading Plans for KG-3rd grade students, as needed.
- Title I Paraeducators and Interventionist will support differentiated instruction and provide additional instructional support
- After School Learning Club for Reading and Math
- Technology Enhanced Instruction

Math

Goal: All students will be proficient in Mathematics

Measurable Objectives:

- 55% of 3rd-5th grade students will be proficient on the 2020 M-STEP assessment
- 70% of KG-5th grade students will meet their projected Math RIT score at the end of the year

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- 80% of KG-5th grade students will score an average of 70% or above on the Math Expressions unit math assessments

Strategy #1:

Instructional staff will utilize the Math Expressions material to teach a 60 minute math block.

Strategy #2:

Math Expressions Interventions – Teachers, paraeducators and/or interventionists will provide differentiated instruction for each student at their level.

Activities:

- Paraeducators and/or Interventionists will provide additional math support to students
- After School Learning Club for Reading & Math
- Technology Enhanced Instruction
- Truancy

Science

Goal: All students will be proficient in Science

Measurable Objective:

- 40% of 5th grade students will be proficient on the 2020 Science M-STEP

Strategy #1:

Teachers will utilize Mystery Science to teach the Michigan Science Standards.

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Activities:

- Teachers will continue to explore new units and discuss and problem solve around the positive and negatives of the program

Social Studies

Goal: All students will be proficient in Social Studies

Measurable Objective:

- 30% of 5th grade students will be proficient on the social studies 2020 M-STEP.

Strategy #1:

- **Teachers will utilize the Studies Weekly curriculum and the provided resources.**

Activities:

- Teachers will investigate best practices for teaching the Studies Weekly curriculum

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Twin Rivers Elementary School is a Kindergarten–Fifth grade school and is not a specialized school.

4. CURRICULUM DEVELOPMENT AT IONIA PUBLIC SCHOOLS

Curriculum development at Ionia Public Schools is a process that requires a large commitment from the teachers and administrators involved. These stakeholders must accept the responsibility for interpreting and aligning the Michigan Standards. They are developing or have developed essential component curriculum maps and learning targets from these standards in math and ELA. These stakeholders were also involved in researching, and recommending materials.

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The district continues to make a commitment to the process of installing a Multi-Tiered System of Support. The research that supports this process shows that the achievement of all students increases. In addition, the research shows that the greatest gains are for at-risk students. The district has made a commitment to continuing to expect high achievement for all while closing the existing achievement gaps. We have established minimum instructional time expectations for math, English Language Arts, science and social studies.

The curriculum focus for this year continues to be the implementation of Reading Wonders and integration of the Literacy Essentials. Data shows that the skills of our students are increasing. We have begun supporting grade level problem solving for reading and behavior. Elementary teachers are working hard to support students with the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary development and reading comprehension).

Academic success and improvement is of vital importance at Ionia Public Schools. Through continuous reflection and professional development, our teachers work to improve learning for all students.

To access a copy of the Ionia Public Schools' Core Curriculum, please contact Curriculum Director, Jennifer Burns, at 616-527-9280.

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5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Aggregate Student Achievement Results on Nationally Normed Reading Achievement Tests Near the End of the School Year

	Average N.W.E.A. Reading RIT Score 2018-2019	Average N.W.E.A. Reading RIT Score 2017-2018
Kindergarten	153 (Norm - 158.1)	158 (Norm - 158.1)
1 st Grade	178 (Norm - 177.5)	192 (Norm - 177.5)
2 nd Grade	190 (Norm - 188.7)	192 (Norm - 188.7)
3 rd Grade	197 (Norm - 198.6)	198 (Norm - 198.6)
4 th Grade	202 (Norm - 205.9)	206 (Norm - 205.9)
5 th Grade	214 (Norm - 211.8)	216 (Norm - 211.8)

Aggregate Student Achievement Results on Nationally Normed Math Achievement Tests Near the End of the School Year

	Average N.W.E.A. Math RIT Score 2018-2019	Average N.W.E.A. Math RIT Score 2017-2018
Kindergarten	153 (Norm - 159.1)	160 (Norm - 159.1)
1 st Grade	183 (Norm - 180.8)	185 (Norm - 180.8)
2 nd Grade	198 (Norm - 192.1)	199 (Norm - 192.1)
3 rd Grade	202 (Norm - 203.4)	198 (Norm - 203.4)
4 th Grade	208 (Norm - 213.5)	210 (Norm - 213.5)
5 th Grade	224 (Norm - 221.4)	226 (Norm - 221.4)

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2017-2018 School Year

October 2017	% Attendance	# Students	March 2018	% Attendance	# Students
Kindergarten	100	28		100	29
1 st Grade	100	25		100	27
2 nd Grade	100	18		100	17
3 rd Grade	100	22		100	22
4 th Grade A	100	23		100	23
4 th Grade B	100	26		100	26
5 th Grade	100	28		100	28
Total Students		188			188

2018-2019 School Year

October 2018	% Attendance	# Students	March 2019	% Attendance	# Students
Kindergarten	100	28		100	28
1 st Grade	100	28		100	27
2 nd Grade	100	24		100	24
3 rd Grade	100	20		100	20
4 th Grade	100	28		100	28
5 th Grade A	100	21		100	21
5 th Grade B	100	22		100	22
Total Students		171			172

Overall Percentages for Parent/Teacher Conferences:

	<u>October 2017</u>	<u>March 2018</u>
Number of Students	188	188
Number of Conferences	188	188
Percentage Attending	100	100

	<u>October 2018</u>	<u>March 2019</u>
Number of Students	171	172
Number of Conferences	171	172
Percentage Attending	100	100

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Thank you to the hard-working students, parents, and staff at Twin Rivers Elementary School. Test results show that Twin Rivers' students are doing a solid job learning the taught curriculum, but there is room for much improvement. I look forward to the next school year as we implement the strategies and activities of our School Improvement Plan and continue to work together to inspire our students to even greater levels of achievement.

Sincerely,

Dayna L. Ellis

Dayna L. Ellis, Principal
Twin Rivers Elementary School

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Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	42.0%	92	29.0%	9	12.9%	4	16.1%	5	41.9%	13	29.0%	9
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	40.1%	81	40.0%	8	20%	<3	*	*	*	*	20%	2
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	42.1%	77	32.1%	9	20%	4	20%	5	42.9%	12	25.0%	7
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	39.2%	67	38.9%	7	20%	<3	*	*	*	*	20%	2
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	40.2%	41	22.2%	4	20%	<3	20%	<3	55.6%	10	22.2%	4

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ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	50%	41	50%	6	50%	<3	50%	*	50%	*	50%	2
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	50%	51	50%	5	50%	<3	50%	*	50%	3	50%	5
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	34.5%	49	25.0%	5	20%	<3	20%	*	50.0%	10	25.0%	5
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	50%	48	50%	5	50%	<3	50%	*	50%	*	50%	1
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	49.3%	110	52.4%	22	23.8%	10	28.6%	12	23.8%	10	23.8%	10
ELA	4th Grade Content	All Students	2018-19	45.8%	46,892	37.4%	83	32.1%	9	20%	3	*	6	42.9%	12	25.0%	7
ELA	4th Grade Content	Black or African American	2018-19	20.9%	3,961	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	52.5%	35,934	50.8%	96	50.0%	20	25.0%	10	25.0%	10	25.0%	10	25.0%	10
ELA	4th Grade Content	White	2018-19	53.4%	35,331	39.7%	73	34.6%	9	20%	3	*	6	38.5%	10	26.9%	7
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	48.0%	49	50.0%	8	*	5	20%	3	25.0%	4	25.0%	4
ELA	4th Grade Content	Female	2018-19	48.8%	24,513	42.3%	44	43.8%	7	20%	<3	*	*	31.3%	5	25.0%	4

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	50.4%	61	53.8%	14	20%	5	*	9	23.1%	6	23.1%	6
ELA	4th Grade Content	Male	2018-19	42.9%	22,379	50%	*	50%	*	50%	<3	50%	<3	*	7	*	3
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	37.7%	52	42.3%	11	20%	4	*	7	23.1%	6	34.6%	9
ELA	4th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,865	50%	40	50%	3	50%	<3	50%	*	50%	8	50%	4
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2018-19	29.1%	2,630	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2018-19	21.8%	436	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	48.4%	106	56.7%	17	20%	5	*	12	*	10	20%	3
ELA	5th Grade Content	All Students	2018-19	46.2%	48,528	46.2%	102	43.9%	18	10%	3	*	15	36.6%	15	19.5%	8
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2018-19	35.7%	3,119	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	53.8%	38,604	52.5%	94	60.9%	14	21.7%	5	39.1%	9	*	*	20%	1

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	White	2018-19	53.3%	36,534	48.4%	90	43.6%	17	10%	3	*	14	35.9%	14	20.5%	8
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	50%	57	50%	10	50%	<3	50%	*	50%	*	50%	0
ELA	5th Grade Content	Female	2018-19	50.2%	25,866	51.5%	52	50.0%	9	20%	<3	*	*	27.8%	5	22.2%	4
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	40.2%	49	41.2%	7	20%	3	*	4	*	7	20%	3
ELA	5th Grade Content	Male	2018-19	42.3%	22,662	41.7%	50	39.1%	9	20%	<3	*	*	*	10	20%	4
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	42.6%	60	52.2%	12	20%	3	*	9	*	8	20%	3
ELA	5th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,978	41.5%	56	26.9%	7	20%	<3	*	*	50.0%	13	23.1%	6
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Students With Disabilities	2018-19	15.0%	1,885	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Foster Care	2018-19	20.8%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	36.1%	79	32.3%	10	10%	<3	*	*	25.8%	8	41.9%	13
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	33.8%	68	35.0%	7	20%	<3	*	*	*	9	20%	4
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	36.1%	66	35.7%	10	20%	<3	*	*	25.0%	7	39.3%	11
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	33.5%	57	33.3%	6	20%	<3	*	*	*	9	20%	3
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	32.4%	33	22.2%	4	20%	<3	*	*	33.3%	6	44.4%	8
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	50%	33	50%	4	50%	<3	50%	*	50%	4	50%	4
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	50%	46	50%	6	50%	<3	50%	*	50%	<3	50%	5
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	31.7%	45	30.0%	6	20%	<3	*	*	25.0%	5	45.0%	9
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	50%	40	50%	6	50%	<3	50%	*	50%	*	50%	2

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	35.4%	79	39.5%	17	11.6%	5	27.9%	12	39.5%	17	20.9%	9
Mathematics	4th Grade Content	All Students	2018-19	41.8%	42,898	24.3%	54	20%	5	20%	<3	20%	*	*	13	*	10
Mathematics	4th Grade Content	Black or African American	2018-19	15.8%	3,007	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	38.6%	73	39.0%	16	12.2%	5	26.8%	11	39.0%	16	22.0%	9

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	White	2018-19	49.6%	32,851	23.4%	43	20%	5	20%	<3	20%	*	*	12	*	9
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	30.4%	31	41.2%	7	20%	<3	*	*	35.3%	6	23.5%	4
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	22.1%	23	20%	3	20%	<3	20%	*	*	7	*	6
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	39.7%	48	38.5%	10	20%	3	*	7	*	11	20%	5
Mathematics	4th Grade Content	Male	2018-19	44.5%	23,280	50%	*	50%	*	50%	<3	50%	<3	*	6	*	4
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	26.8%	37	25.9%	7	20%	3	20%	4	44.4%	12	29.6%	8
Mathematics	4th Grade Content	Economically Disadvantaged	2018-19	27.0%	15,316	50%	*	50%	*	50%	<3	50%	<3	*	7	*	6
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2018-19	29.9%	2,776	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2018-19	17.5%	352	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	38.1%	83	53.3%	16	20%	6	*	10	*	9	20%	5
Mathematics	5th Grade Content	All Students	2018-19	34.8%	36,649	33.2%	73	39.0%	16	24.4%	10	14.6%	6	46.3%	19	14.6%	6
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	22.6%	1,992	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	41.6%	74	56.5%	13	26.1%	6	30.4%	7	*	7	20%	3
Mathematics	5th Grade Content	White	2018-19	41.6%	28,567	35.7%	66	35.9%	14	23.1%	9	12.8%	5	48.7%	19	15.4%	6
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	50%	37	50%	7	50%	3	50%	4	50%	*	50%	1
Mathematics	5th Grade Content	Female	2018-19	31.7%	16,346	29.0%	29	33.3%	6	*	*	20%	<3	*	*	20%	2
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	37.7%	46	52.9%	9	20%	3	*	6	23.5%	4	23.5%	4
Mathematics	5th Grade Content	Male	2018-19	37.8%	20,303	36.7%	44	43.5%	10	20%	4	*	6	*	9	20%	4
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	33.6%	47	47.8%	11	20%	4	*	7	30.4%	7	21.7%	5
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	20.2%	11,502	26.7%	36	26.9%	7	20%	*	20%	<3	*	15	20%	4

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Foster Care	2018-19	11.1%	57	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	20%	27	20%	3	20%	<3	20%	*	80%	24	20%	3
Social Studies	5th Grade Content	All Students	2018-19	17.4%	18,265	14.1%	31	17.1%	7	10%	<3	*	*	68.3%	28	14.6%	6
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	8.8%	776	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	20%	27	20%	3	20%	<3	20%	*	*	*	20%	2
Social Studies	5th Grade Content	White	2018-19	21.5%	14,719	15.7%	29	15.4%	6	10%	<3	*	*	69.2%	27	15.4%	6
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	50%	*	50%	*	50%	<3	50%	<3	*	*	*	2
Social Studies	5th Grade Content	Female	2018-19	15.3%	7,868	20%	14	20%	3	20%	<3	20%	*	*	12	20%	3
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	20%	*	20%	*	20%	<3	20%	<3	*	*	*	1
Social Studies	5th Grade Content	Male	2018-19	19.4%	10,397	20%	17	20%	4	20%	<3	20%	*	*	16	20%	3
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	20%	*	20%	*	20%	<3	20%	<3	*	18	*	3

Annual Education Report Twin Rivers Elementary School (04236)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	8.1%	4,614	20%	*	20%	*	20%	<3	20%	<3	*	19	*	5
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Foster Care	2018-19	4.9%	25	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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 Twin Rivers Elementary School (04236)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	All Students	2017-18	81.4%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	66.7%	*	*	*	*	*
Science	4th Grade Content	All Students	2017-18	48.5%	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	84.0%	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	73.7%	*	*	*	*	*
Science	4th Grade Content	Two or More Races	2017-18	52.9%	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	84.2%	*	*	*	*	*
ELA	4th Grade Content	Female	2017-18	82.0%	*	*	*	*	*
ELA	4th Grade Content	Male	2017-18	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	68.4%	*	*	*	*	*
Science	4th Grade Content	Male	2017-18	48.9%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	81.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	67.3%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	49.7%	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2018-19	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2018-19	51.1%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2018-19	32.7%	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2018-19	77.8%	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2018-19	54.2%	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2018-19	40.7%	*	*	*	*	*
ELA	5th Grade Content	White	2018-19	78.1%	*	*	*	*	*
Mathematics	5th Grade Content	White	2018-19	54.0%	*	*	*	*	*
Social Studies	5th Grade Content	White	2018-19	37.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2018-19	76.2%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2018-19	45.2%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2018-19	32.8%	*	*	*	*	*
ELA	5th Grade Content	Male	2018-19	74.2%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2018-19	54.0%	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	5th Grade Content	Male	2018-19	32.7%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2018-19	76.4%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	51.8%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	33.6%	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

MI -Access Supported Independence

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

Annual Education Report Twin Rivers Elementary School (04236)

MI -Access Participation

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

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	105	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2018-19	91	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2018-19	84	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	92	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2018-19	47	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	48	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	57	<10	*	*	*	*	*	*	*

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2018-19	44	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	71	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2018-19	57	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2018-19	34	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	34	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2018-19	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2018-19	91	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Migrant	2017-18	105	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2018-19	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	15	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2018-19	77	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2018-19	88	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	104	<10	*	*	*	*	*	*	*

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Foster Care	2018-19	90	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	105	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2018-19	91	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2018-19	91	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	105	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	92	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2018-19	84	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Female	2017-18	48	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2018-19	47	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2018-19	44	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	57	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2018-19	57	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	71	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	34	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2018-19	34	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not English Learners	2017-18	102	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2018-19	90	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	105	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2018-19	91	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2018-19	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	15	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	90	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2018-19	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	102	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2018-19	88	<10	*	*	*	*	*	*	*

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2018-19	90	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	104	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	105	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2018-19	91	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2018-19	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2018-19	40	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	23	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	13	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Female	2018-19	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2018-19	24	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	17	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2018-19	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	23	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2018-19	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2018-19	43	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Migrant	2018-19	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2018-19	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2018-19	42	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Foster Care	2018-19	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	30	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Foster Care	2018-19	42	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2018-19	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	30	<10	*	*	*	*	*	*	*

Annual Education Report Twin Rivers Elementary School (04236)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	98.3%	1.7%	N/A	100.0%	0.0%	40.66%
All Students	Mathematics	98.9%	1.1%	39.95%	98.4%	1.6%	N/A	100.0%	0.0%	32.97%
All Students	Science	98.1%	1.9%	N/A	96.4%	3.6%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	96.1%	3.9%	N/A	100.0%	0.0%	20.93%
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	<10	<10	<10	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	<10	<10	<10	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	<10	<10	<10	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	100.0%	0.0%	N/A	<10	<10	<10
Black or African American	Mathematics	98.0%	2.0%	14.94%	100.0%	0.0%	N/A	<10	<10	<10
Black or African American	Science	96.7%	3.3%	N/A	<10	<10	<10	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	<10	<10	<10	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	96.8%	3.2%	N/A	<10	<10	<10

Annual Education Report Twin Rivers Elementary School (04236)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	96.8%	3.2%	N/A	<10	<10	<10
Hispanic of Any Race	Science	98.0%	2.0%	N/A	95.0%	5.0%	N/A	<10	<10	<10
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	95.0%	5.0%	N/A	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Mathematics	98.7%	1.3%	35.98%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Social Studies	97.9%	2.1%	27.34%	100.0%	0.0%	N/A	<10	<10	<10
White	ELA	99.0%	1.0%	56.44%	98.6%	1.4%	N/A	100.0%	0.0%	40.48%
White	Mathematics	99.1%	0.9%	46.59%	98.7%	1.3%	N/A	100.0%	0.0%	30.95%
White	Science	98.4%	1.6%	N/A	96.9%	3.1%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.4%	1.6%	36.71%	96.6%	3.4%	N/A	100.0%	0.0%	17.50%
Female	ELA	98.9%	1.1%	53.92%	98.8%	1.2%	N/A	100.0%	0.0%	48.94%

Annual Education Report Twin Rivers Elementary School (04236)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	98.8%	1.2%	N/A	100.0%	0.0%	29.79%
Female	Science	98.3%	1.7%	N/A	96.7%	3.3%	N/A	100.0%	0.0%	N/A
Female	Social Studies	98.2%	1.8%	28.84%	96.4%	3.6%	N/A	100.0%	0.0%	21.05%
Male	ELA	98.7%	1.3%	45.63%	98.0%	2.0%	N/A	100.0%	0.0%	31.82%
Male	Mathematics	98.7%	1.3%	41.64%	98.1%	1.9%	N/A	100.0%	0.0%	36.36%
Male	Science	97.9%	2.1%	N/A	96.0%	4.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.9%	2.1%	33.54%	95.8%	4.2%	N/A	100.0%	0.0%	20.83%
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	97.9%	2.1%	N/A	100.0%	0.0%	28.07%
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	97.9%	2.1%	N/A	100.0%	0.0%	28.07%
Economically Disadvantaged	Science	97.3%	2.7%	N/A	94.6%	5.4%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	94.3%	5.7%	N/A	100.0%	0.0%	11.11%
English Learners	ELA	98.8%	1.2%	23.86%	94.2%	5.8%	N/A	<10	<10	<10
English Learners	Mathematics	99.1%	0.9%	22.89%	94.2%	5.8%	N/A	<10	<10	<10
English Learners	Science	98.2%	1.8%	N/A	94.4%	5.6%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	94.4%	5.6%	N/A	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Twin Rivers Elementary School (04236)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	97.4%	2.6%	N/A	100.0%	0.0%	21.43%
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	97.8%	2.2%	N/A	100.0%	0.0%	21.43%
Students With Disabilities	Science	95.3%	4.7%	N/A	94.3%	5.7%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	94.4%	5.6%	N/A	<10	<10	<10
Homeless	ELA	96.3%	3.7%	28.30%	98.3%	1.7%	N/A	<10	<10	<10
Homeless	Mathematics	96.5%	3.5%	18.28%	98.3%	1.7%	N/A	<10	<10	<10
Homeless	Science	94.1%	5.9%	N/A	91.7%	8.3%	N/A	<10	<10	<10
Homeless	Social Studies	94.1%	5.9%	13.17%	87.5%	12.5%	N/A	<10	<10	<10
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	0.00%
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	0.00%
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	0.00%
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Twin Rivers Elementary School (04236)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Twin Rivers Elementary School (04236)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	< 10	52.12%	54.98%	59.26%

Annual Education Report Twin Rivers Elementary School (04236)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	84.70%

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

Annual Education Report Twin Rivers Elementary School (04236)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	40.66%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	28.07%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	<10	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	21.43%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	<10	39.59%	47.75%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	40.48%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	32.97%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	28.07%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	<10	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	21.43%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	<10	28.04%	35.85%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	30.95%	45.55%	46.35%	47.55%

Annual Education Report Twin Rivers Elementary School (04236)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Twin Rivers Elementary School	62.58	74.72	0.00	0.00	82.58	100.00	0.00	72.29	N/A	N/A

Annual Education Report Twin Rivers Elementary School (04236)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Twin Rivers Elementary School (04236)	0	7	4	0

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Twin Rivers Elementary School (04236)	8.84	1.00	11.3%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Twin Rivers Elementary School (04236)	1.00	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Twin Rivers Elementary School (04236)	8.84	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Twin Rivers Elementary School (04236)	8.84	1.00	11.3%	N/A	N/A	N/A	N/A

Annual Education Report Twin Rivers Elementary School (04236)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Twin Rivers Elementary School (04236)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Twin Rivers Elementary School (04236)
NAEP Grade 8 Math

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Twin Rivers Elementary School (04236)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

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Annual Education Report Twin Rivers Elementary School (04236)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Twin Rivers Elementary School (04236)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

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