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*Hope Of Detroit
Academy*

"EXCELLENCE, DETERMINATION & ACHIEVEMENT"

2007-08 ANNUAL EDUCATION REPORT



THE LEONA GROUP, L.L.C. • *A new kind of public school*® • Chartered by Ferris State University

Hope of Detroit Academy

2007-08 Annual Education Report

At Hope of Detroit Academy, our focus is on every child's individual needs. Every child receives the personalized attention needed to learn and grow. Learning is fun in our proven core academic program that exposes students to a world of opportunities. Our students love the nurturing, one-on-one attention – and our parents love the results! The 2007-08 school year was the school's ninth year in operation – a year marked by continued academic, social and behavioral growth and success. Students in grades K-8 attend the Hope of Detroit Academy's N. Campbell Street campus; students in grades 9-12 attend the Consortium College Preparatory High School campus at 1250 Rosa Parks Blvd. 2007-08 highlights include:

- The academy continued to meet the academic needs of its students, with solid gains on MEAP proficiency and achieving Adequate Yearly Progress (AYP).
- Skillman foundation recognized the academy as a Good School Making the Grade and awarded \$50,000 in the Improving School Category.
- The academy received the Great Lakes Stewardship Initiative (GLSI) award. The focus of this grant is to increase awareness and understanding of the ecology of the Great Lakes to encourage Michigan residents to become active stewards.
- The academy submitted its Self-Assessment of Readiness for Accreditation to North Central Association Commission on Accreditation and School Improvement (NCA CASI) .
- Hope of Detroit students participated in the State Academic Games competition in Grand Rapids and placed third out of 49 schools in the state.
- In partnership with the Latino Press, Hope of Detroit Academy students and staff were able to produce a professionally formatted newspaper on a monthly basis.

At the high school:

- At the high school level, the third graduating class achieved a graduation rate of 96% and a college-acceptance rate of 94%.
- Valedictorian Stephanie Tinsley and salutatorian Shanina Shepard were among the many Consortium graduates who received scholarships to schools in Ohio, Michigan, Alabama, Indiana and Washington D.C. Over \$300,000 in additional funds were awarded to the class of 2008 to support their college education.
- The boys and girls basketball teams won district championships for the first time and moved on to the regional tournament.
- Spring practice and conditioning began in April and May to prepare for the school's first football team in a collaborative partnership with Old Redford Academy.
- The Consortium dance program performed at the Masonic Temple and featured over 100 students performing in this special annual program.
- As a K-12 system, the school achieved strong MEAP and ACT standardized testing scores, among the highest of public schools in southwest Detroit. AYP status had not been publicly released at the time of this report.

Enrollment process

- Hope of Detroit Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement

School information

2008-09 contact information

Grades K-8
4443 N. Campbell St.
Detroit, MI 48210
www.leonagroup.com/hope
313.897.8720

Grades 9-12
1250 Rosa Parks Blvd.
Detroit, MI 48216
313.964.2339
www.leonagroup.com/consortium

Year opened

1999

Grades

K-12; grades 9-12 attend Consortium College Preparatory High School

School leadership, K-8

Benny Cruz, *school leader*
Ali Abdel, *assistant school leader*
Kristin Jager, *curriculum coach*

School leadership, 9-12

Rod Atkins, *school leader*
Mark Gable
assistant school leader, 9-12
Lydia Kovach, *curriculum coach, 9-12*

Current board of directors

Thomas Rys, *president*
Erin Irwin, *vice president*
Joe Gappy, *treasurer*
Rosalyn Love, *secretary*
Luis Ceballos
Danielle Jackson

Chartered by Ferris State University
Dr. Lawrence Wells, *director*
Ronald S. Rizzo

- *interim director, 2006-07*

Ed McKeehan, *field representative*
Managed by The Leona Group, L.L.C.

Mission

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who strive for excellence, determination, and achievement.

Vision

The vision of Hope of Detroit Academy is to effectively compete in a technologically global world and strive to become successful learners of their communities

Local school district

Detroit Public Schools

Intermediate school district

Wayne RESA

Accreditation

The academy meets the state's standards for accreditation.

Consortium College Preparatory High School holds North Central Association (NCA) accreditation.

or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

School safety

The safety of students, families, staff and visitors at both campuses is paramount. The schools have instituted comprehensive and proactive school safety and emergency management programs that were thoroughly communicated to staff, students and parents/guardians. These programs include, but are not limited to:

- Student codes of conduct
- Emergency action plans
- School behavior policies and procedures
- School safety policies and procedures

The schools adhered to all state and federal laws with regards to safety and safety drills and hold current certificates of occupancy for school use. At Hope of Detroit Academy, five cameras were added to the exterior and interior of the building. Locks were upgraded in the multipurpose room and individual door alarms were installed in areas not used as common entrances. School safety crossing signs were added to the surrounding exterior. Bullying and gang-related workshops were conducted. At Consortium, two security guards were hired to further support the safe school environment and enhance security at athletic events.

Professional development

- All teachers are certified and 100% of teachers and classroom assistants are highly qualified according to Michigan and federal standards.
- Staff participated in strategically planned professional development opportunities throughout the school year in all academic areas. In addition to professional development opportunities at the school, high school staff were required to independently attend two professional development sessions of their choice.
- The school's management company, The Leona Group, offered extensive professional development to curriculum coaches, school leaders and faculty through its company-wide Quality Schools Initiative. Topics included: Using Data for School Improvement, Deb Wahlstrom; unpacking the standards; special education law; training on the new school improvement initiatives from the state template; Response to Intervention (RTI), brain-based best practices for comprehension, writing workshops; Positive Behavior Support (PBS); High School Summit; formative and summative assessment; Universal Design for Learning (UDL); rigor and relevance; improving the relationship gap between staff and students; technology; keeping schools safe; and professional learning communities.
- At the high school, Dr. Ella Burton spent three days with the staff on teaming and school improvement planning.
- Additional initiatives included:
 - Golden Package data analysis
 - Sheltered Instruction Observation Protocol (SIOP) training.
 - Diversity training
 - Treasures
 - Dyned training for ELL software
 - DIBELS training

A quality education

Each child at the academy received personalized instruction and the staff effectively adapted the curriculum to meet the needs of a variety of individual learning styles and intellectual strengths.

The academy's curriculum, which is available to all students and can be reviewed at the school, is fully aligned with state standards and benchmarks. K-8 instruction areas included core subjects areas of English language arts, science, social studies and math, complemented by instruction in music, art and physical education. For grades 9-12, the MKJ curriculum was used for core areas. 100% of core



School Snap Shots



Mr. MacClean teaches student, Jorge Fernandez, English language arts through music.



Ms. Vargas, grade 1 teacher and her student, Trevante Wilson, complete an English language arts lesson using the Treasures reading program.



Ms. Snyder, kindergarten teacher, helps her student, Damya Fields, work through an English language activity using the Treasures reading program.

academic subjects, elementary and secondary school classes were taught by highly qualified teachers.

A full-time curriculum coach at each campus worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the school's curriculum coach.

Technology is integrated into the curriculum via an updated computer lab, computers in every classroom, Smart Board use and two fully mobile technology labs, each providing 25 laptop computers for classroom use. The high school campus features a state-of-the-art technology and media lab. In addition, Smart Board technology and computers are available in every high school classroom.

Extracurricular activities

A well-rounded learning experience was provided to students at Hope of Detroit Academy and Consortium College Preparatory High School again this year. In addition to the academically challenging and balanced curriculum, the academy offered extracurricular activities and field trips. Among them:

Grades K-8

- Basketball
- Soccer
- Chess club
- Mentoring
- Comerica Youth Saving program
- Saturday computer school training
- Saturday student enrichment grades 6-8
- National Health Awareness student workout sessions
- Violin classes through the Sphinx Organization
- Music club
- Academic Games
- Art club
- School dances
- Ballet/hip hop
- Bowling
- Poetry club
- Fundraising

Grades 9-12

- Cougarbots robotics team
- Chess
- Student government
- Sisterhood
- Choir
- Football
- National Honor Society
- Conditioning club
- Cheerleading
- Basketball
- Honor Roll club
- Dance team
- Yearbook

School improvement planning, grades K-8

A staff committee is in place for each curriculum area. These committees meet periodically throughout the year to assess progress and develop program changes to improve student learning. Technology is integrated in the instructional program. The school improvement team coordinates all aspects of the academy's plan.

School improvement team

School leadership	Teachers	Classroom assistant
Speech pathologist	Parent/guardian	Student
School board member		

School Report Card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2007-08
Elementary/Middle	C	Made AYP	0
High School	D-Alert	Did not make AYP	0

By the numbers

Enrollment

K-8	449
9-12	46

Total district enrollment 495

Returning students

K-8:	
2007-08	85%

9-12:	
2007-08	70%

Waiting lists

K-8	65
9-12	284

Free & reduced lunch, district

..... 91%

Students with disabilities

K-8	7%
9-12	12%

% of student population served within an inclusive environment

Student demographics

K-8:	
Hispanic/Latino	71%
Black/African-American	27%
Caucasian	2%

9-12:	
Black/African-American	95%
Hispanic/Latino	3%
Caucasian	2%

Attendance rate, K-8 92%

Student-teacher ratio

K-8	20:1
9-12	21:1

Hours of instruction

K	1142
1-5	1239
6-7	1131
8	1105
9-12	1121

Graduation rate 96%

Students in dual enrollment

..... 5

College-equivalent courses

...None

Students enrolled in these courses

.....None

Students who took college equivalency exams

...None

Students who received college credit from the exams

.....None

School administrators

K-8	3
9-12	3

Teaching staff

23 in grades K-8 plus 24 at Consortium; with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area

Classroom assistants

10 in grades K-8 plus 7 at Consortium; with 100% highly qualified, which is defined by No Child Left Behind Act as having at least two years of higher education or successful completion of a state test.

Support staff

11 in grades K-8 plus 18 at Consortium including office staff, mentor manager, librarian, dean of students, food service, tutor, social workers, coaches, maintenance, student services and additional services contracted as needed.

Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.

Parent-teacher conference attendance

K-8	73%
9-12	75%

School improvement planning, grades 9-12

The decision-making process involves the school improvement team, staff and the board of directors. Day-to-day decisions are placed with the faculty, who are empowered to make prudent choices to solve the challenges and problems of students. Other decision-making groups include student council and PTA. Hope of Detroit Academy re-examines its goals on an ongoing basis.

School improvement team

School administrators	Curriculum coach
Teachers	Support staff
Board member	Parent
Special education teacher	Social worker

Goals and progress

Grades K-8:

Strategic professional development opportunities supported growth in each of the goal areas listed. Lead teachers were used to improve collaboration, disseminate information and provide support.

Goal 1: Improve student's reading and writing skills which will assist them with their comprehension, retention, process writing and mathematical abilities to effectively problem solve.

Progress: Resources and ongoing professional development were provided to better implement the Treasures and Prentice Hall reading programs. After-school and summer school programs were provided with an emphasis on English language arts (ELA), English language learners (ELL), and mathematics to improve the academic achievement of students that are not mastering these core areas. Staff engaged in development on the Scantron Achievement Series to be able to generate assessments that identify student academic needs based on disaggregating data. Pre- and post-Scantron testing was conducted for grades 2-8 in math, reading, ELA, and science to assist and monitor student academic growth. Multiple sources of data were collected and analyzed including disaggregating data by race, gender and income status, standardized testing (MEAP, Scantron, Gates-MacGinitie, Woodcock-Munoz, ELPA, and DIBELS) that can provide a profile of student achievement and to drive instruction.

Goal 2: Provide programs and resources for English Language Learners (ELL) that will lead to the successful transition from limited English proficiency to second language acquisition. This includes oral language development, vocabulary, and reading comprehension.

Progress: A full-time bilingual teacher was added to assist the level 1, 2, and 3 ELL students in their transition into levels 4 and 5. The English as Second Language (ESL) teacher also serviced ELL students that were transitioning from level 3 English language proficiency into levels 4 and 5. The staff multi-media center was enhanced with content-based reference materials, Bilingual Dyned computer software and on-line software (Brainpop) to improve student learning and achievement. Three full days and two additional half days of staff professional development were provided on the implementation and lesson planning involved in the SIOP model.

Goal 3: Increase parental involvement in student academic and social development through parent, school and community partnerships.

Progress: Parental involvement goals were thoroughly communicated to parents through verbal and written communication during annual parent orientations, open house events, PATT monthly meetings and during the school year as needed. The academy monitored and tracked the progress of all student behavior, resulting in increased positive student participation and fewer behavioral referrals. Quarterly progress reports were distributed that monitored and tracked the progress of student academic performance. Students and staff published a school newspaper for the student body and parents through collaboration with the Latino Press that communicated school/community highlights, activities and programs.

Financial report

A statement of revenues and expenses for July 1, 2007 through June 30, 2008 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.

Revenues

School foundation	\$3,650,020
Food services	179,341
Grants-federal	522,954
Grants-state.....	338,668
Other	172,558
Total revenues	\$4,863,541

Expenses

Salaries and fringe benefits	\$2,508,168
Purchased services	1,818,404
Materials and supplies	296,411
Other.....	125,256
Total expenses	\$4,748,239

Retained earnings at beginning of year ...\$1,275,310

Balance as of June 30, 2008.....\$1,390,612

Grades 9-12:

Goal 1: Increase student performance on standardized testing for math by 14% proficiency and meet AYP.

Progress: The academy provided resources to non-math faculty for cross-curriculum development. Pre- and post-test Scantron testing allowed instructional coordinators time to mentor each student based on individual needs and make data-driven decisions relative to instruction. Scores improved an average of 6-8% in grades 7-11. Graphing calculators were used at all levels in math and science classrooms. Smart board and graphing calculator lessons were provided. Students were engaged in science and math courses with Smart Board technology.

Goal 2: Improve writing scores by at least 10%.

Progress: Students were exposed to primary and secondary source readings. MEAP released essays and items were utilized to foster writing rubric at all grade levels. Essays demonstrating use of opinions and showing students how to write historically were utilized. Through Scantron testing, students drastically improved reading non-fiction by 12%.

Goal 3: Promote 100% of all students grades 7-12.

Progress: Student mentoring, Honor Roll Club for positive reinforcement and creating a stronger academic assistance program before and after school were among the strategies implemented. 100% of students in grades 7-12 were promoted.

Goal 4: Build school relations with agencies, businesses and non-profit organizations to develop mutually beneficial relationships for civic advancement and community improvement.

Progress: Communication within the community included promotions of positive student behavior and neighborhood clean-ups.

Goal 5: Maintain high graduation and college acceptance rates.

Progress: The high school maintained a 96% graduation rate and 94% college acceptance rate.

Parent involvement

Hope of Detroit Academy and Consortium College Preparatory High School value family participation as an integral component of the education experience. The academy board adopted and approved a Parental Involvement Plan in 2005 and encourages participation. There is a parent on each school's improvement team and families were involved at both campuses on many levels.

Grades K-8:

- Science Night
- Parent-teacher conferences
- Poetry Slam
- Talent show
- Patriotic concert
- Detroit Parent Network Workshops
- Saturday Computer classes for parents
- English/ Spanish classes for parents
- Parent Action Teacher Team (PATT) meetings
- Technology Night
- Grandparents tea
- Reader's Theater
- Holiday concert
- Volunteer opportunities

Grades 9-12:

- Class trip chaperones
- Fund-raising
- Graduation committee
- Orientation
- Parent Power Group
- Classroom volunteers
- Parent-teacher conferences

Parent survey results

Grades K-8:

Respondents: 90, representing 21% of the K-8 student body

Overall, I rate this academy as a good school	99%
My child is getting a good education at this academy	99%
My child is safe and secure at this academy	99%

Grades 9-12:

Respondents: 412, representing 81.4% of the Consortium student body

Overall, I rate this academy as a good school	98%
My child is getting a good education at this academy	99%
My child is safe and secure at this academy	95%

Parent comments

"I like the individual attention they give their students when they need help. The teachers are doing a wonderful job teaching my child."

"The school offers high-quality learning and excellent safety for each person."

"All my children have been students here and the teachers as well as other staff work hard to make sure that the children have what they need to in order to be a success. Thanks for everything!"

Community involvement

Quality partnerships with local businesses and community organizations connect the academy with the Detroit community and broaden experiences for its children. The community played an integral role in providing resources for continued improvement. Community partnerships and involvement activities included:

- During the summer session, the Detroit Parent Network Partnership provided parent workshops free of charge.
- On October 3, 2007, Hope partnered with the DMC Children's Hospital and FedEx for International Walk to School Day.
- Coats for Kids/Federal Express partnership
- Detroit Fire Department partnership
- Partnership with Comerica Bank for the Community Youth Savings program

At the high school campus, local businesses supported school functions through donations and sponsorships. Additional community collaborations included:

- Students volunteered at a local food bank
- Holiday donation of food baskets
- Fund-raising initiatives for cancer research
- Dance recital at Wayne State University
- Basketball tournaments with local Detroit Police precincts
- College Fair Day, Career Day and Cougarbots sponsored by local businesses

Assessment Information

Frequently asked questions

Q: What does MEAP and MME stand for?

A: They are acronyms for Michigan Educational Assessment Program and Michigan Merit Exam, respectively.

Q: What is the purpose of the tests?

A: The tests measure student performances against state standards in reading, writing, mathematics, science and social studies.

Q: Who takes the tests?

A: Students in grades 3-9 and 11 are tested. Students in grades 3-8 and 11 take both the math and English language arts tests. In addition, students in grades 5, 8 and 11 are tested in science; grades 6, 9 and 11 are tested in social studies.

Q: Is the same test administered every year?

A: Major changes are made to the test as the state's standards change or as content areas are shifted from grade to grade for testing.

Q: Why is there no data for some of the categories?

A: Results are compiled and reported for groups that contain 10 or more tested students. By doing this, the confidentiality of individual student performance is maintained.

2007-08 MEAP and supplemental test data is attached and/or the full version of the annual education report for this academy has been posted to the school's Web sites:

www.leonagroup.com/hope

www.leonagroup.com/consortium



Hope Of Detroit Academy

Benny Cruz, *school leader*
4443 N. Campbell St.
Detroit, MI 48210
313.897.8720

www.leonagroup.com/hope



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THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
(Annual Report Version)



The Leona Group

HOPE OF DETROIT ACADEMY - 8722

Grades 3 through 9 for 2007-08

THE GOLDEN PACKAGE

of Data Analysis Reports for MEAP and MME
(Annual Report Version)



PURPOSE OF THE ANNUAL REPORT GOLDEN PACKAGE

The **Golden Package™** (Annual Report Version) is a set of charts and graphs that have been designed to help meet the reporting requirements of P.A. 25 and No Child Left Behind. The data is consistent with the reporting protocols for Michigan.

ORGANIZATION OF REPORTS

This package groups data by the Building of Instruction (i.e.; "feeder school") as opposed to the building that administered the tests. According to MDE guidelines, testing data for students that did not have a Building of Instruction specified is credited toward the testing school.

All reports are organized by content area (Language Arts, Reading, Writing, Mathematics, Science and Social Studies). At the head of each content area is the **Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets** report. This report separates Elementary (grades 3-6), Middle (grades 7-9) and High School (Class of 2008) testing data and compares the achievement levels to the state's AYP targets. Next is the **Aggregated Assessment Data Across Grades** report, displayed for all students as well as each NCLB subgroup.

Following these reports are two reports that group by each specific grade level test: **Percentage of Students in Each Proficiency Level, by Subgroups of Students** and **Percentage of Students Scoring in Proficient Levels on Test, Grouped by Instructional School, District and State**.

The reports within this package are specific to PA.25 reporting and should not be used as guides for analyzing achievement and improvement. Please refer to our standard Golden Package for reports designed for the improvement process.

Note that since the shift from testing in only particular grade levels to testing at all grade levels, the MDE uses the **Proficiency Index** method for determining whether each district meets Adequate Yearly Progress targets. This determination is made at each grade level instructed at each building, for both the entire testing population (i.e.; "All Students") as well as each reported NCLB subgroup. Refer to the **Aggregated Assessment Data Across Grades** report to see if AYP targets were met. Reports within this package with combined grade level proficiency rates are for informational purposes only and are not to be used for the determination of meeting or not meeting AYP requirements.





EDUCATION YES! - DATA USED FOR REPORTS

All reports within this package use the "Education YES!" inclusion criteria. Reports are set to match criteria specified by the MDE. This inclusion criteria also includes additional conditions on Language Arts and Mathematics in order to conform to federal No Child Left Behind guidelines. Not all tests administered are included in these reports. Particular tests may be ignored for reporting under certain conditions. These conditions are generally referred to as "exclusion factors" (listed below), and will result in their not appearing on reports nor being averaged into aggregate numbers and percentages on reports.

LIST OF EXCLUSION FACTORS USED IN EDUCATION YES! REPORTS

- No Proficiency Level Reported
- Marked as NOT TESTED, Absent, or Not Available
- Marked as Less Than a Full Academic Year
- Marked as Parent Exempt
- Marked as Unethical
- Marked as Home School
- Marked as Post-Graduate
- EXCL marked or INCL not marked (2000-01 and 2001-02 school years)
- High School tests include the BEST score from amongst all administrations (starting in 2005-06, Math and Language Arts include only the BEST score from amongst tests administered in the 10th and 11th grade)

Note that statewide aggregate figures within this package are not exact but an approximation within 1% of the actual numbers and include all students tested, regardless of the aforementioned exclusion factors.

PROVISIONALLY PROFICIENT STUDENTS

Starting with results from the 2004-05 school year and the Class of 2006, the MDE began using a confidence interval for calculating Math and Language Arts AYP proficiency rates. This confidence interval is equal to two times the standard error of measurement, which varies depending on the test and the test form. Students that technically were scored as not proficient, but are within this confidence interval of the proficiency cutoff are considered to be **provisionally proficient** for AYP calculations. This package takes this into consideration when reporting proficiency rates and levels on most Language Arts and Math reports. Although these students technically scored Level 3 (Basic), they are displayed as Level 2 (Proficient) within this package. Please note that any statewide aggregate figures do not take provisionally proficient status into consideration but report on all tests administered throughout the state based on traditional proficiency levels as reported in the released data.

ALTERNATE ASSESSMENTS

The state includes Michigan's alternate assessment tests (MI-Access) in reporting Language Arts and Mathematics proficiency levels. The USDOE ruled recently that the MI-Access Participation and Supported Independence tests cannot count towards Adequate Yearly Progress. Only the Functional Independence tests may count as an appropriate alternate assessment to the MEAP. In addition, the Functional Independence test is subject to a limit of counting no more than 1% of the tested population within each district as proficient on alternate assessments (the "AYP 1% Rule"). For districts that have exceeded the 1% limit, there is a complicated algorithm for determining exactly which students' assessments should be counted as not proficient due to the limit. And which assessments are counted as not proficient also have a trickle-down effect on all AYP calculations for the buildings and subgroups for which those excluded students belong.

Due to the complicated nature of applying the 1% limit, the appeals process for exempting particular students from the limit, plus the generally small fraction of the entire testing population that take alternate assessments, **we have chosen to not include any MI-Access results within the data reported in this package**. Although this can cause variance between this package and what the MDE uses in overall rates used to measure Adequate Yearly Progress, we do not believe that it will present a *significant* difference.

A NOTE ABOUT ACCURACY

For the basis of these reports we have attempted to include information as intact as possible. This information has been derived from various sources, including published MEAP and MME results from student data and research files. While we have attempted to make these reports as accurate as possible, there are factors that can negatively affect their accuracy. One of the most important factors is the issue of attributing longitudinal testing data to the appropriate students in the system in order to identify the BEST score from amongst multiple administrations of high school level tests. We use special routines to consolidate student information and identify these. Successline has developed and improved these consolidation algorithms over the decade that we have been working with standardized testing data. However, faulty or missing student demographic information can interfere with the accuracy of this process.

Also note that any appeals for particular students that may have been made to the MDE will not be reflected in the published data, so will not be reflected in this package.

JUST IN CASE YOU HAVE QUESTIONS

We hope you'll call if you have questions about any of your reports or the process of getting those reports. We want your questions and we're always happy to answer them. Please contact Mark Wahlstrom through one of the following methods:

Telephone:	757-539-6513
Fax:	757-539-6523
E-mail:	Mark.Wahlstrom@successlineinc.com



THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
(Annual Report Version)



The Leona Group

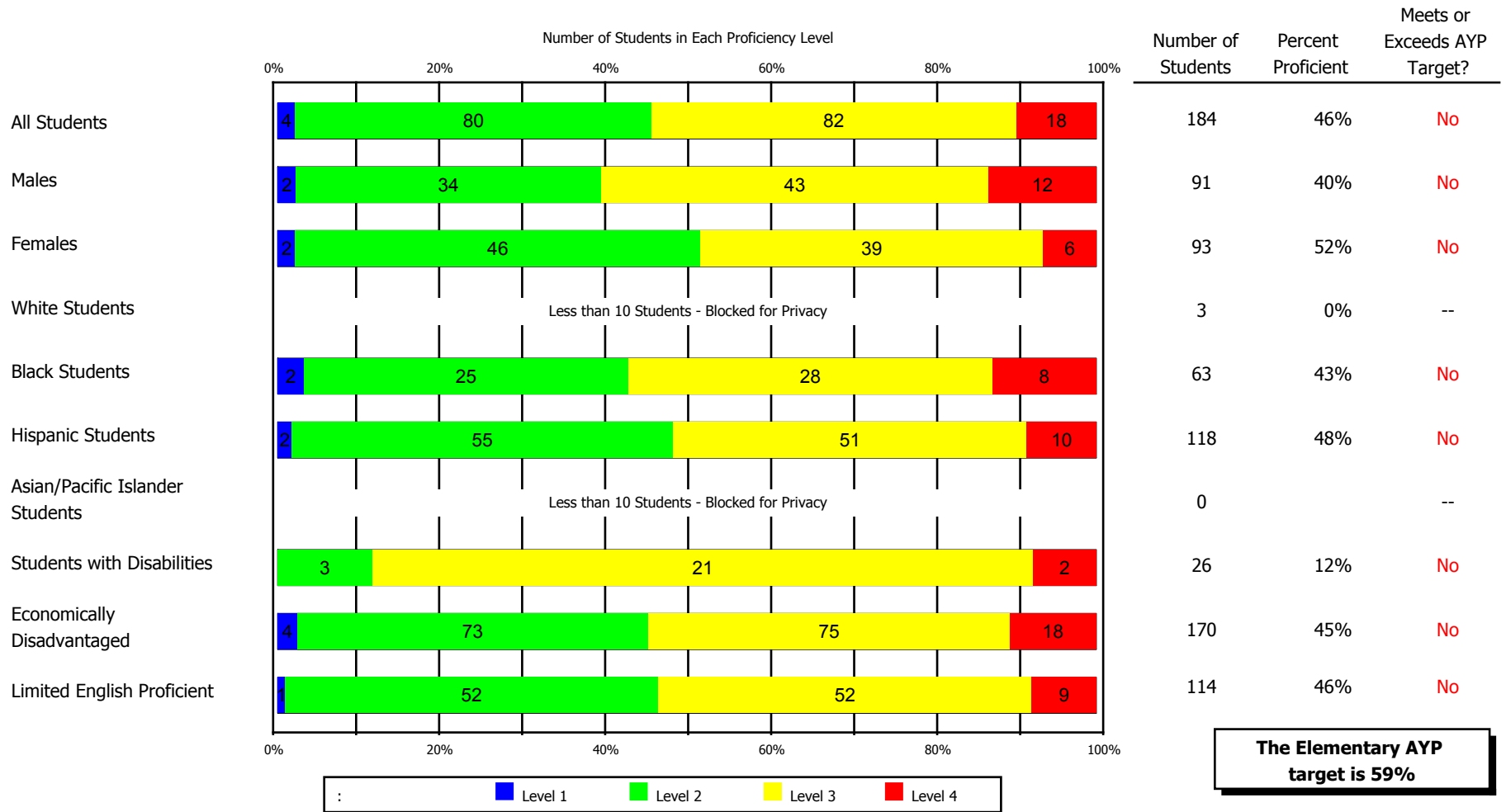
HOPE OF DETROIT ACADEMY - 8722

Language Arts

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 8722 Elementary (Grades 3-6) Language Arts • 2007-08



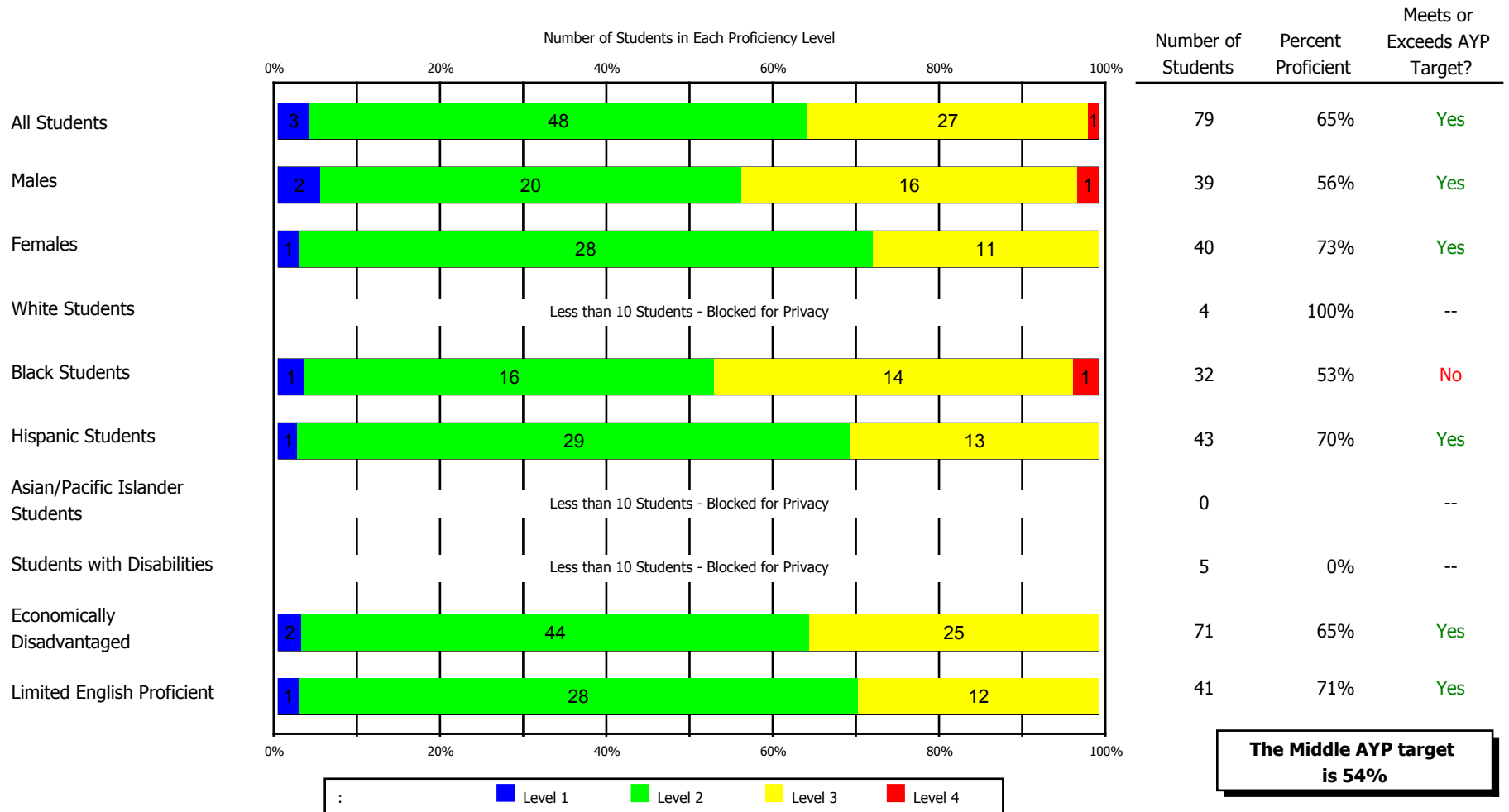
The Elementary AYP target is 59%

QuickFinder Code:
PLSUBJ25

"Provisionally proficient" students are included in Level 2. Note that this report is for informational purposes only. Due to testing at all grade levels, you must use the Proficiency Index method for calculating whether a school or district meets the AYP target. Refer to the [Aggregated Assessment Data Across Grades](#) report later in this package.

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 8722 Middle (Grades 7-8) Language Arts • 2007-08

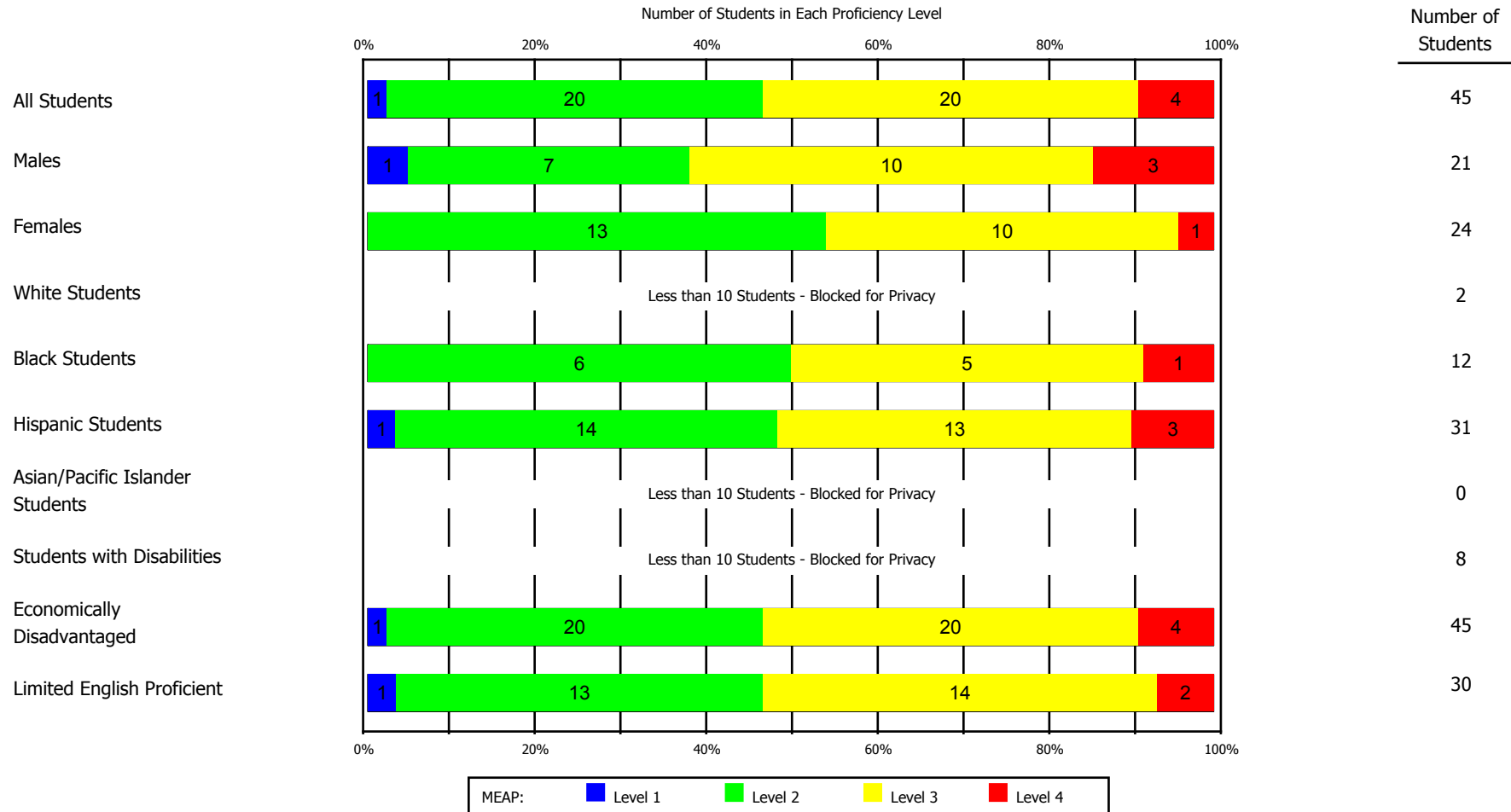


"Provisionally proficient" students are included in Level 2. Note that this report is for informational purposes only. Due to testing at all grade levels, you must use the Proficiency Index method for calculating whether a school or district meets the AYP target. Refer to the [Aggregated Assessment Data Across Grades](#) report later in this package.

QuickFinder Code:
PLSUBJ25

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 3 English Language Arts • 2007-08**

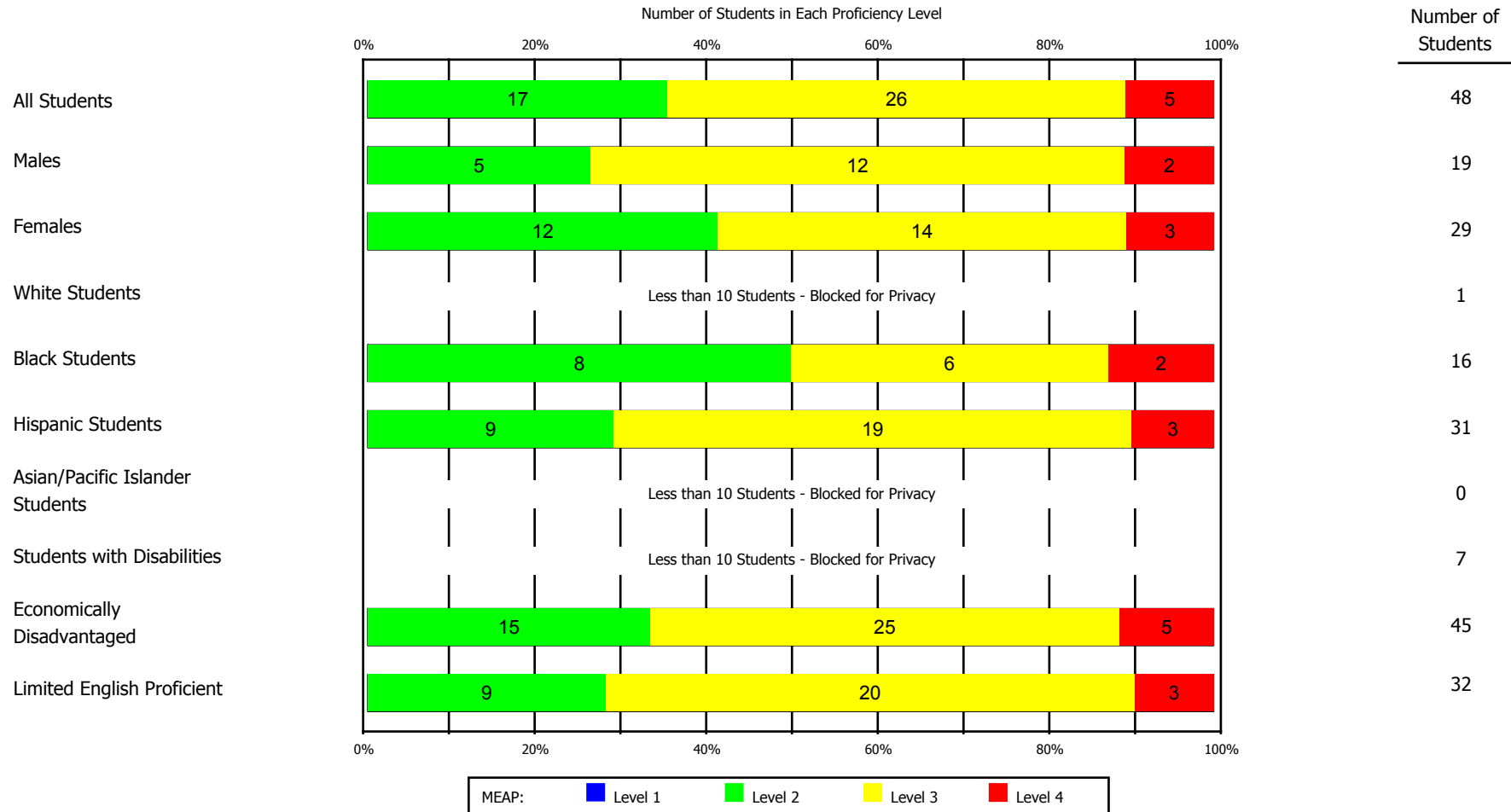


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 4 English Language Arts • 2007-08**

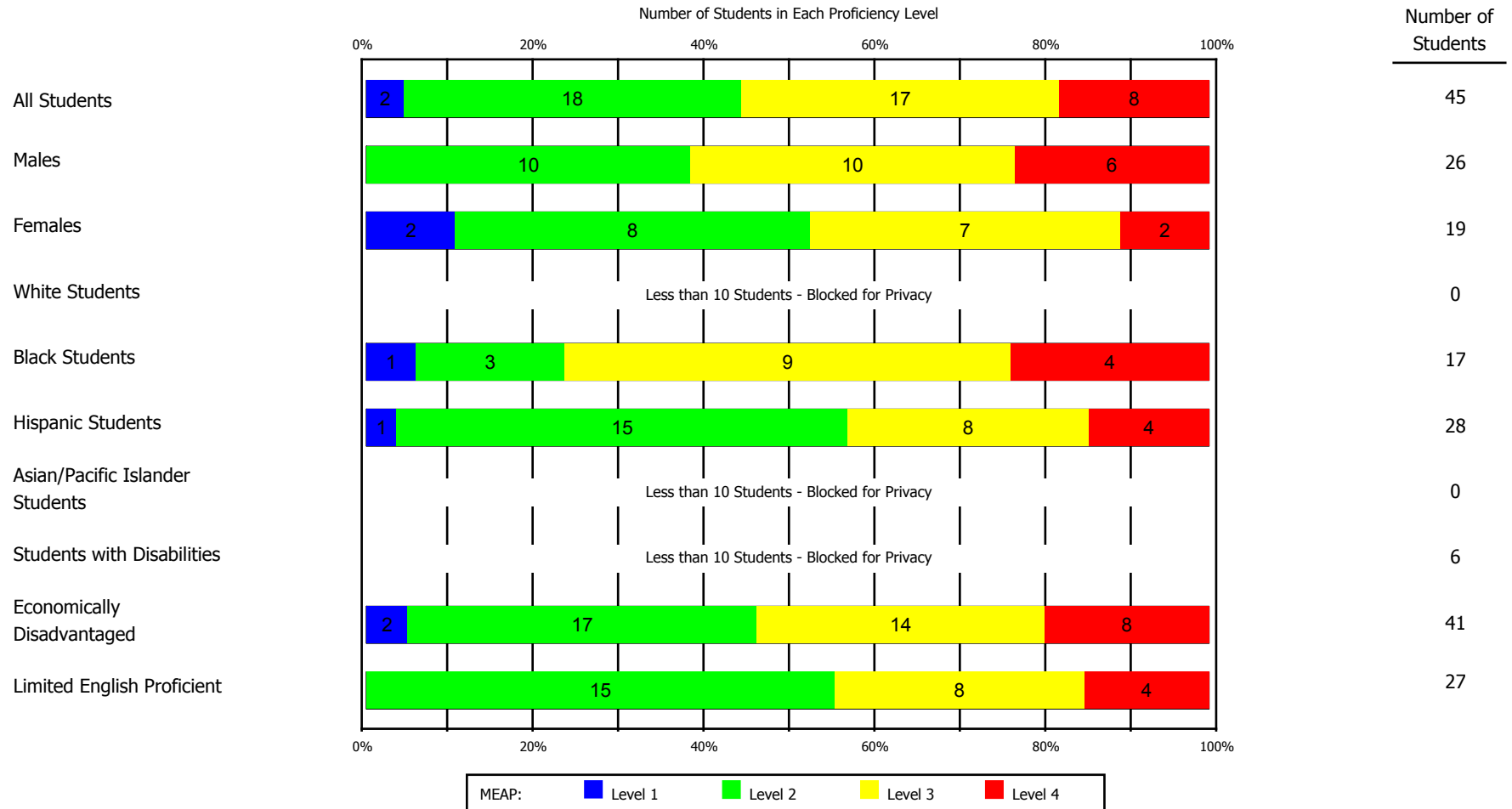


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 5 English Language Arts • 2007-08**

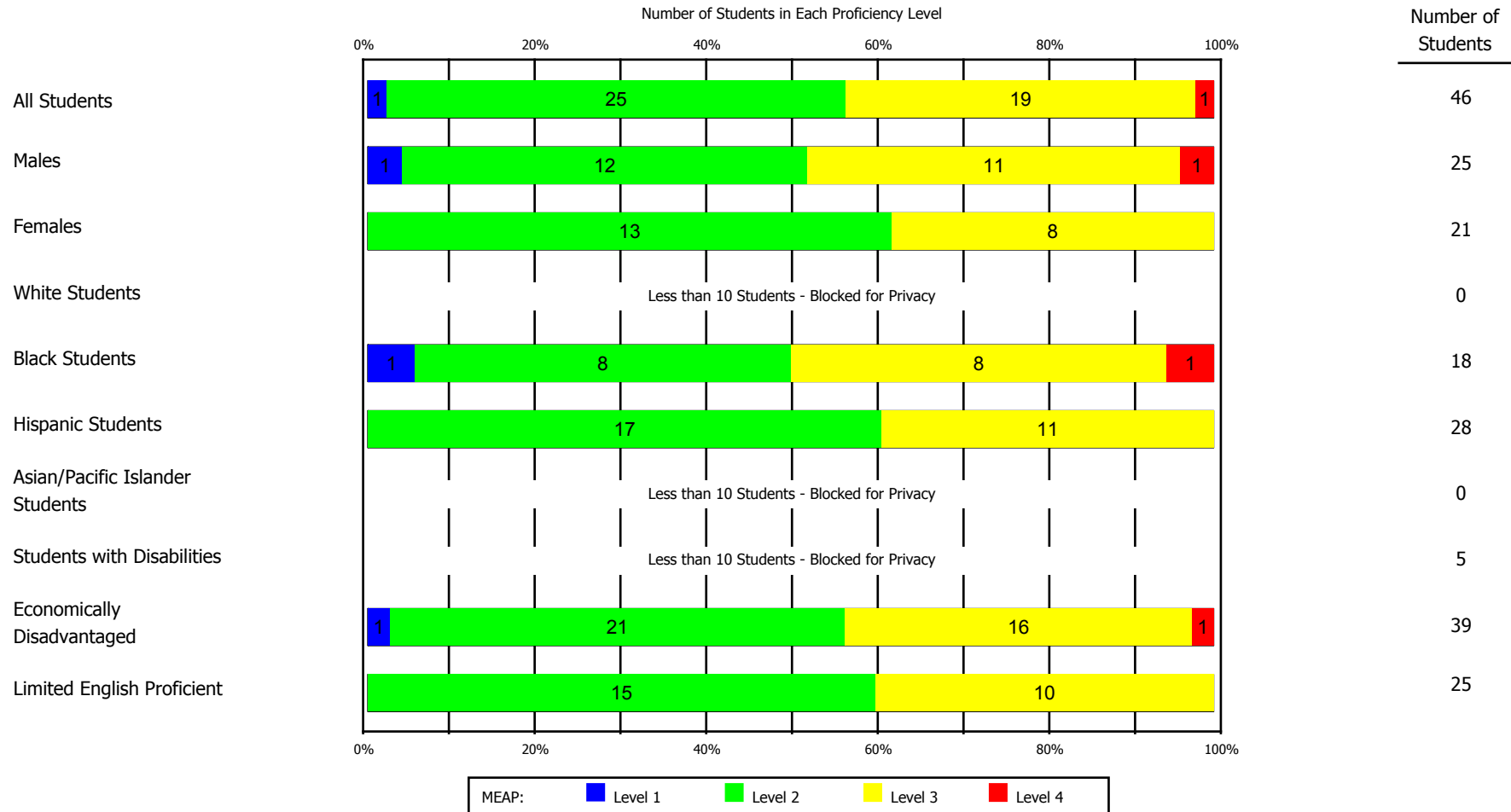


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

The Leona Group
 Hope of Detroit Academy - 8722
 MEAP Grade 6 English Language Arts • 2007-08

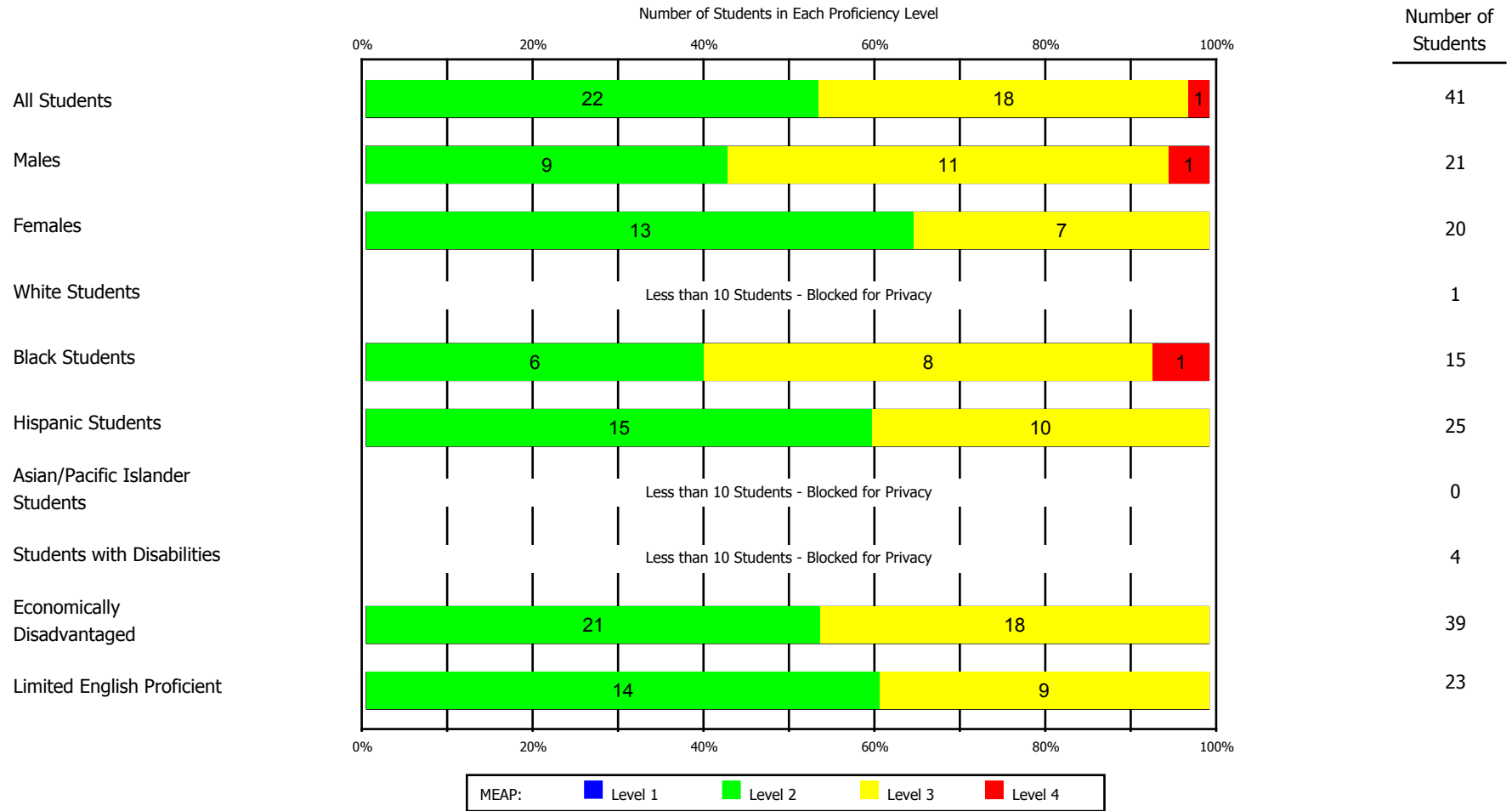


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 7 English Language Arts • 2007-08**

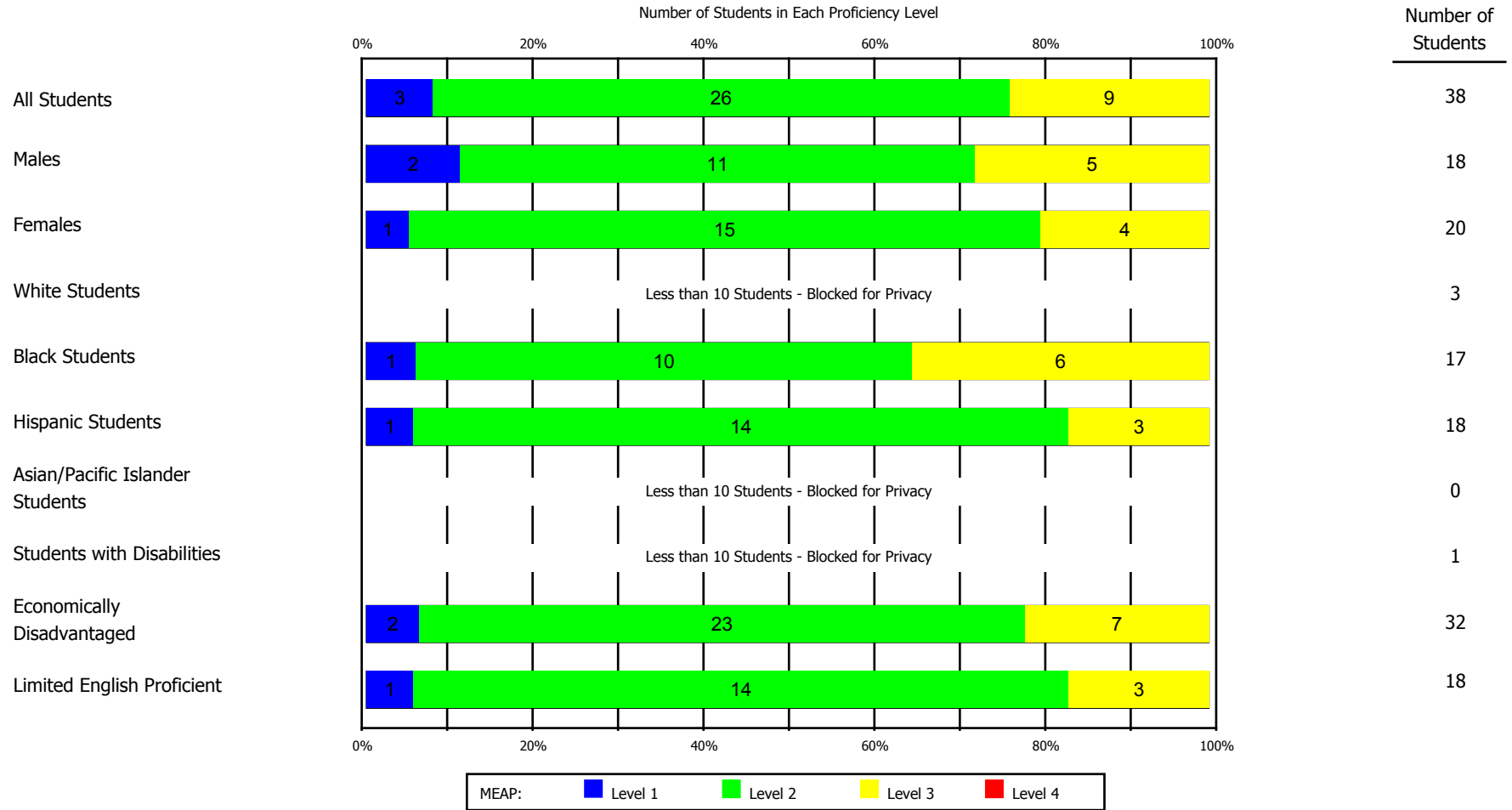


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 8 English Language Arts • 2007-08**



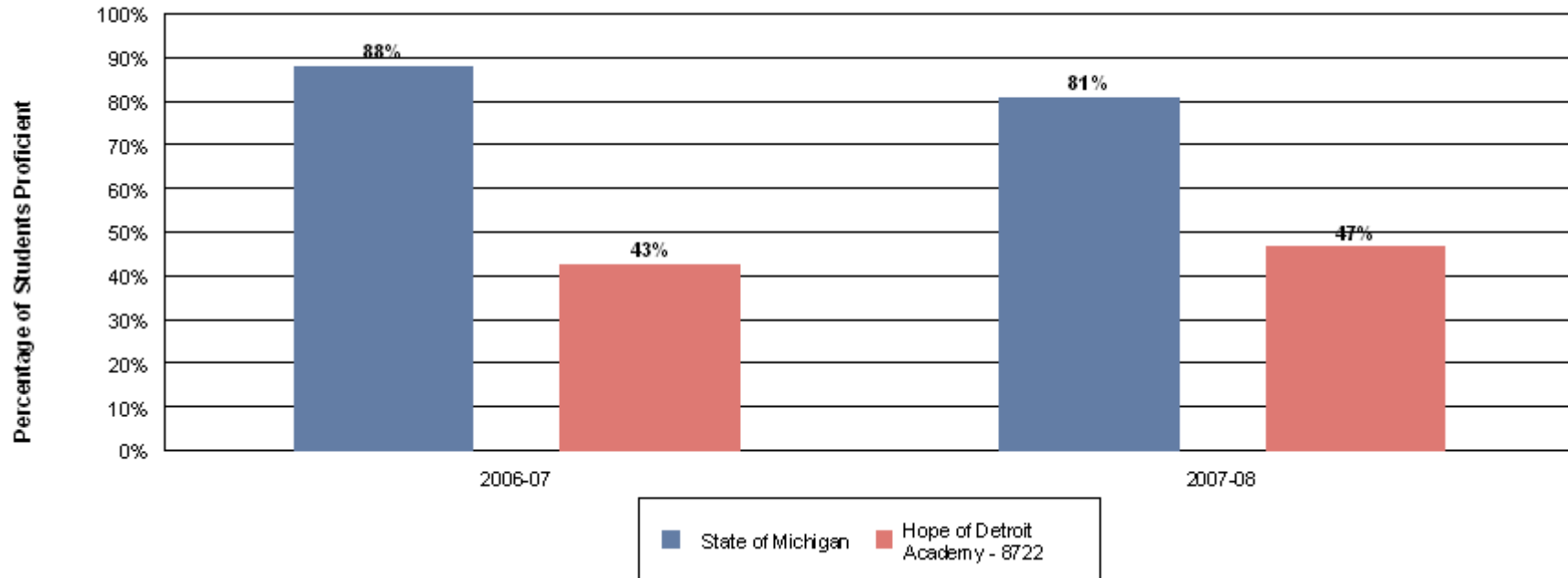
"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 3 English Language Arts



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	41,922	87,236
State of Michigan •	Proficient	303,966	371,924
Hope of Detroit Academy - 8722 •	Not Proficient	24	24
Hope of Detroit Academy - 8722 •	Proficient	18	21

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

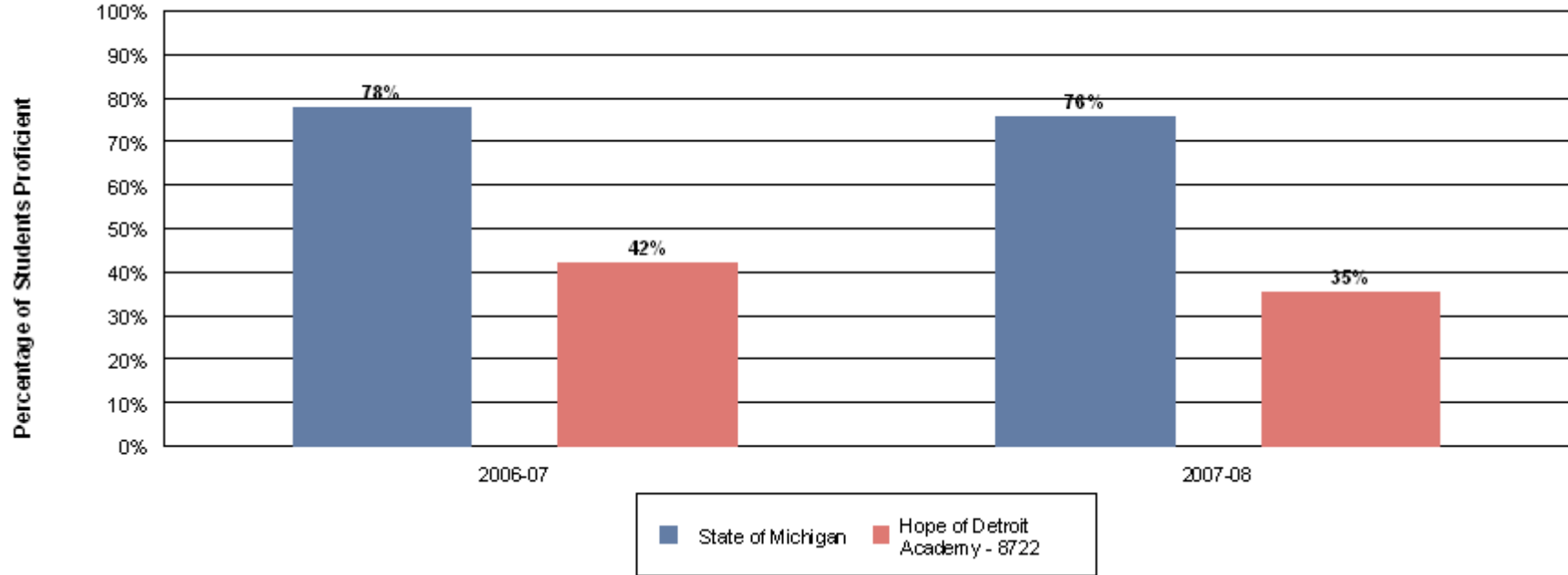


This report includes only tests that qualify for AYP, which for elementary and middle school levels includes only first-time test takers (no retests), and for high school level includes the best score from amongst 10th and 11th graders. AYP excludes test records with an unknown proficiency level, or those marked as Explicitly Excluded, Not Included, Home School, Not Tested, Parent Exempt, Postgraduate, Unethical, Absent, Less Than Full Academic Year, Not Available, or given a Non-Standard Testing Accommodation. Starting in Winter 2004-05 for Elementary and Middle level tests and Class of 2006 for High School level, students that are within two standard errors of measurement of the proficiency cutoff on Language Arts and Mathematics are considered "provisionally proficient" and counted as proficient for AYP calculations.

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 4 English Language Arts



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	102,232	82,728
State of Michigan •	Proficient	362,476	261,972
Hope of Detroit Academy - 8722 •	Not Proficient	26	31
Hope of Detroit Academy - 8722 •	Proficient	19	17

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

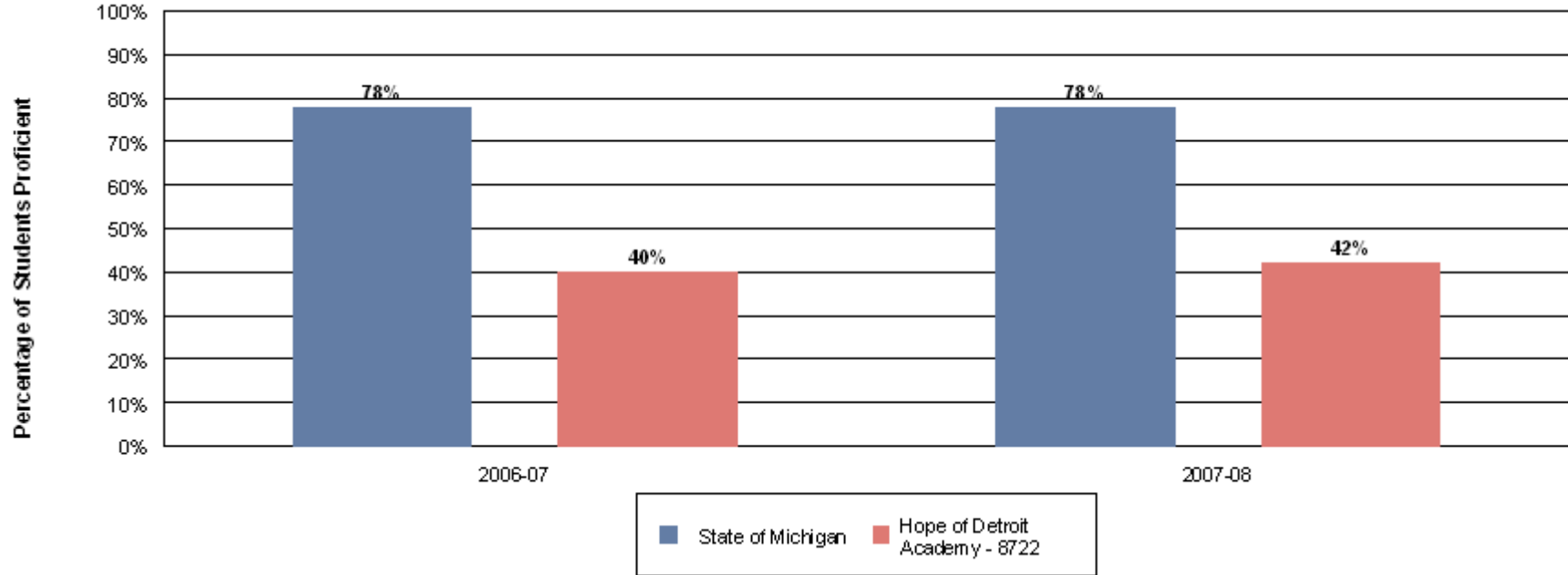


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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 5 English Language Arts



# Students in Each Group		2006-07	2007-08
		State of Michigan • Not Proficient	102,960
State of Michigan • Proficient	360,360	357,876	
Hope of Detroit Academy - 8722 • Not Proficient	24	26	
Hope of Detroit Academy - 8722 • Proficient	16	19	

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS



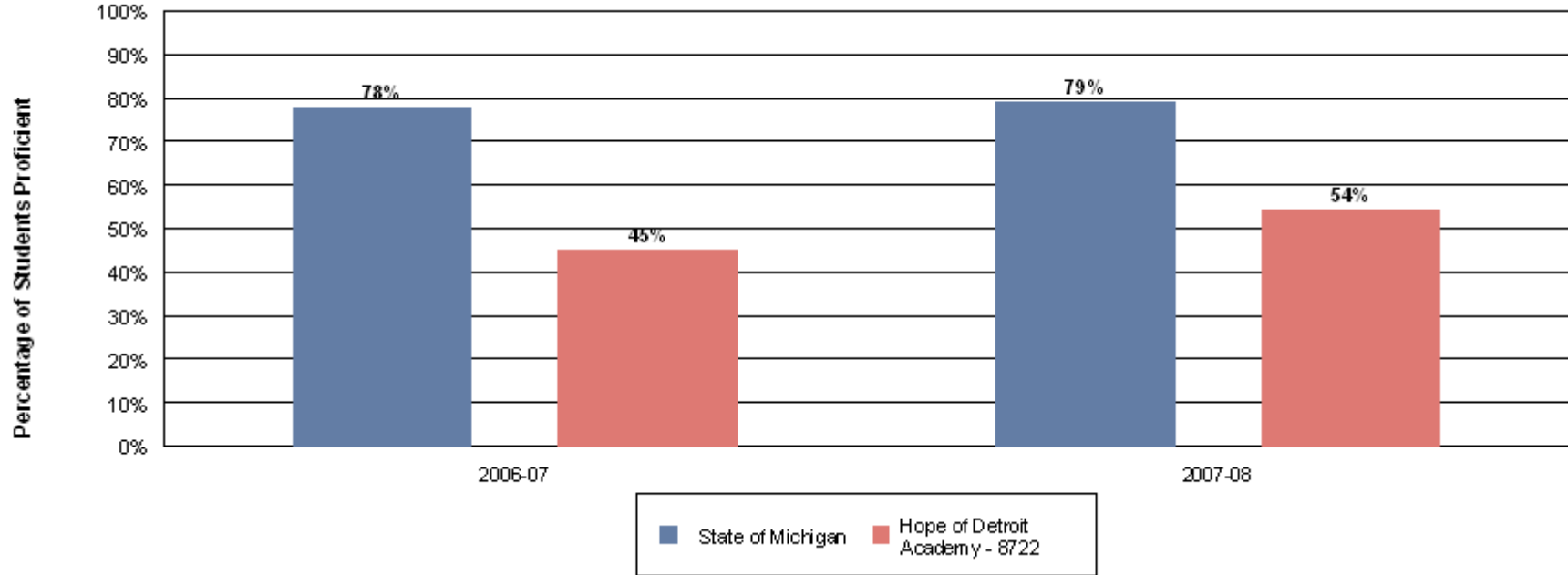
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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 6 English Language Arts



Students in Each Group

		2006-07	2007-08
State of Michigan •	Not Proficient	159,414	97,972
State of Michigan •	Proficient	565,206	373,252
Hope of Detroit Academy - 8722 •	Not Proficient	22	21
Hope of Detroit Academy - 8722 •	Proficient	18	25

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.



This report includes only tests that qualify for AYP, which for elementary and middle school levels includes only first-time test takers (no retests), and for high school level includes the best score from amongst 10th and 11th graders. AYP excludes test records with an unknown proficiency level, or those marked as Explicitly Excluded, Not Included, Home School, Not Tested, Parent Exempt, Postgraduate, Unethical, Absent, Less Than Full Academic Year, Not Available, or given a Non-Standard Testing Accommodation. Starting in Winter 2004-05 for Elementary and Middle level tests and Class of 2006 for High School level, students that are within two standard errors of measurement of the proficiency cutoff on Language Arts and Mathematics are considered "provisionally proficient" and counted as proficient for AYP calculations.

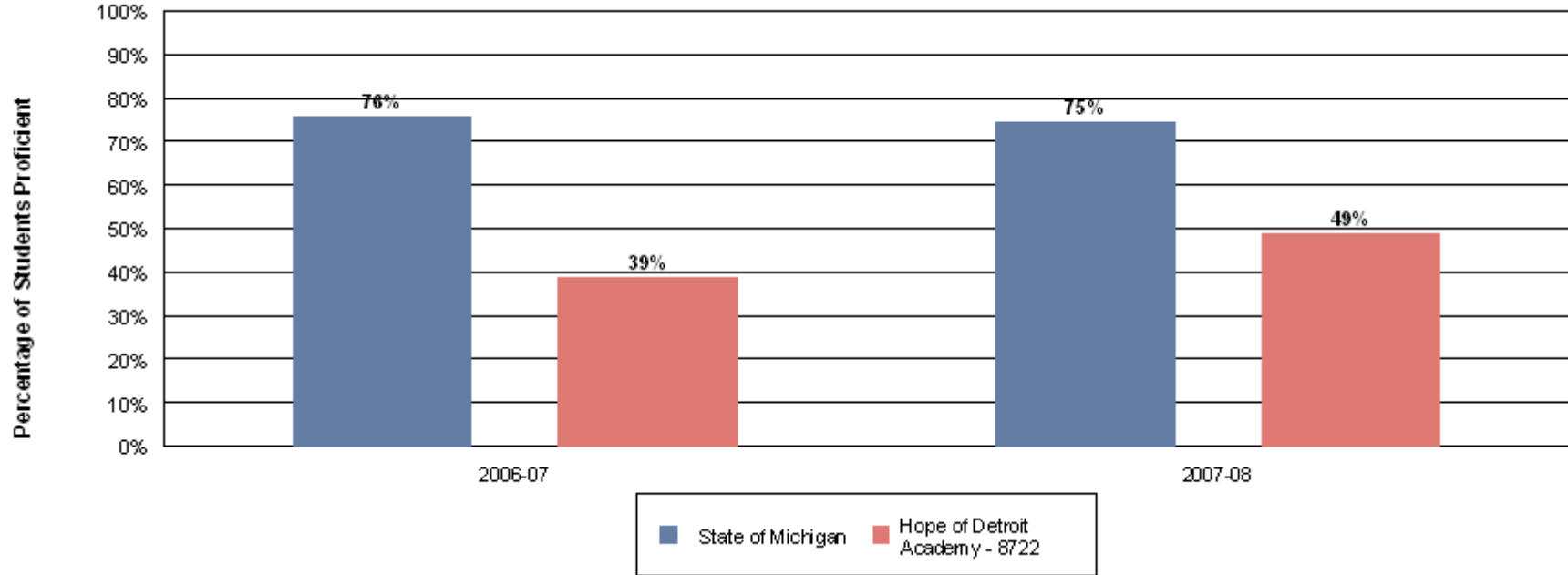
QuickFinder Code:
PLPBSS



Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 7 English Language Arts



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	89,304	121,188
State of Michigan •	Proficient	279,084	358,724
Hope of Detroit Academy - 8722 •	Not Proficient	25	21
Hope of Detroit Academy - 8722 •	Proficient	16	20

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

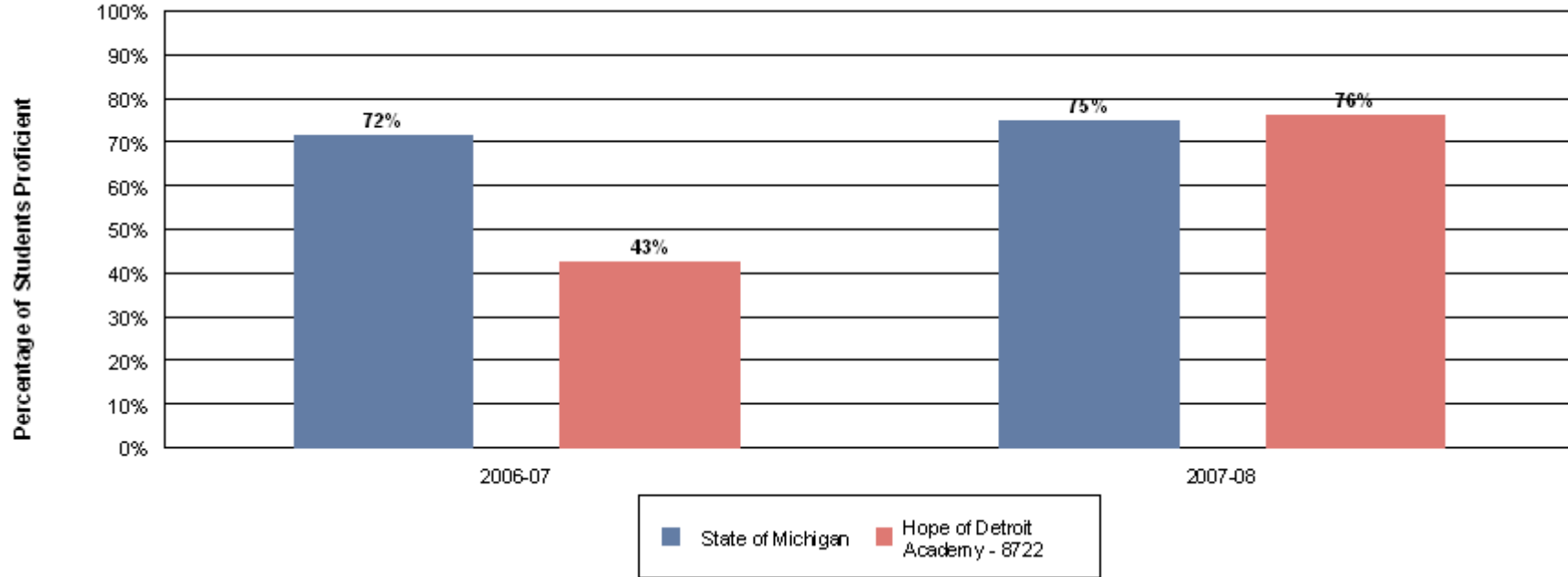


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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 8 English Language Arts



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	141,308	122,256
State of Michigan •	Proficient	358,316	366,776
Hope of Detroit Academy - 8722 •	Not Proficient	24	9
Hope of Detroit Academy - 8722 •	Proficient	18	29

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS



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THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
(Annual Report Version)



The Leona Group

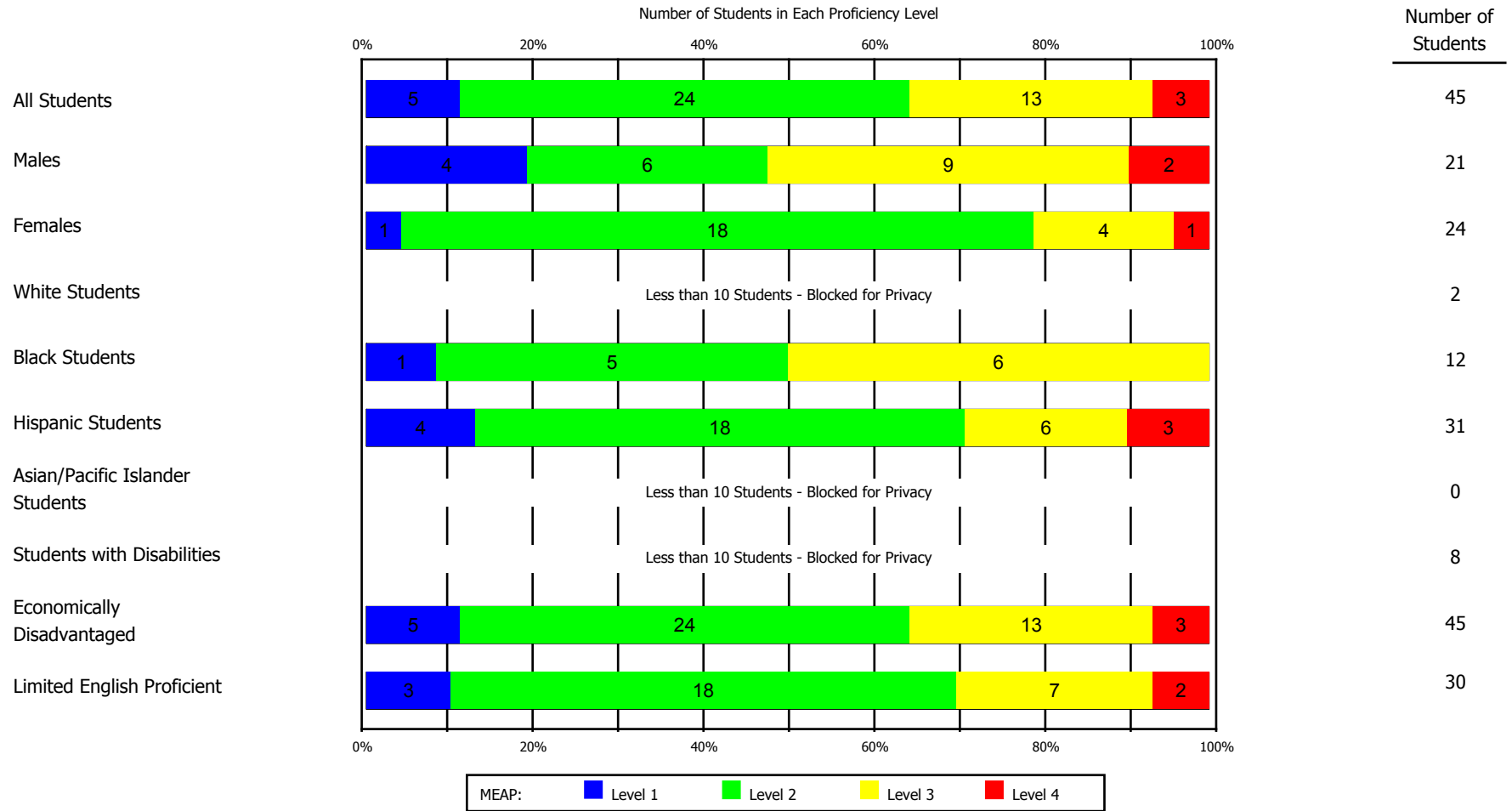
HOPE OF DETROIT ACADEMY - 8722

Reading

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

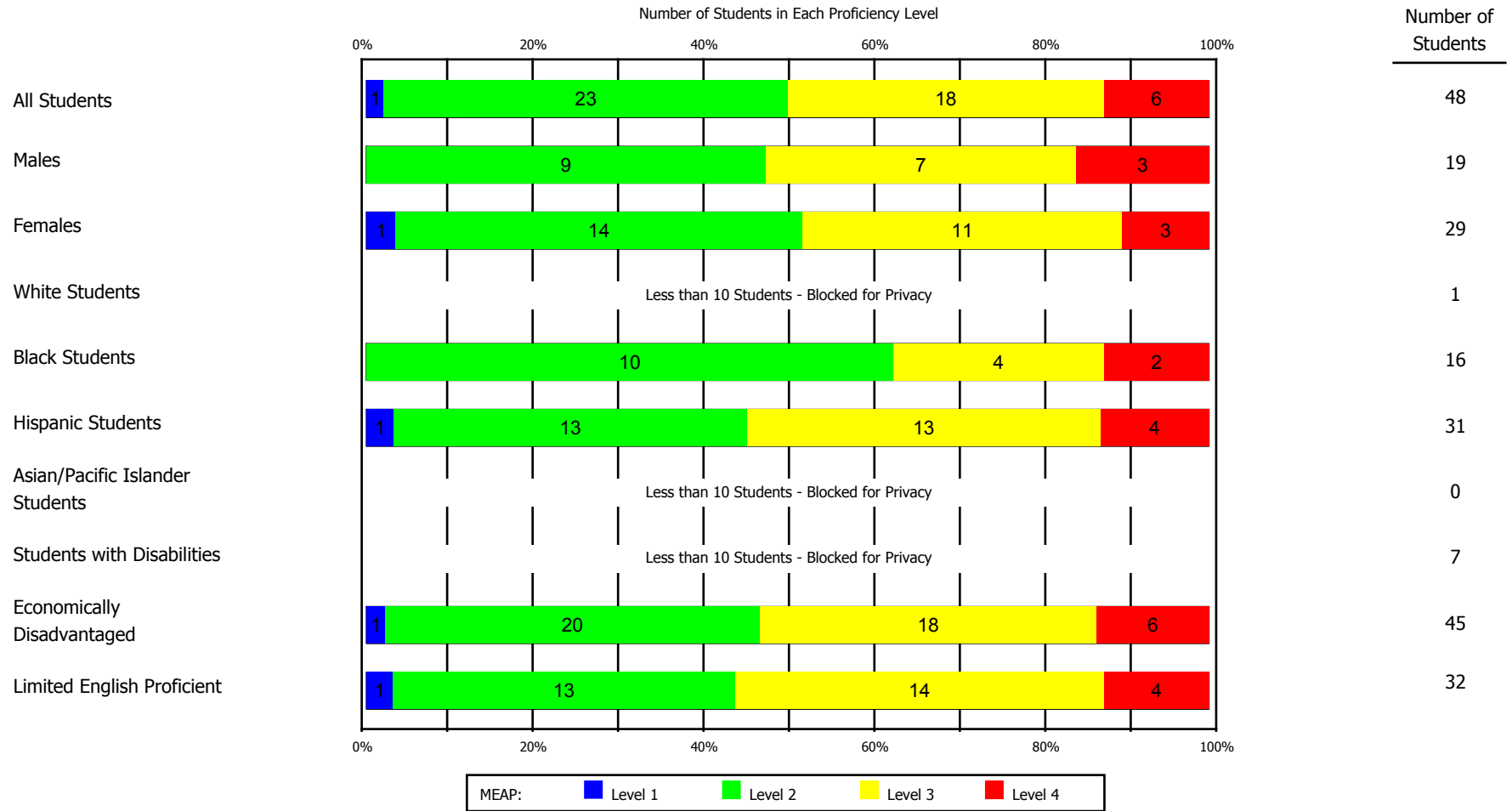
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 3 Reading • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

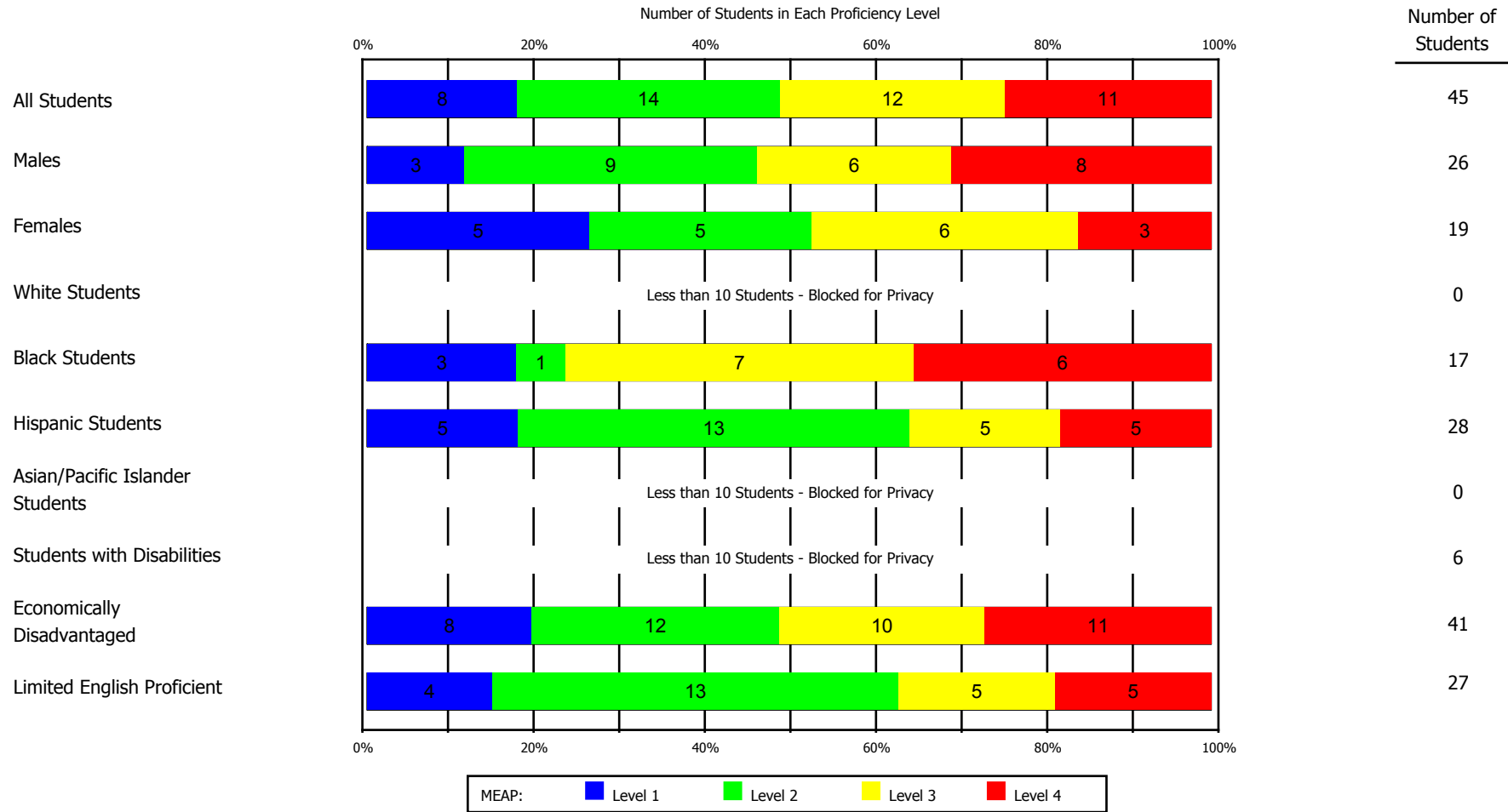
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 4 Reading • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

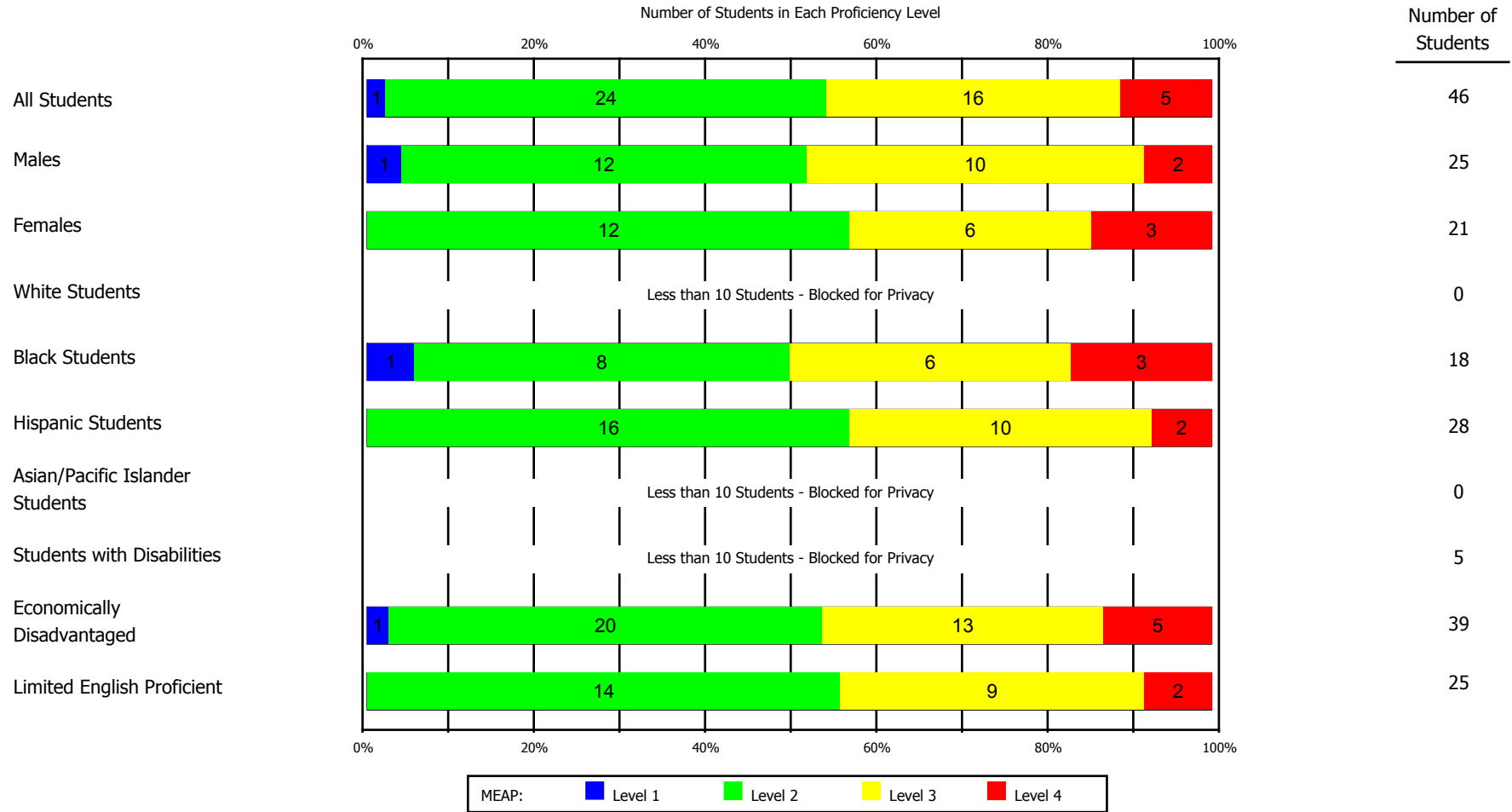
The Leona Group
 Hope of Detroit Academy - 8722
 MEAP Grade 5 Reading • 2007-08



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

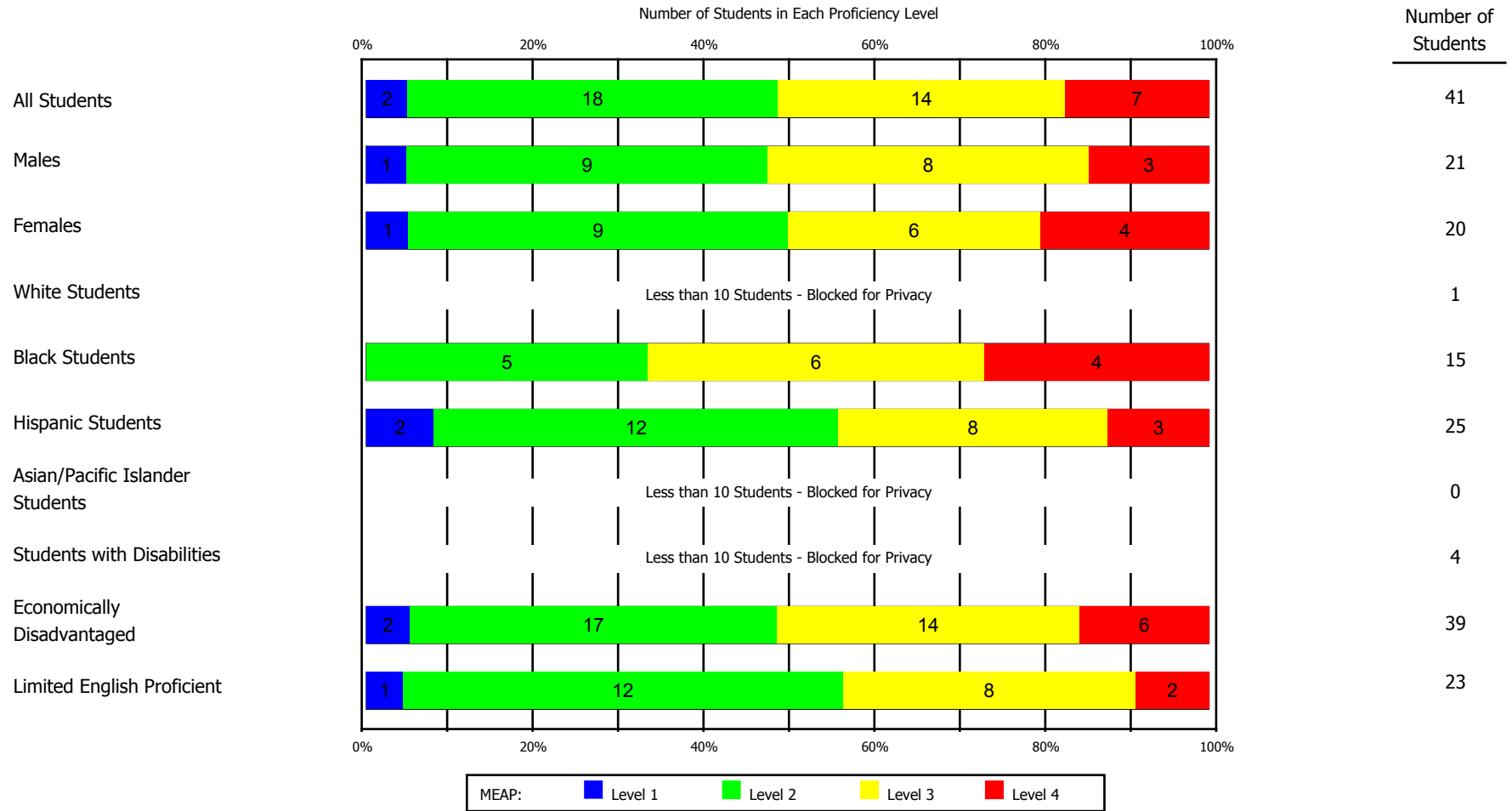
The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 6 Reading • 2007-08



QuickFinder Code:
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Percentage of Students in Each Proficiency Level, by Subgroups of Students

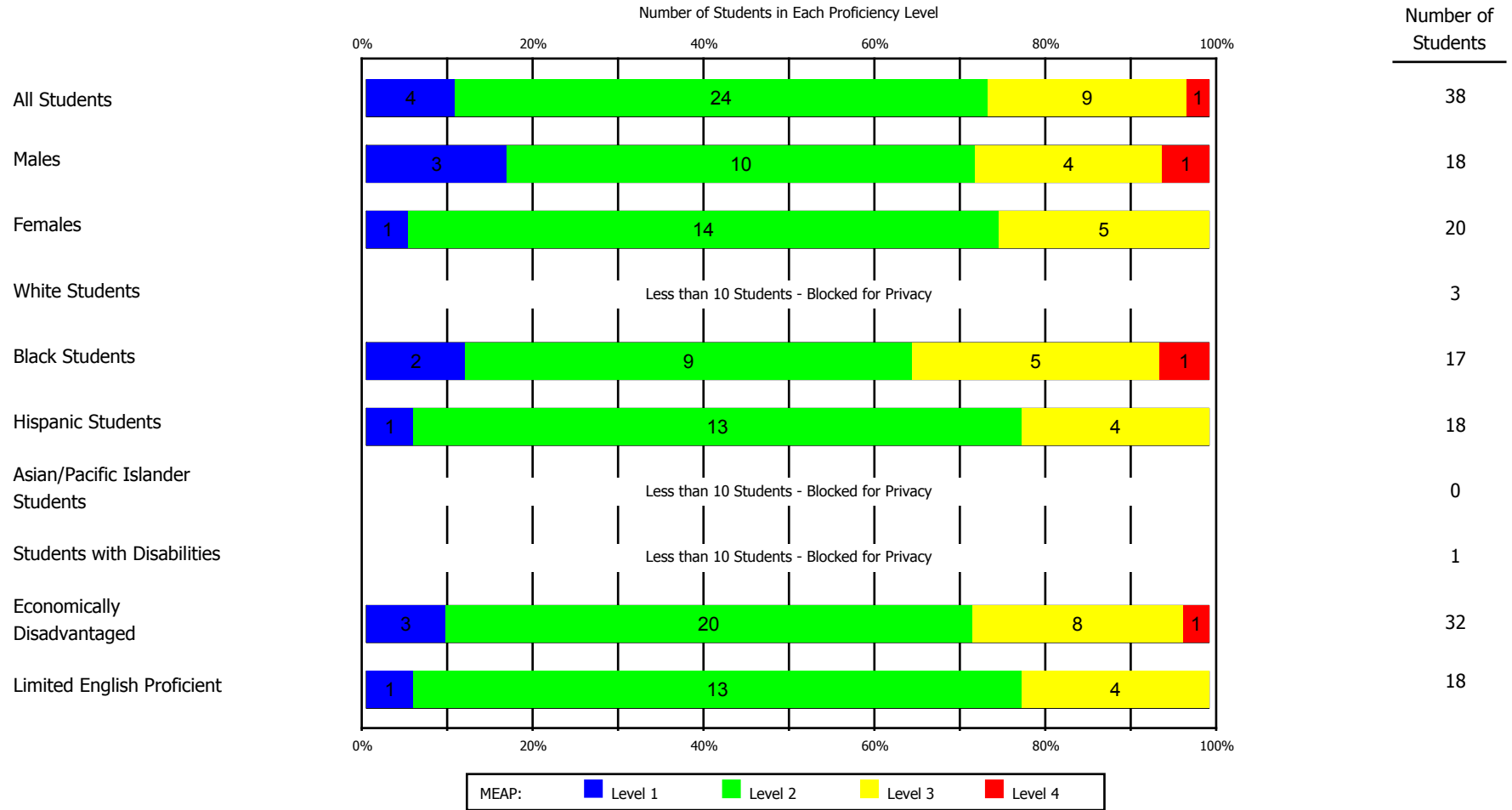
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 7 Reading • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 8 Reading • 2007-08**



QuickFinder Code:
PLSUB

THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
(Annual Report Version)



The Leona Group

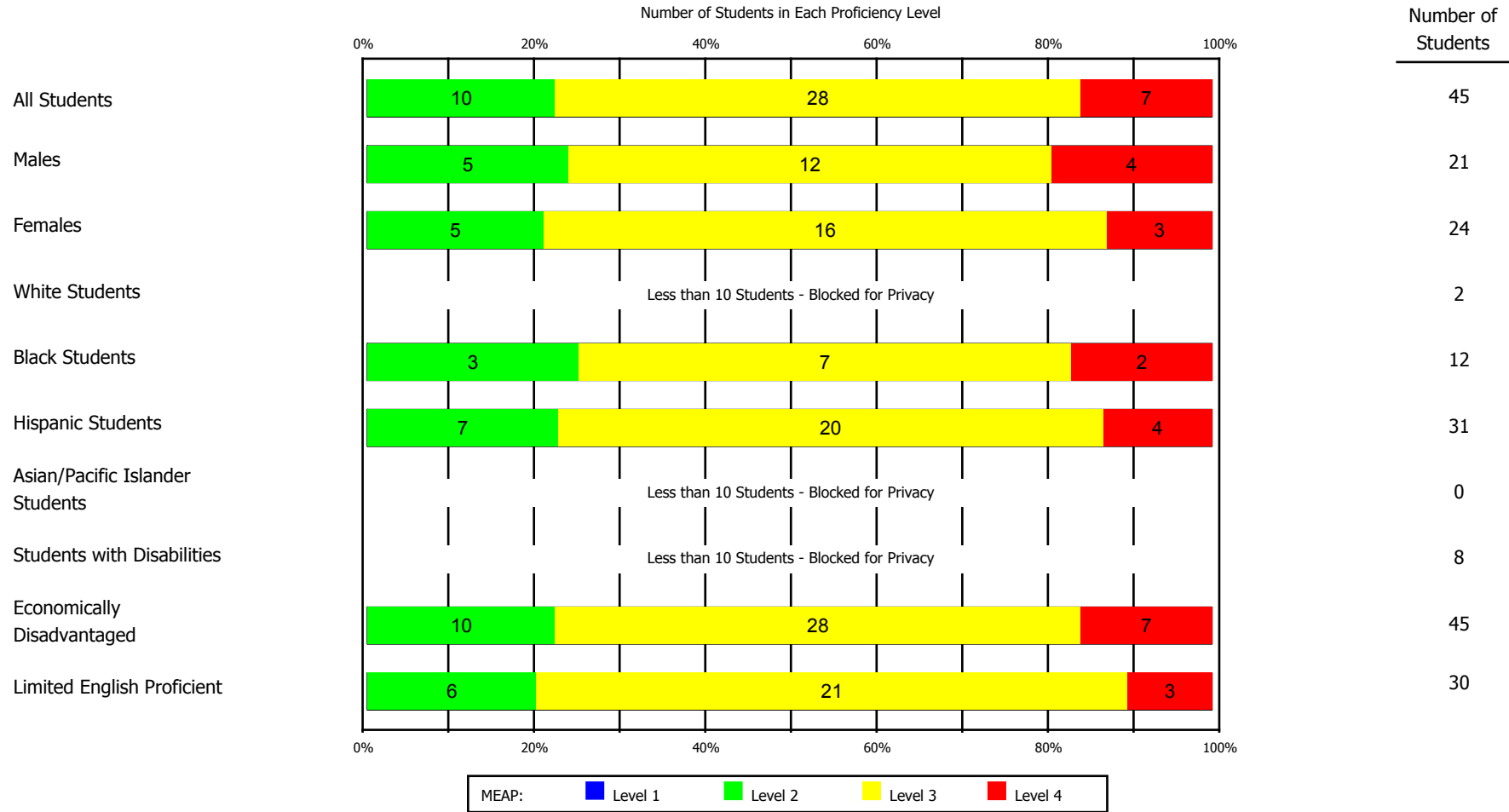
HOPE OF DETROIT ACADEMY - 8722

Writing

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

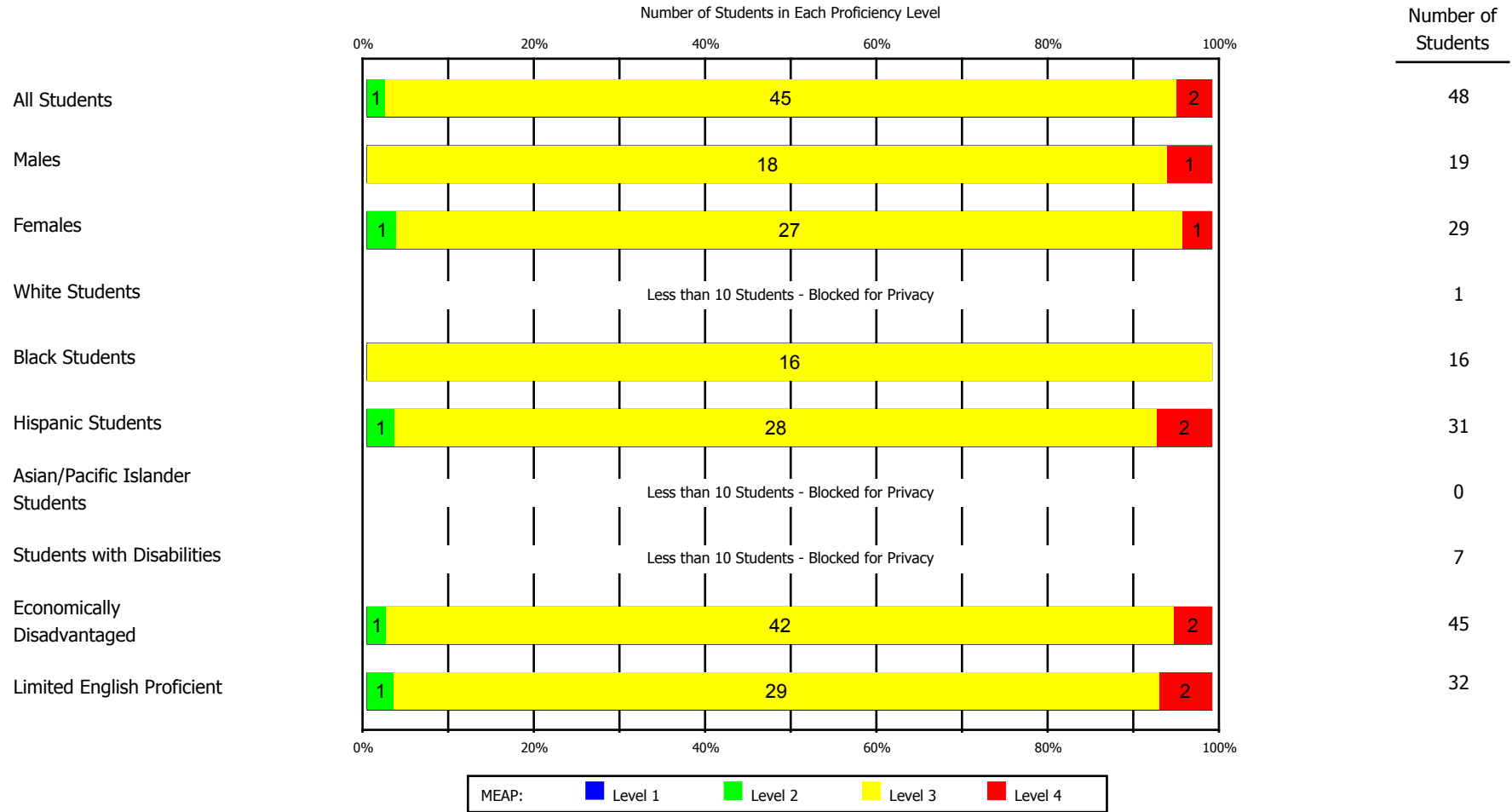
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 3 Writing • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

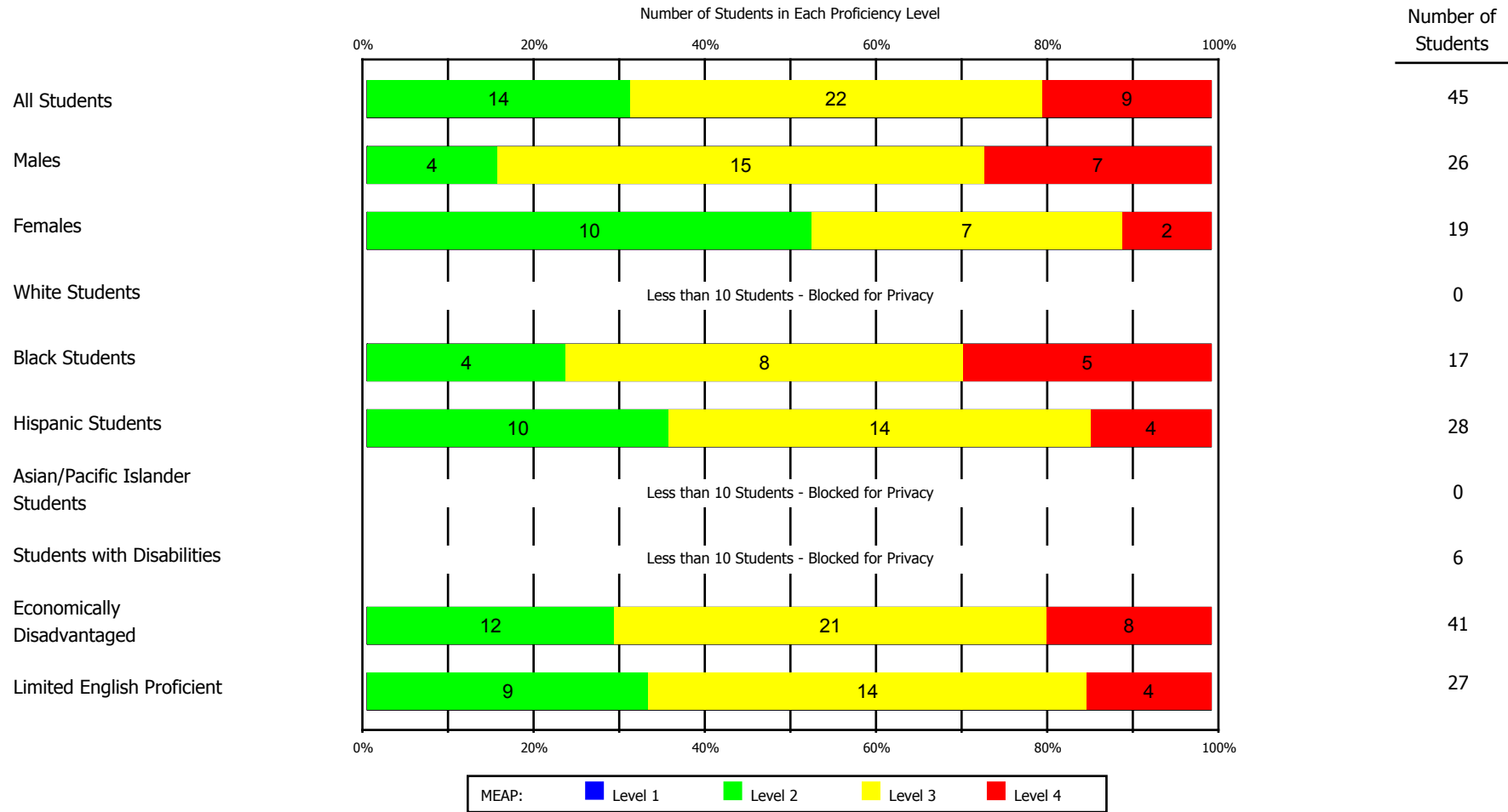
The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 4 Writing • 2007-08



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

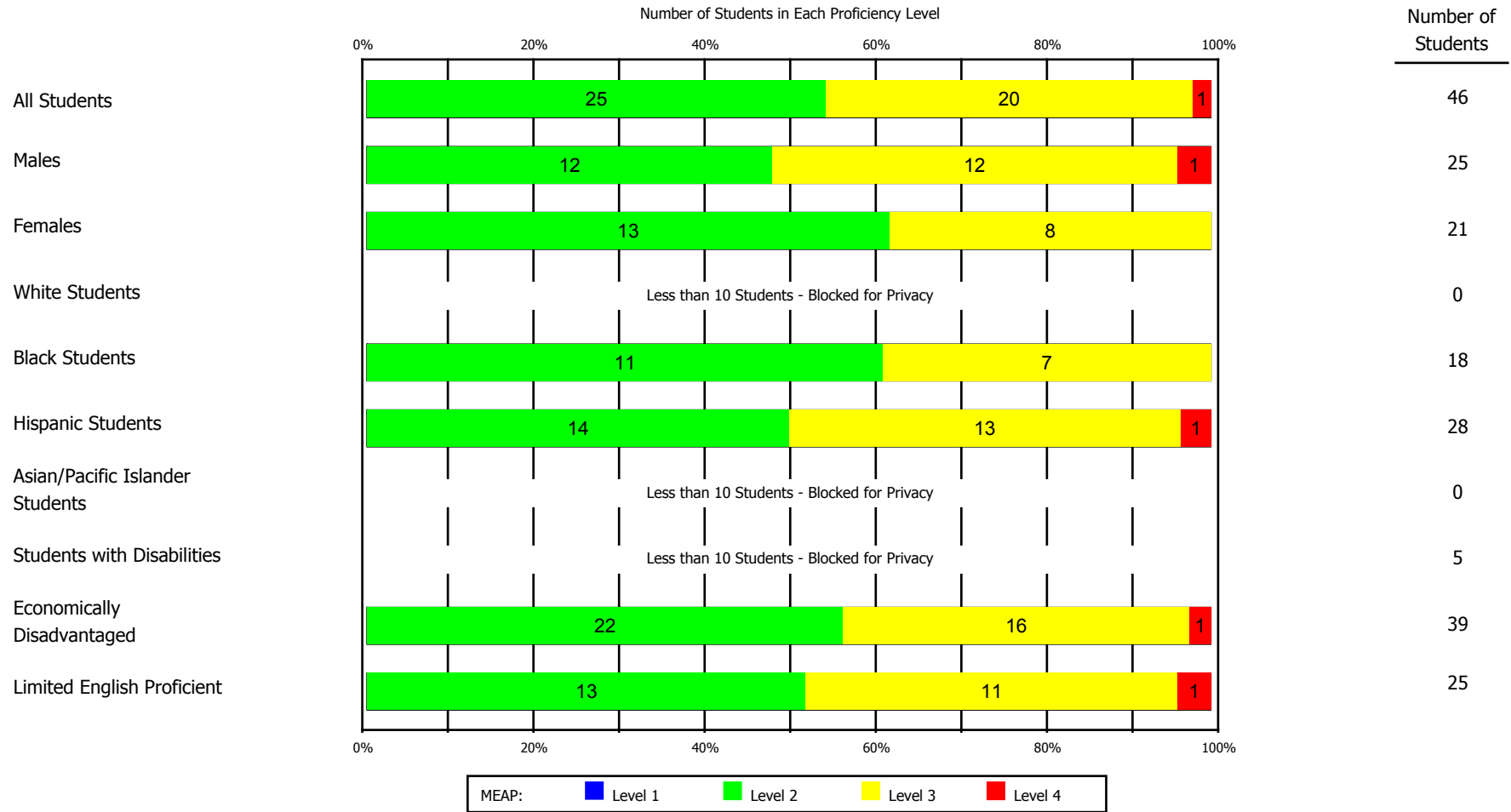
The Leona Group
 Hope of Detroit Academy - 8722
 MEAP Grade 5 Writing • 2007-08



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

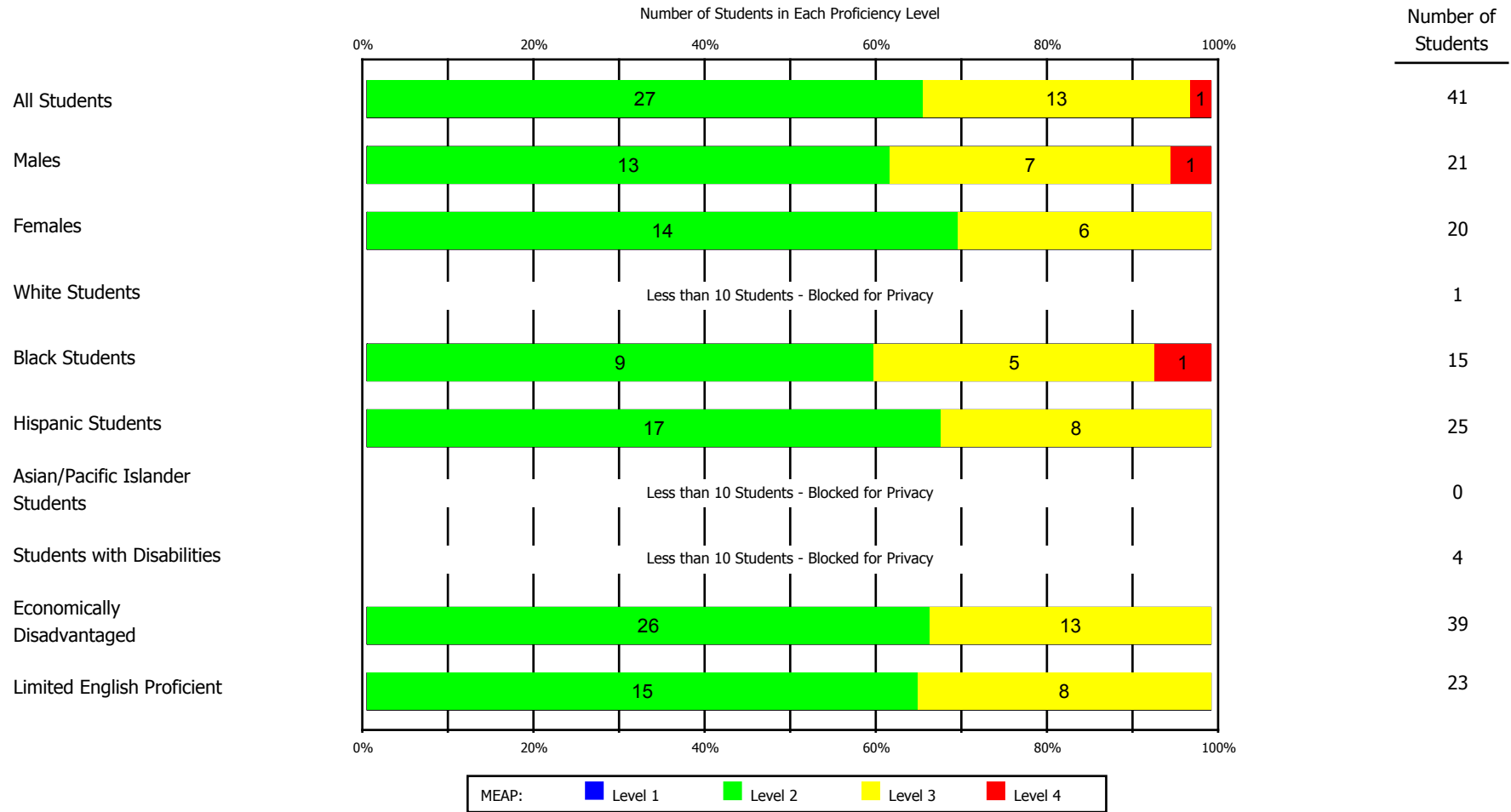
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 6 Writing • 2007-08**



QuickFinder Code:
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Percentage of Students in Each Proficiency Level, by Subgroups of Students

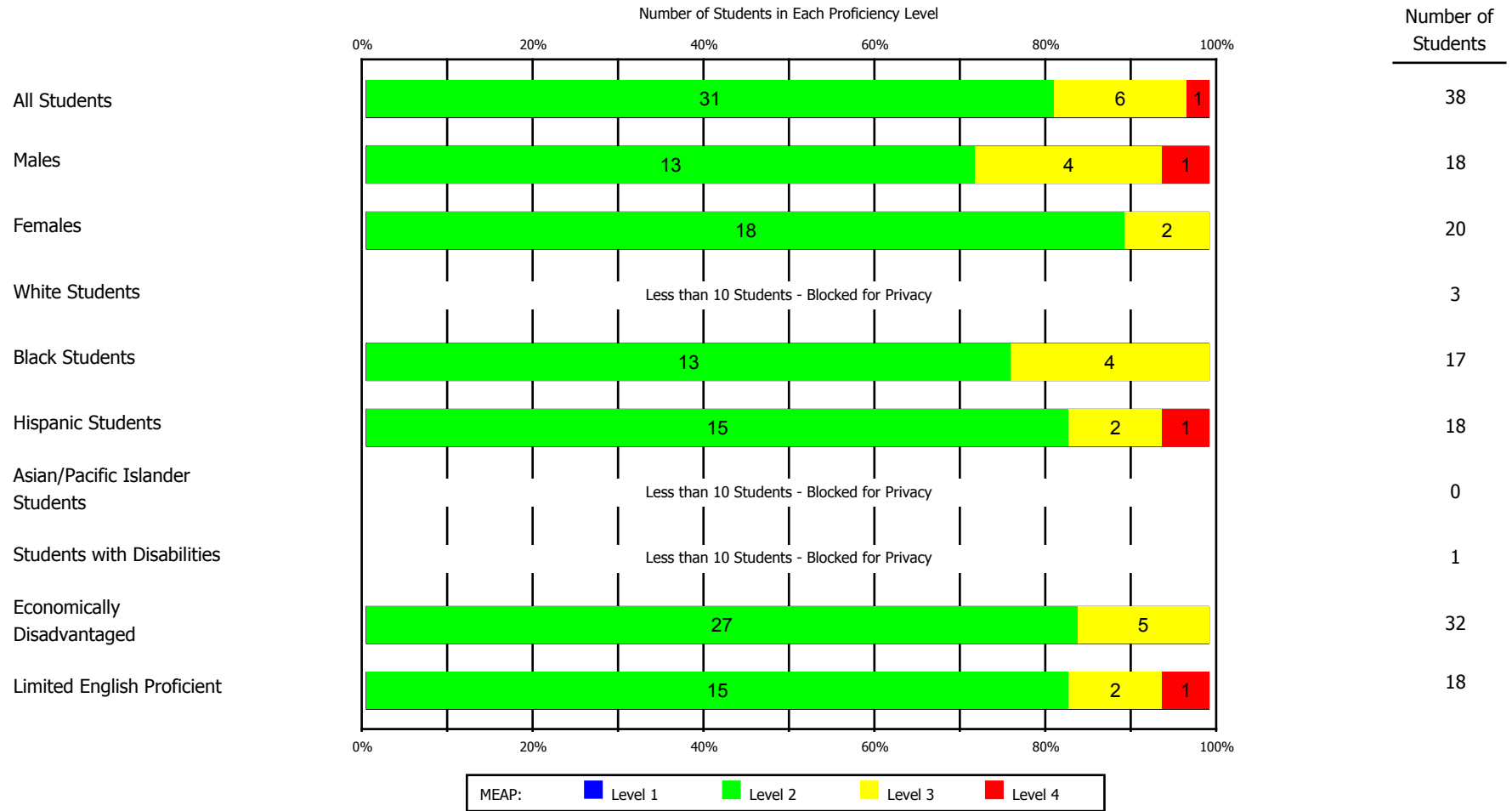
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 7 Writing • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

The Leona Group
 Hope of Detroit Academy - 8722
 MEAP Grade 8 Writing • 2007-08



QuickFinder Code:
PLSUB

THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
(Annual Report Version)



The Leona Group

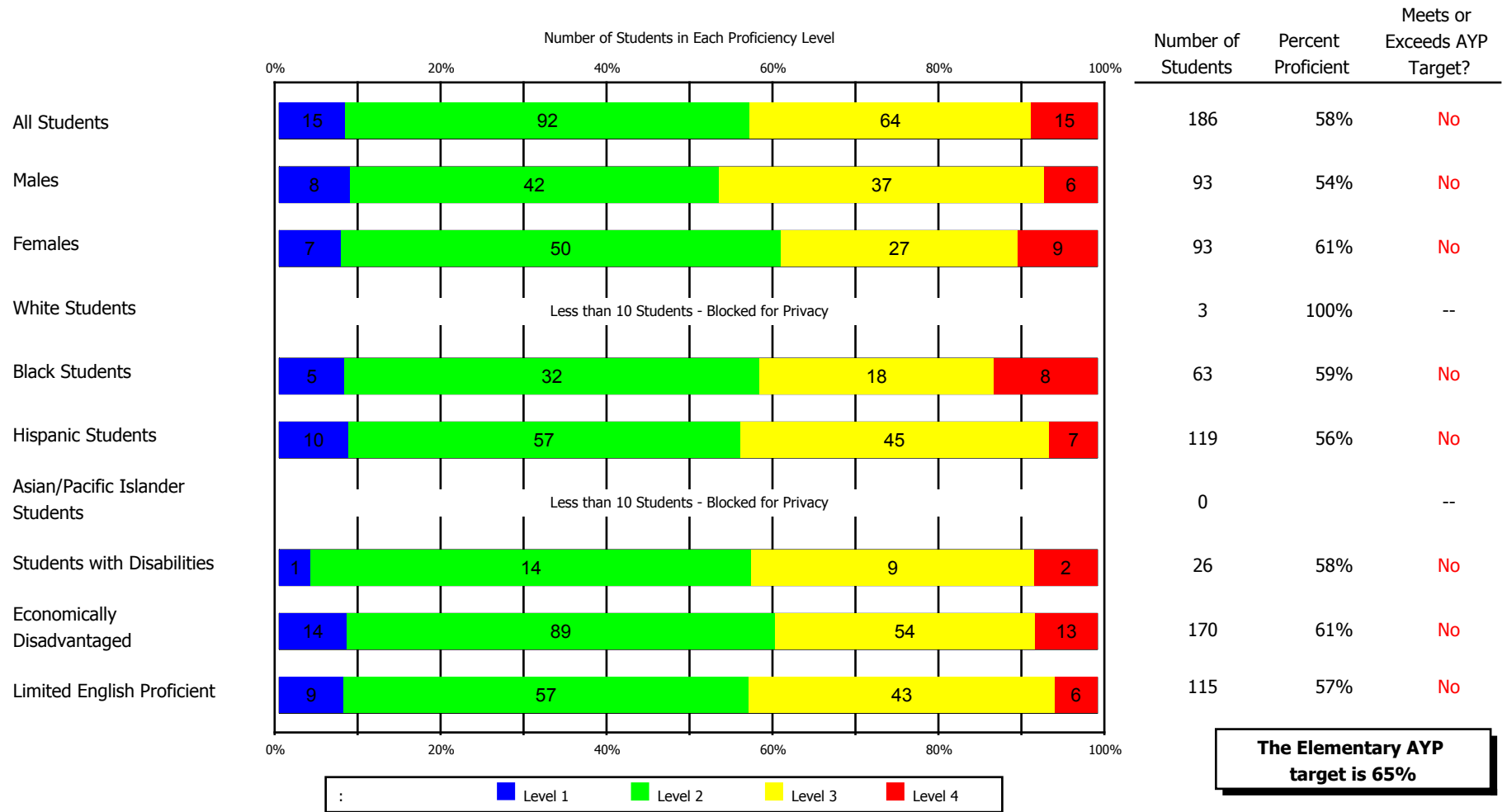
HOPE OF DETROIT ACADEMY - 8722

Mathematics

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 8722 Elementary (Grades 3-6) Mathematics • 2007-08



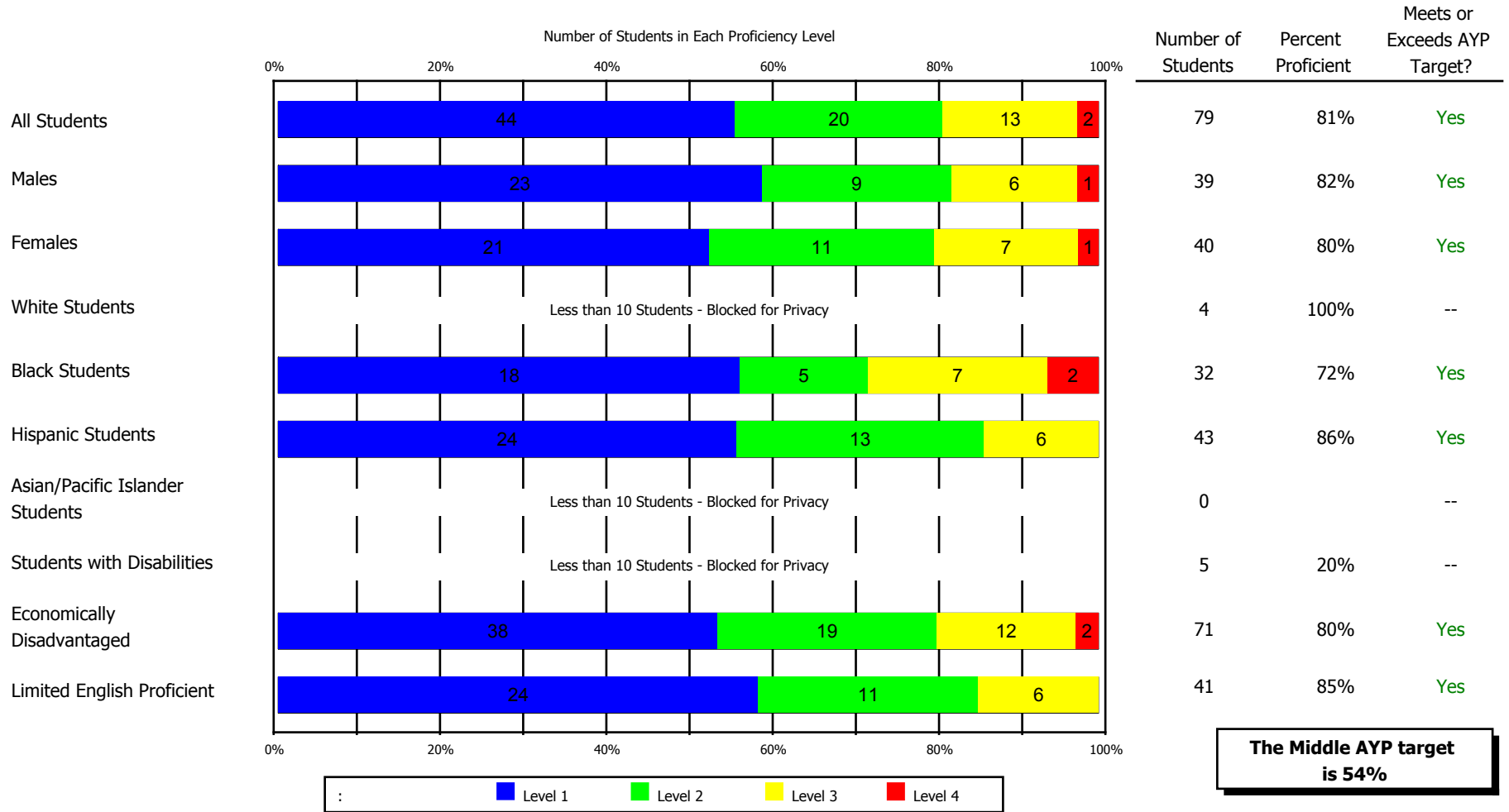
The Elementary AYP target is 65%

QuickFinder Code:
PLSUBJ25

"Provisionally proficient" students are included in Level 2. Note that this report is for informational purposes only. Due to testing at all grade levels, you must use the Proficiency Index method for calculating whether a school or district meets the AYP target. Refer to the [Aggregated Assessment Data Across Grades](#) report later in this package.

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 8722 Middle (Grades 7-8) Mathematics • 2007-08



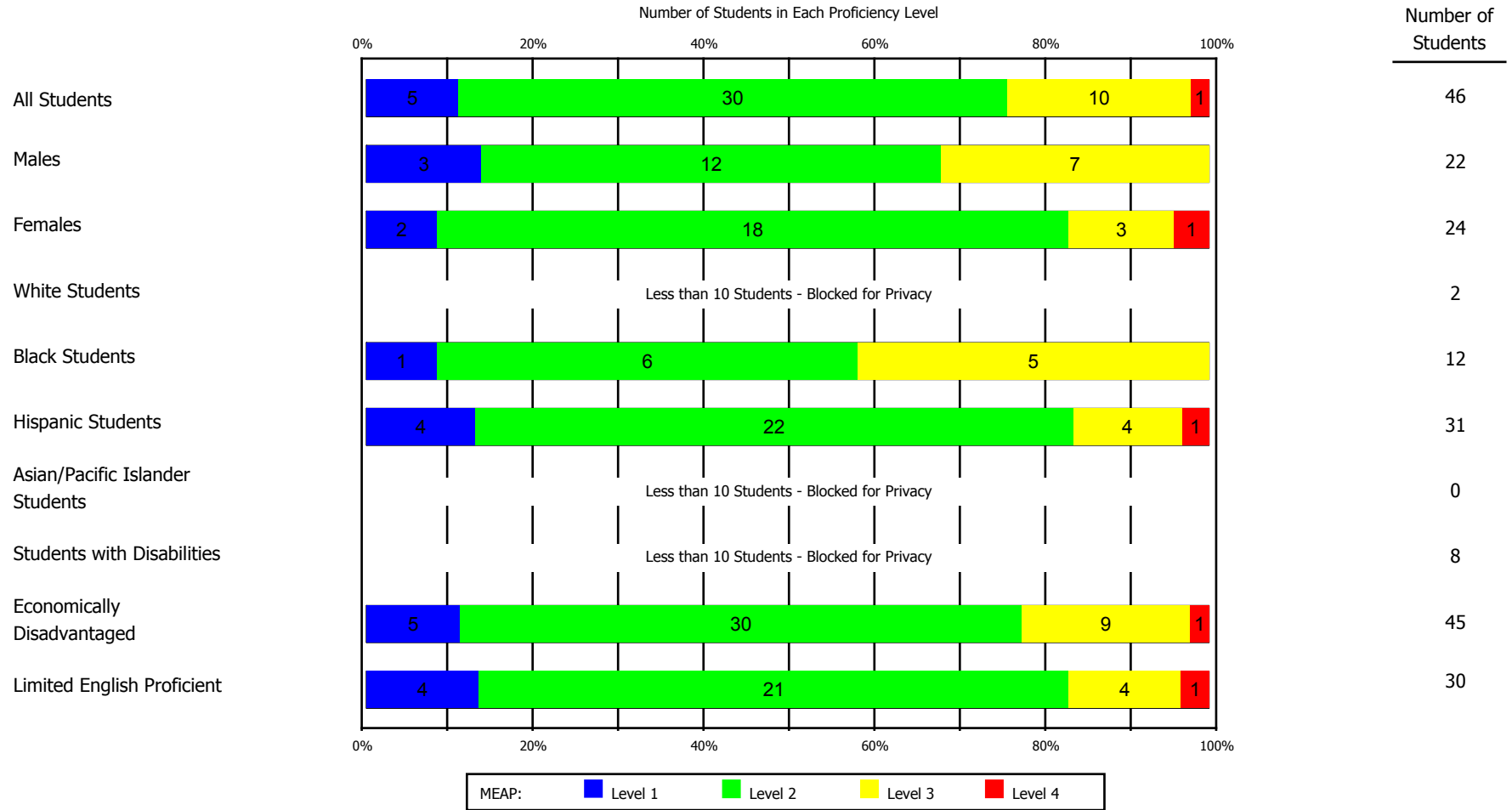
The Middle AYP target is 54%

QuickFinder Code:
PLSUBJ25

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Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 3 Mathematics • 2007-08**

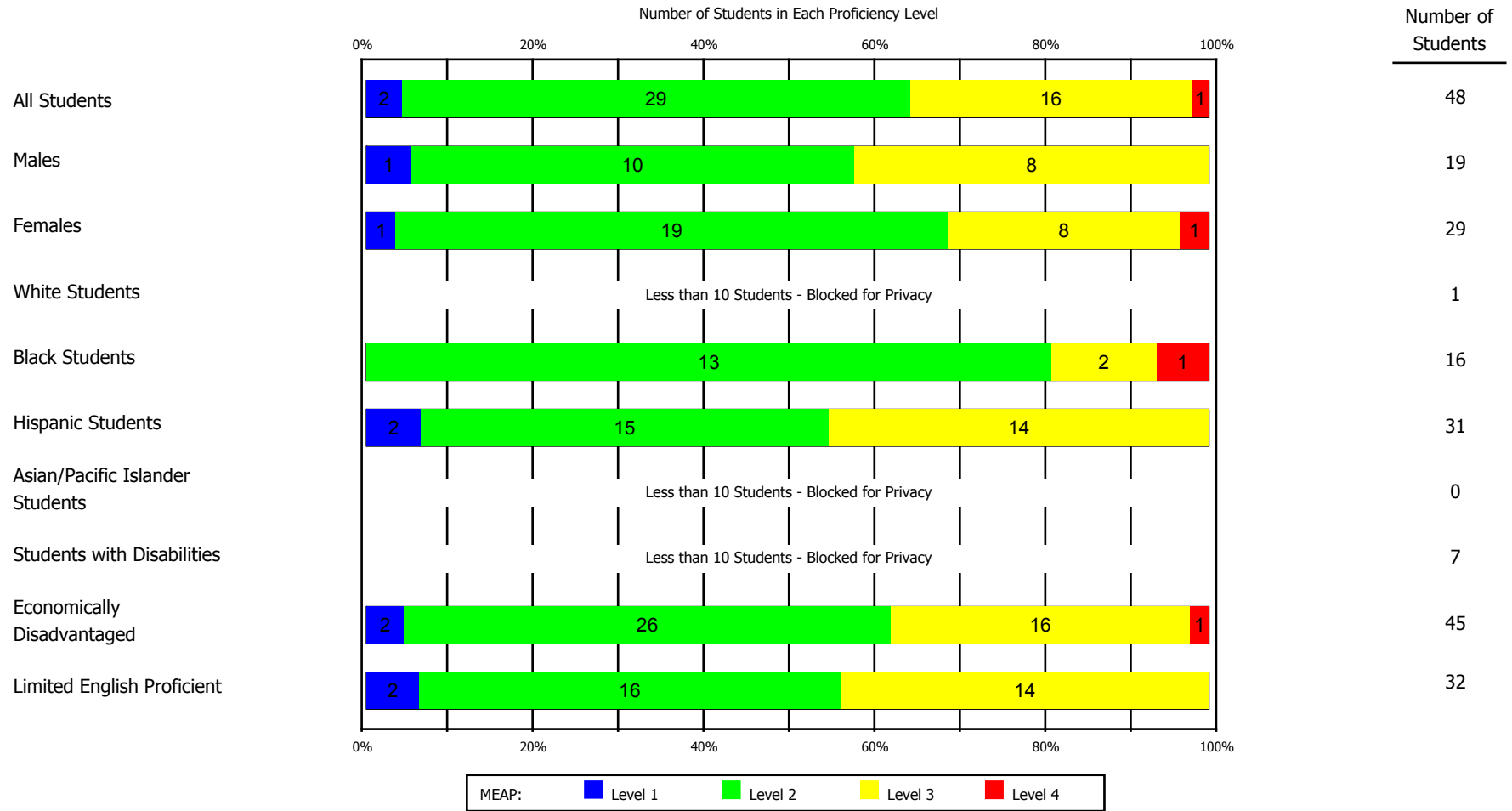


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 4 Mathematics • 2007-08**

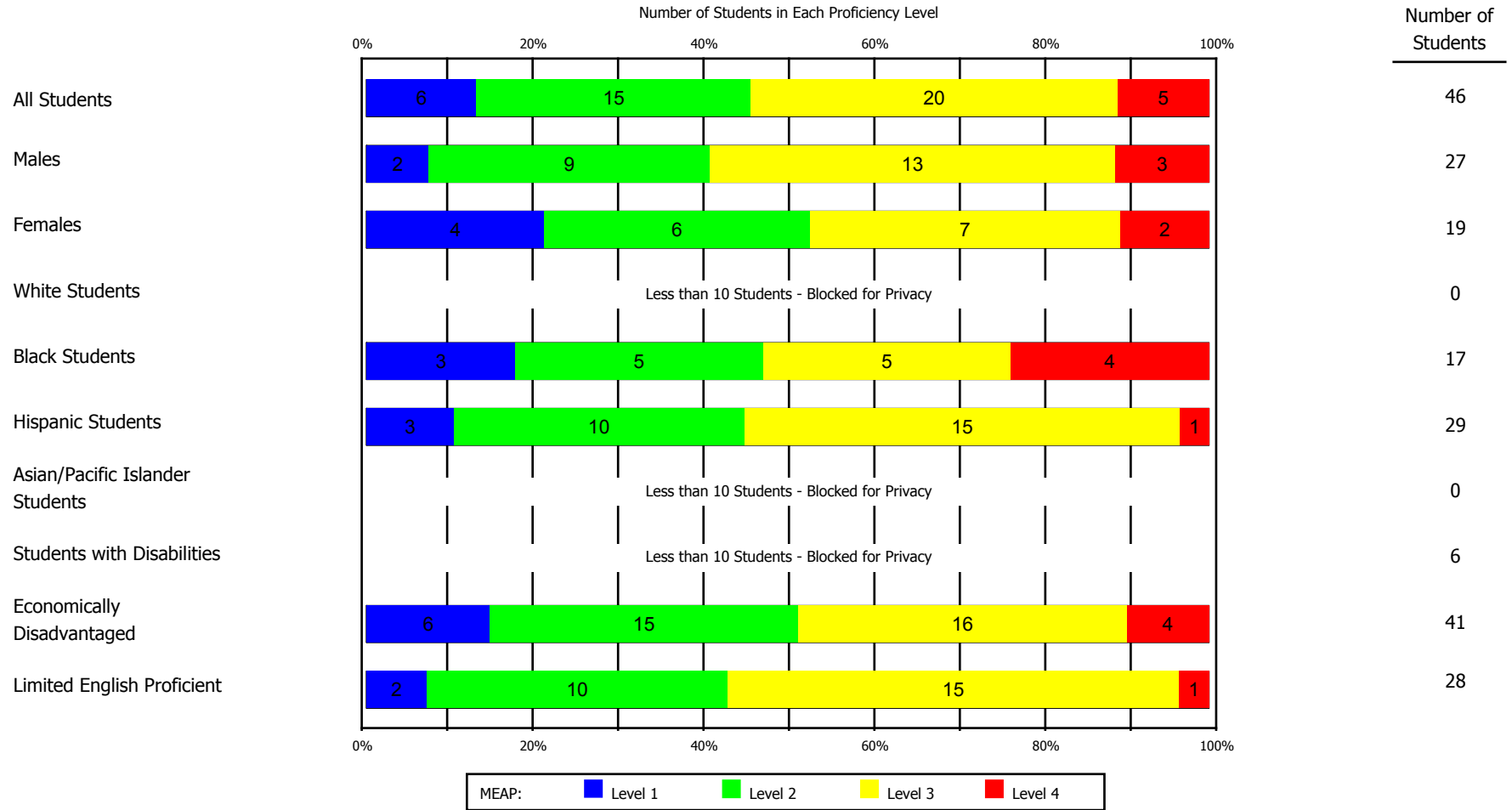


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 5 Mathematics • 2007-08**

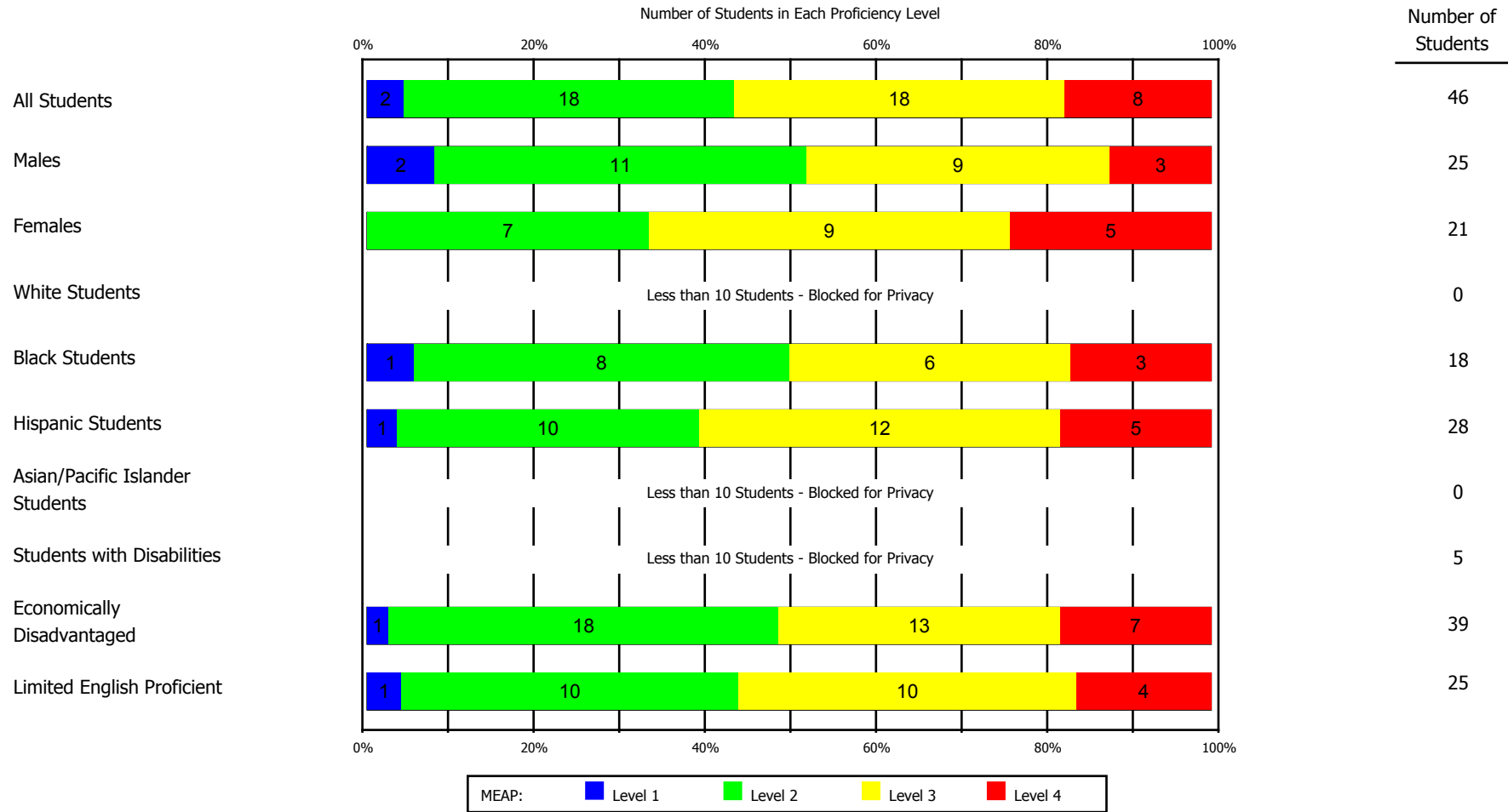


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 6 Mathematics • 2007-08**

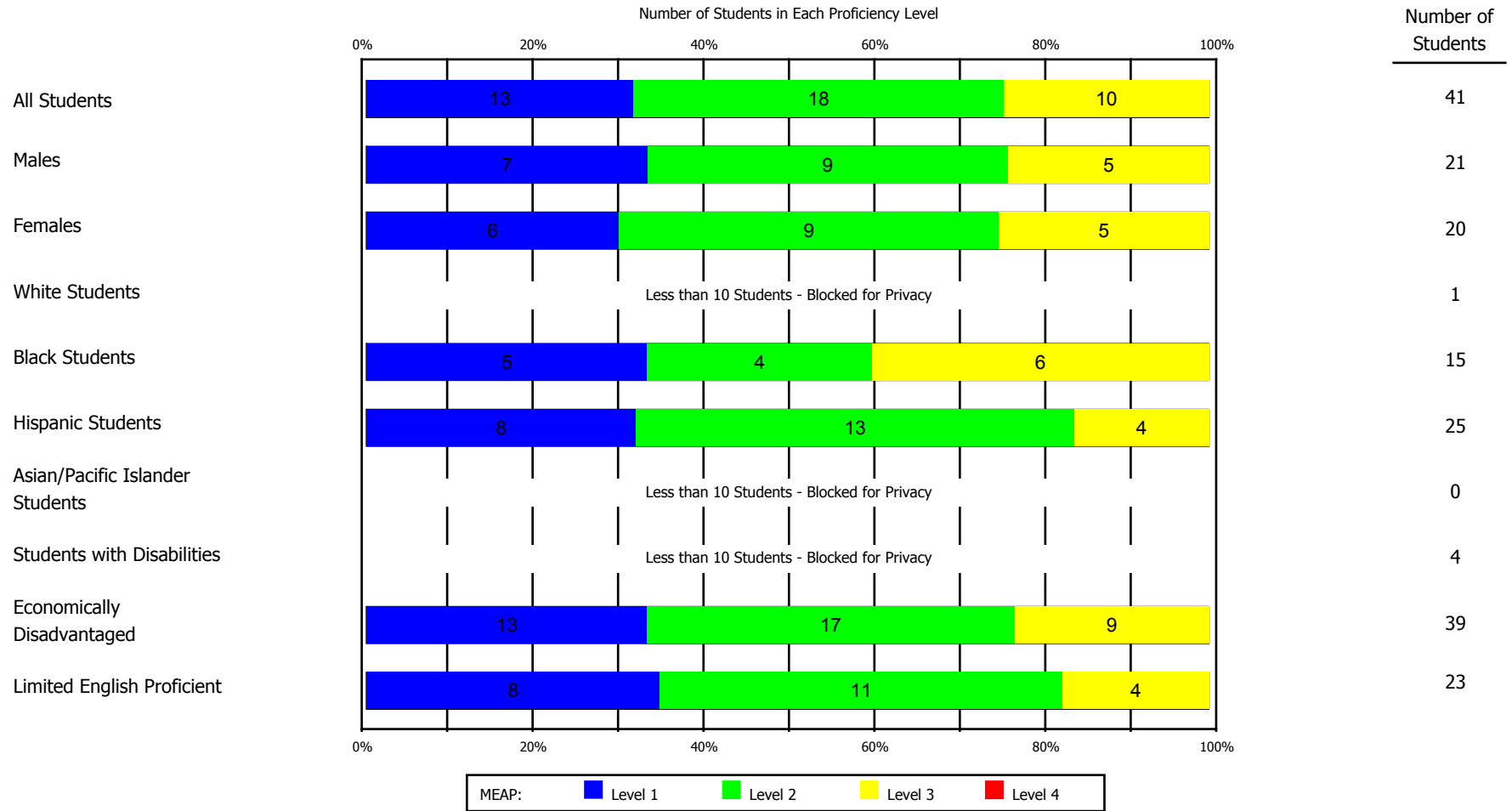


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 7 Mathematics • 2007-08**

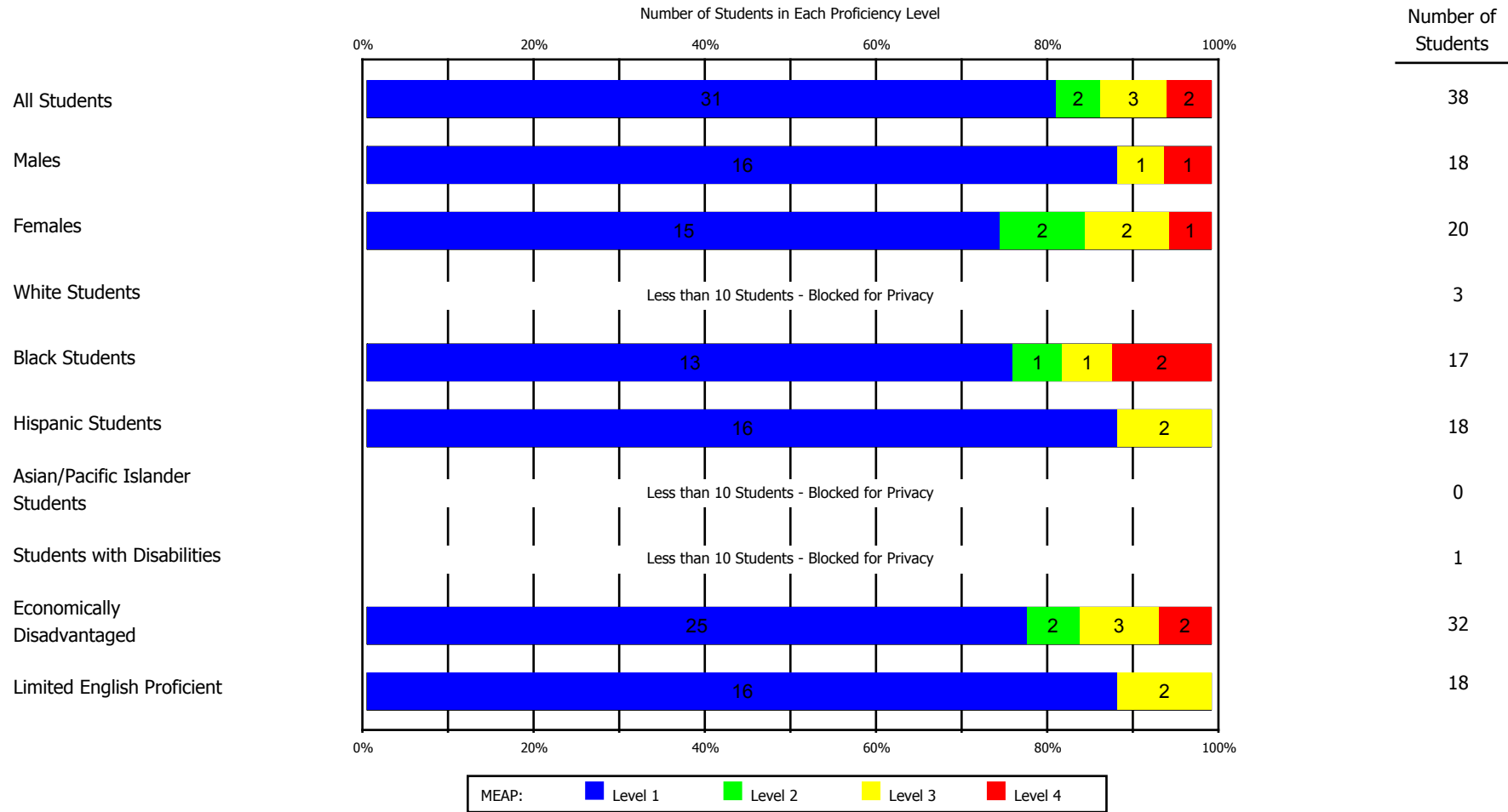


"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 8 Mathematics • 2007-08**



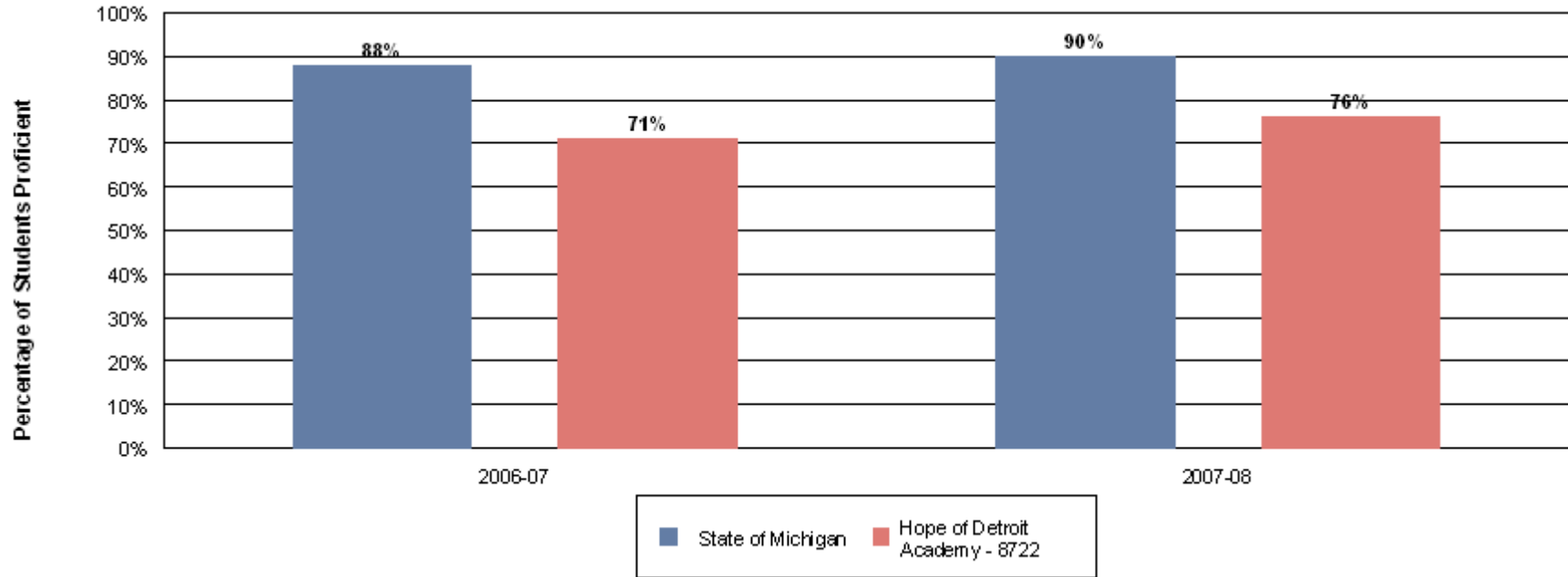
"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 3 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	56,196	46,224
State of Michigan •	Proficient	412,144	416,012
Hope of Detroit Academy - 8722 •	Not Proficient	12	11
Hope of Detroit Academy - 8722 •	Proficient	30	35

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

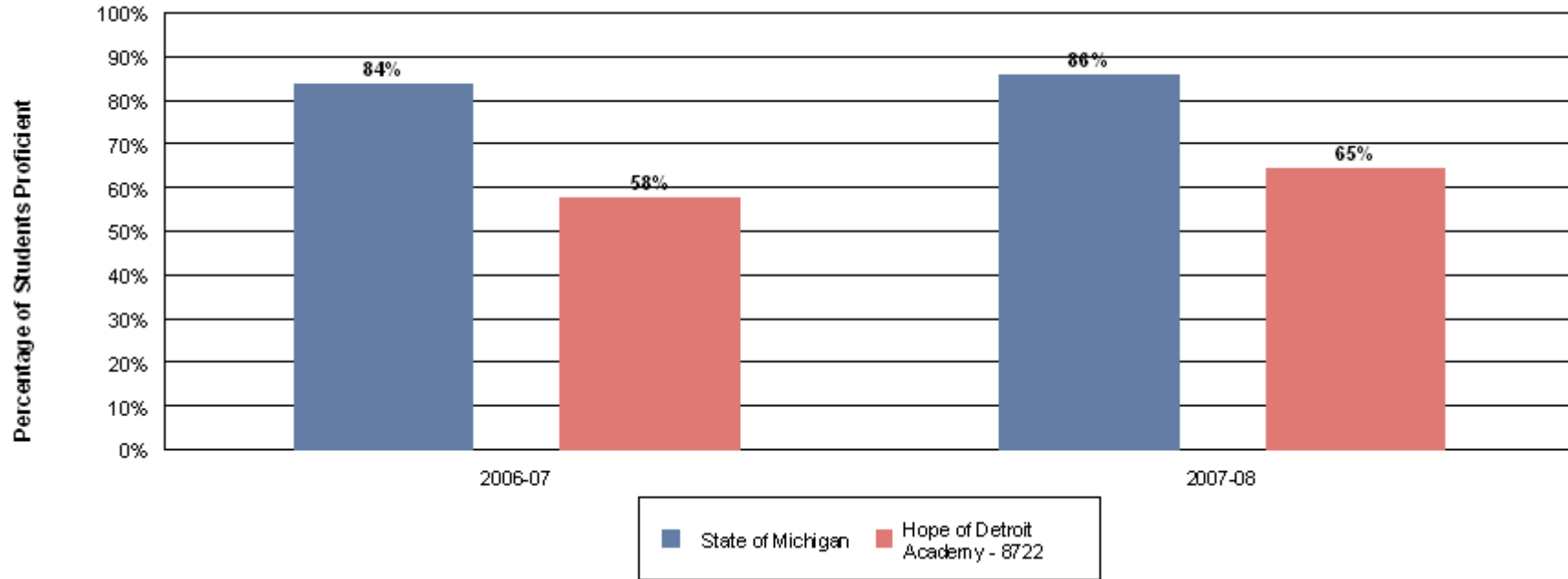


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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 4 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	93,660	64,792
State of Michigan •	Proficient	491,725	398,008
Hope of Detroit Academy - 8722 •	Not Proficient	19	17
Hope of Detroit Academy - 8722 •	Proficient	26	31

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

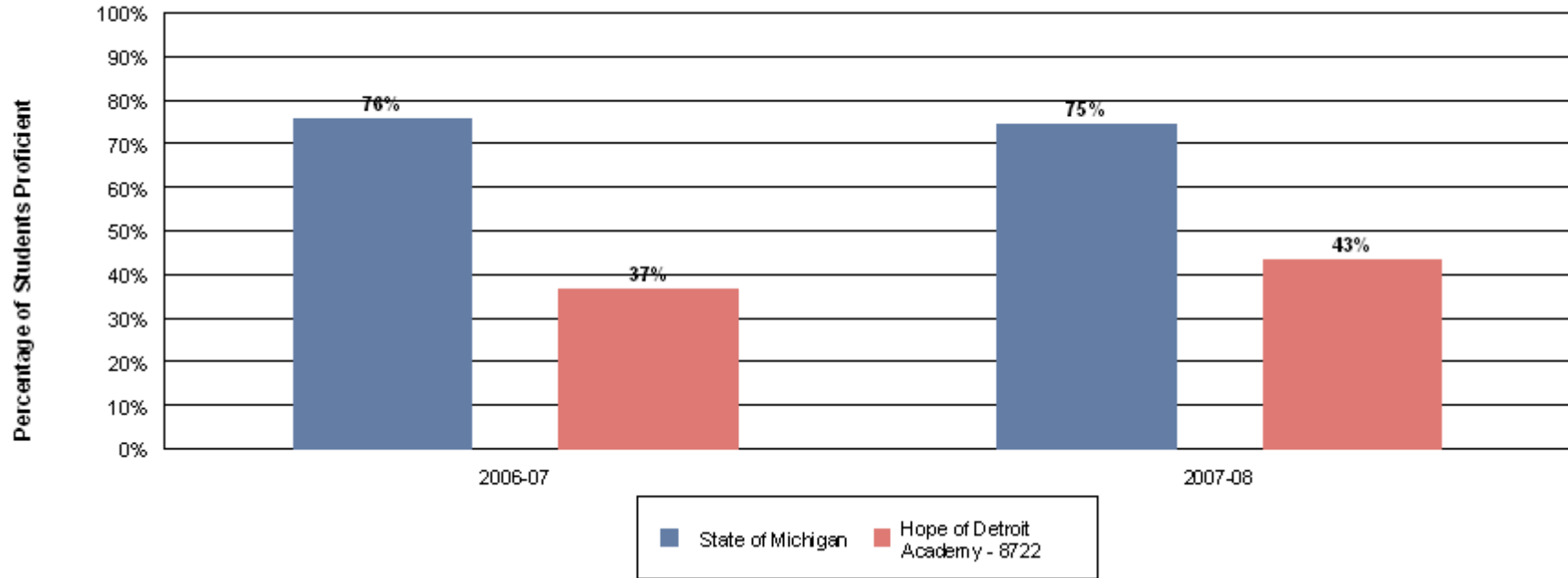


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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 5 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	141,390	116,040
State of Michigan •	Proficient	447,735	343,492
Hope of Detroit Academy - 8722 •	Not Proficient	26	26
Hope of Detroit Academy - 8722 •	Proficient	15	20

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

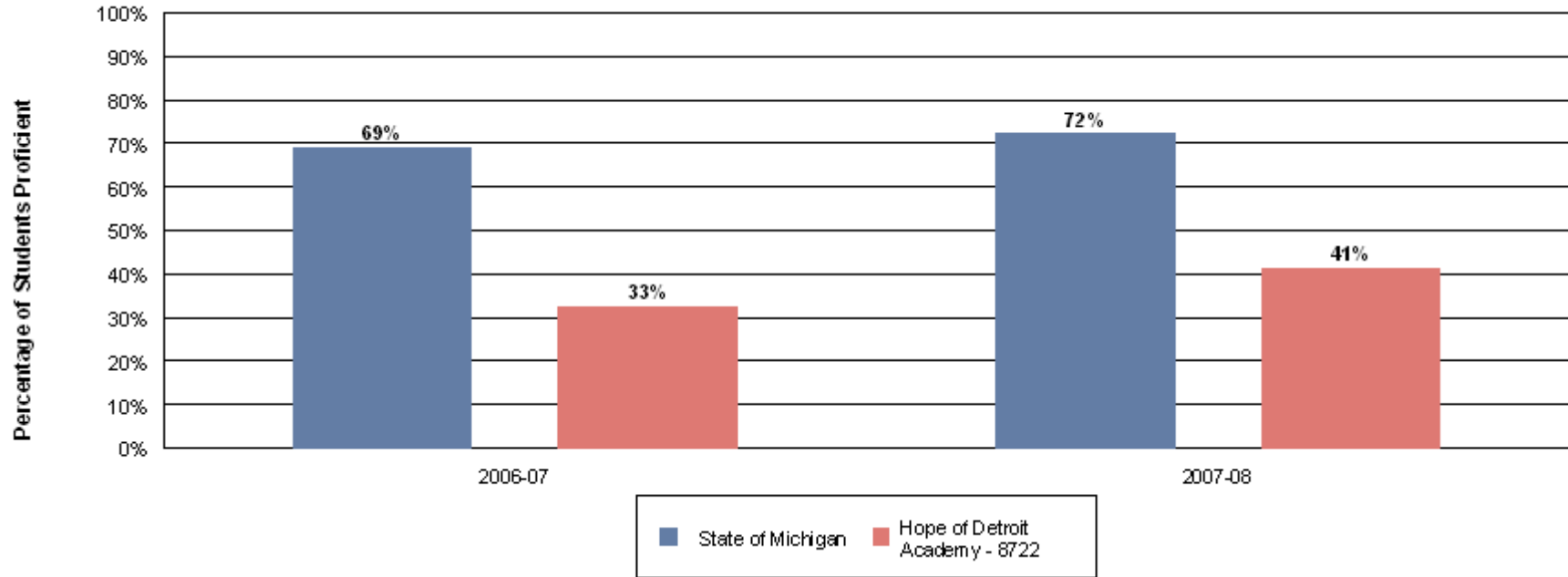


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Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 6 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	225,996	132,076
State of Michigan •	Proficient	503,034	344,340
Hope of Detroit Academy - 8722 •	Not Proficient	27	27
Hope of Detroit Academy - 8722 •	Proficient	13	19

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS

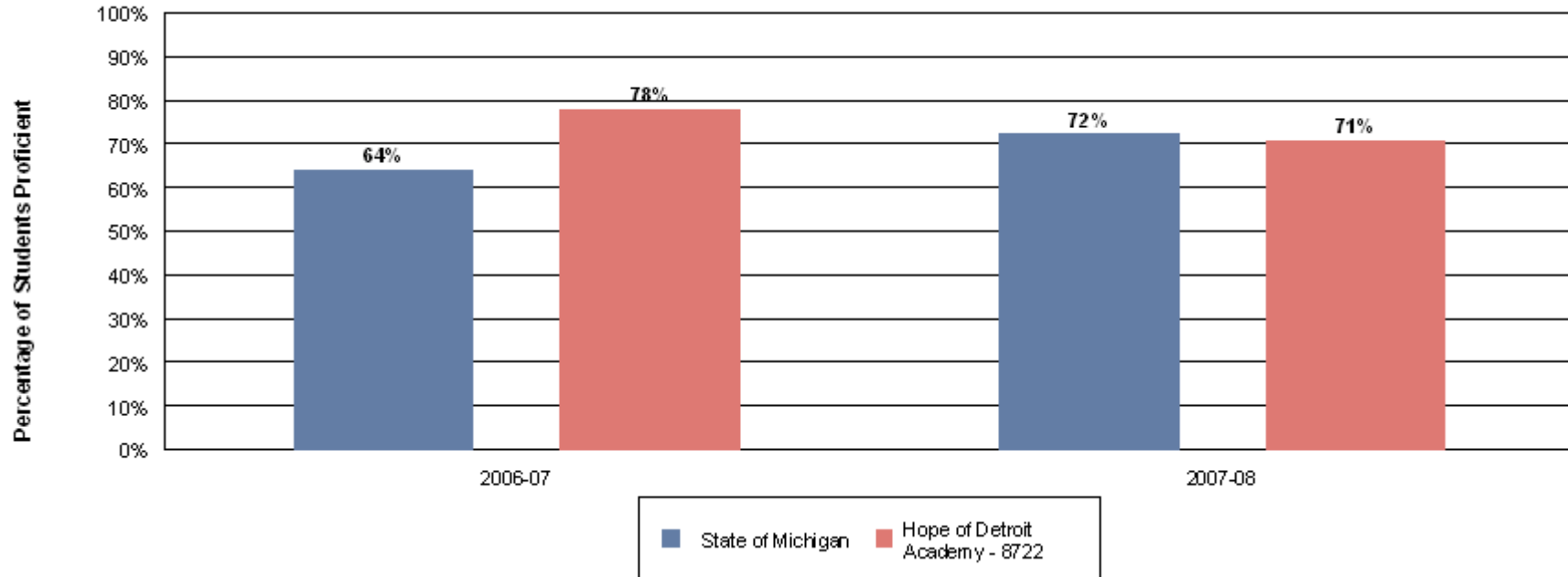


This report includes only tests that qualify for AYP, which for elementary and middle school levels includes only first-time test takers (no retests), and for high school level includes the best score from amongst 10th and 11th graders. AYP excludes test records with an unknown proficiency level, or those marked as Explicitly Excluded, Not Included, Home School, Not Tested, Parent Exempt, Postgraduate, Unethical, Absent, Less Than Full Academic Year, Not Available, or given a Non-Standard Testing Accommodation. Starting in Winter 2004-05 for Elementary and Middle level tests and Class of 2006 for High School level, students that are within two standard errors of measurement of the proficiency cutoff on Language Arts and Mathematics are considered "provisionally proficient" and counted as proficient for AYP calculations.

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 7 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	134,742	136,372
State of Michigan •	Proficient	239,541	355,544
Hope of Detroit Academy - 8722 •	Not Proficient	9	12
Hope of Detroit Academy - 8722 •	Proficient	32	29

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.



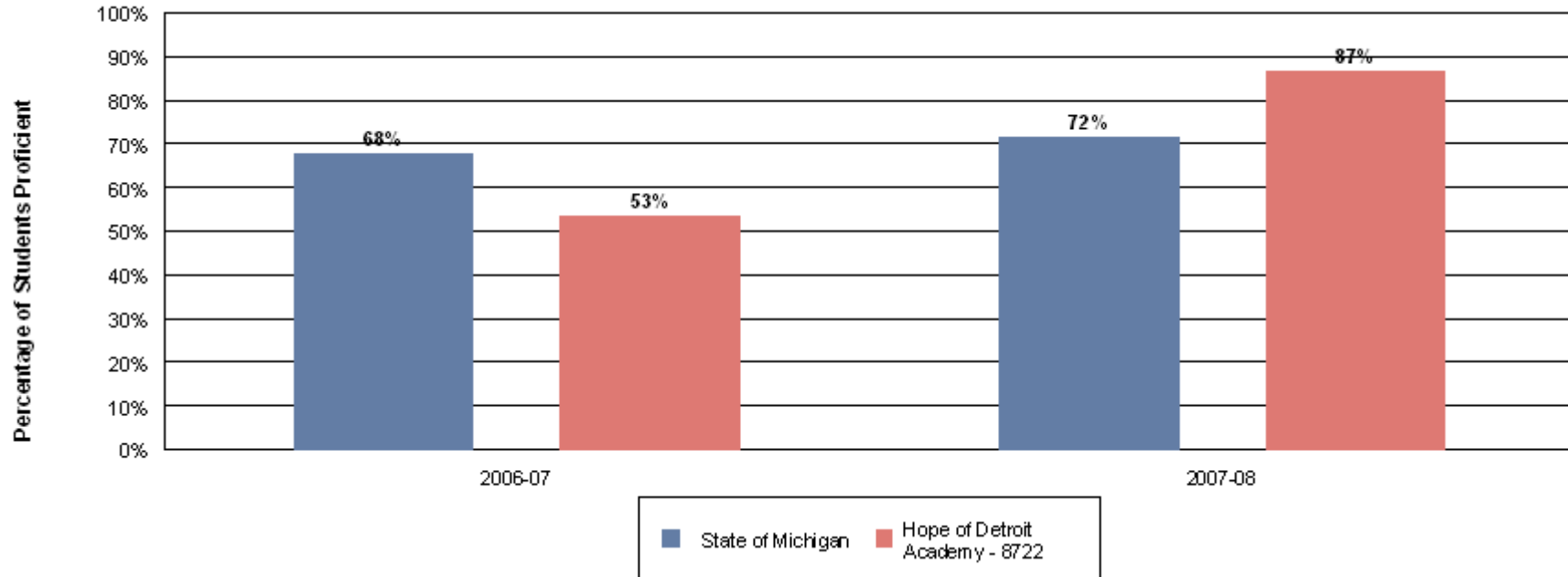
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QuickFinder Code:
PLPBSS

Percentage of Students Scoring in Proficient Levels on MEAP Test, Grouped by Instructional School and State



The Leona Group MEAP Grade 8 Mathematics



# Students in Each Group		2006-07	2007-08
State of Michigan •	Not Proficient	162,304	171,910
State of Michigan •	Proficient	344,900	435,925
Hope of Detroit Academy - 8722 •	Not Proficient	20	5
Hope of Detroit Academy - 8722 •	Proficient	23	33

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.

QuickFinder Code:
PLPBSS



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THE GOLDEN PACKAGE

Of Data Analysis Reports for MEAP and MME
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The Leona Group

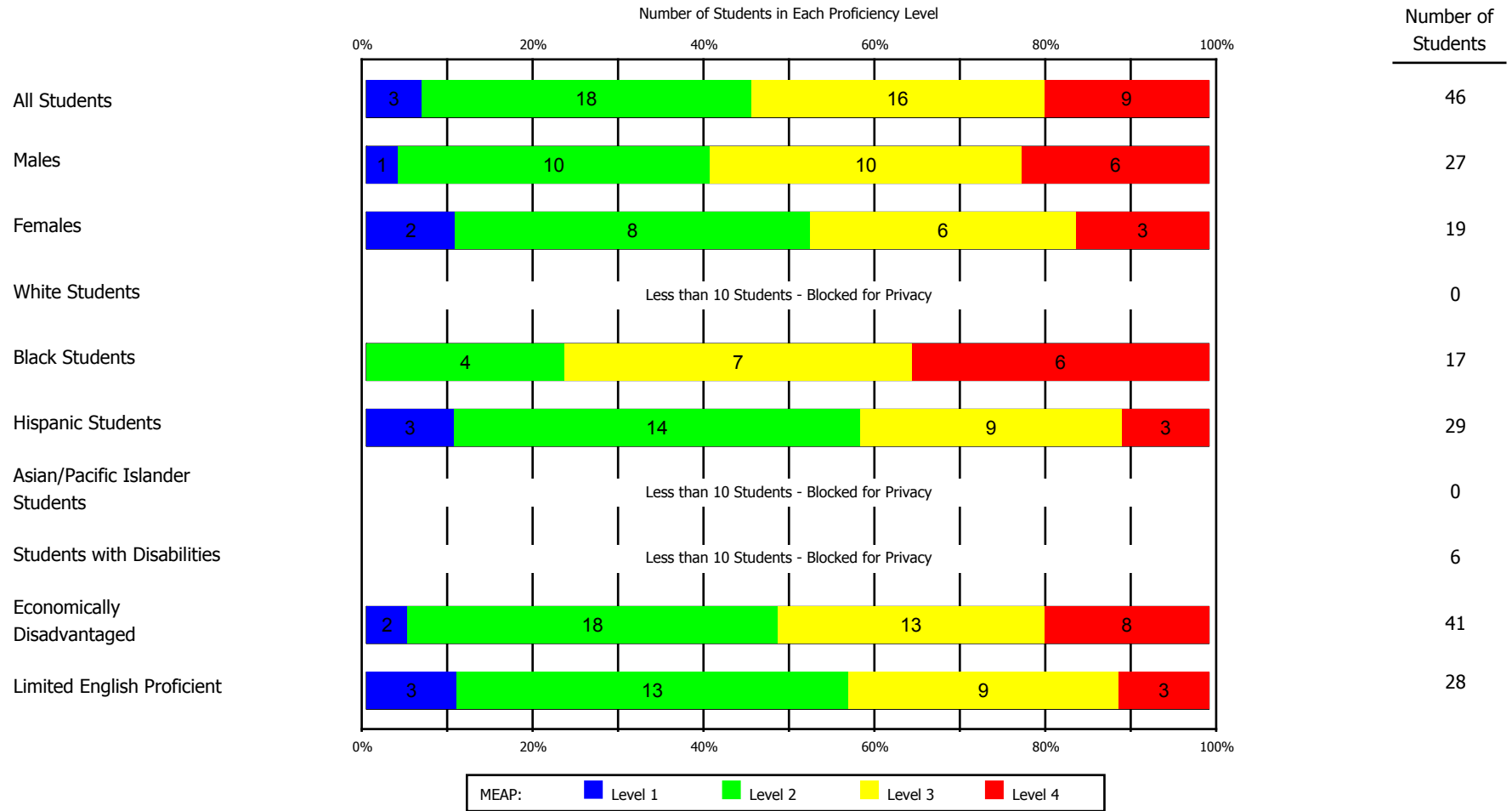
HOPE OF DETROIT ACADEMY - 8722

Science

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

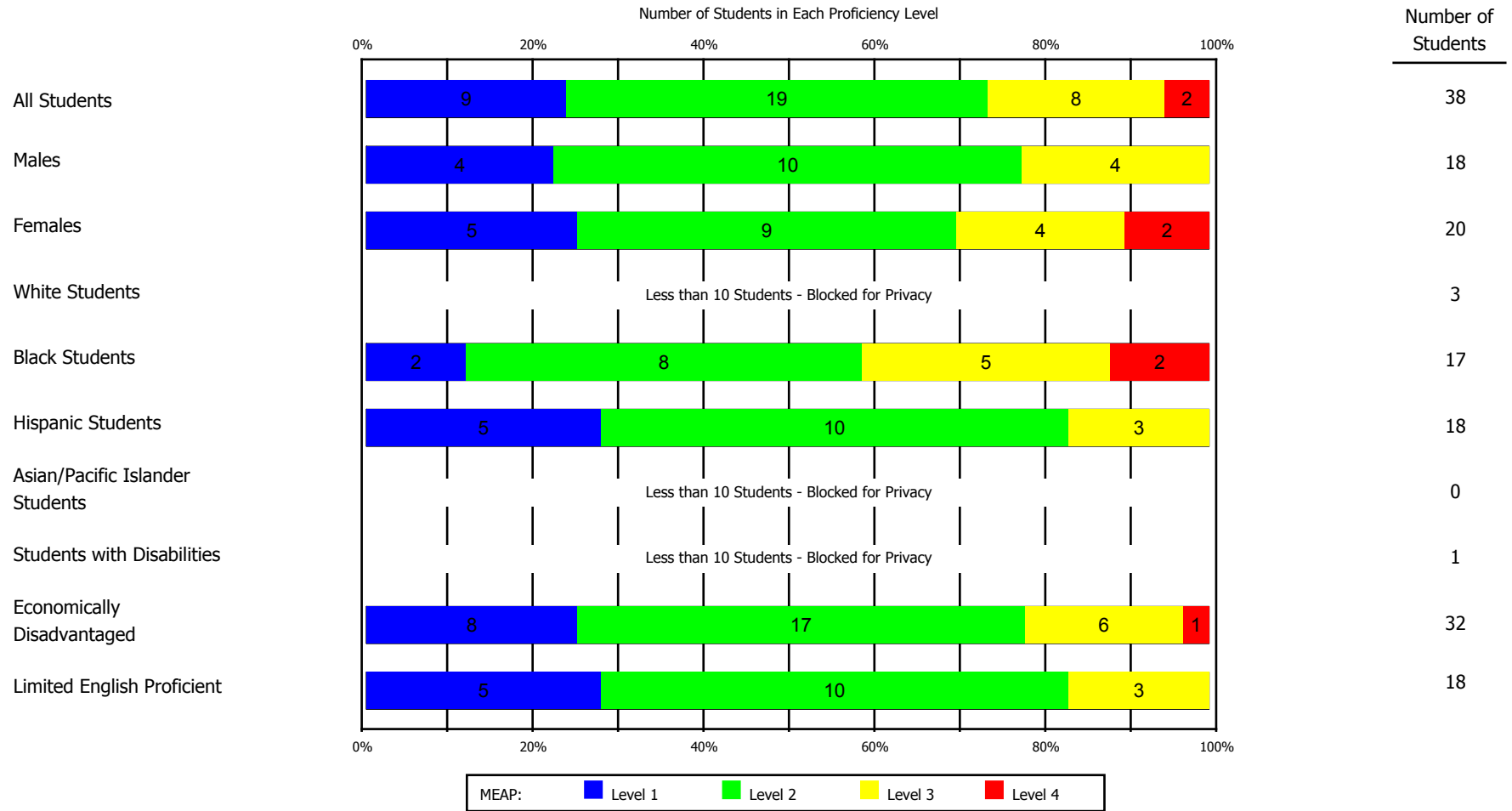
The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 5 Science • 2007-08



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 8 Science • 2007-08



QuickFinder Code:
PLSUB

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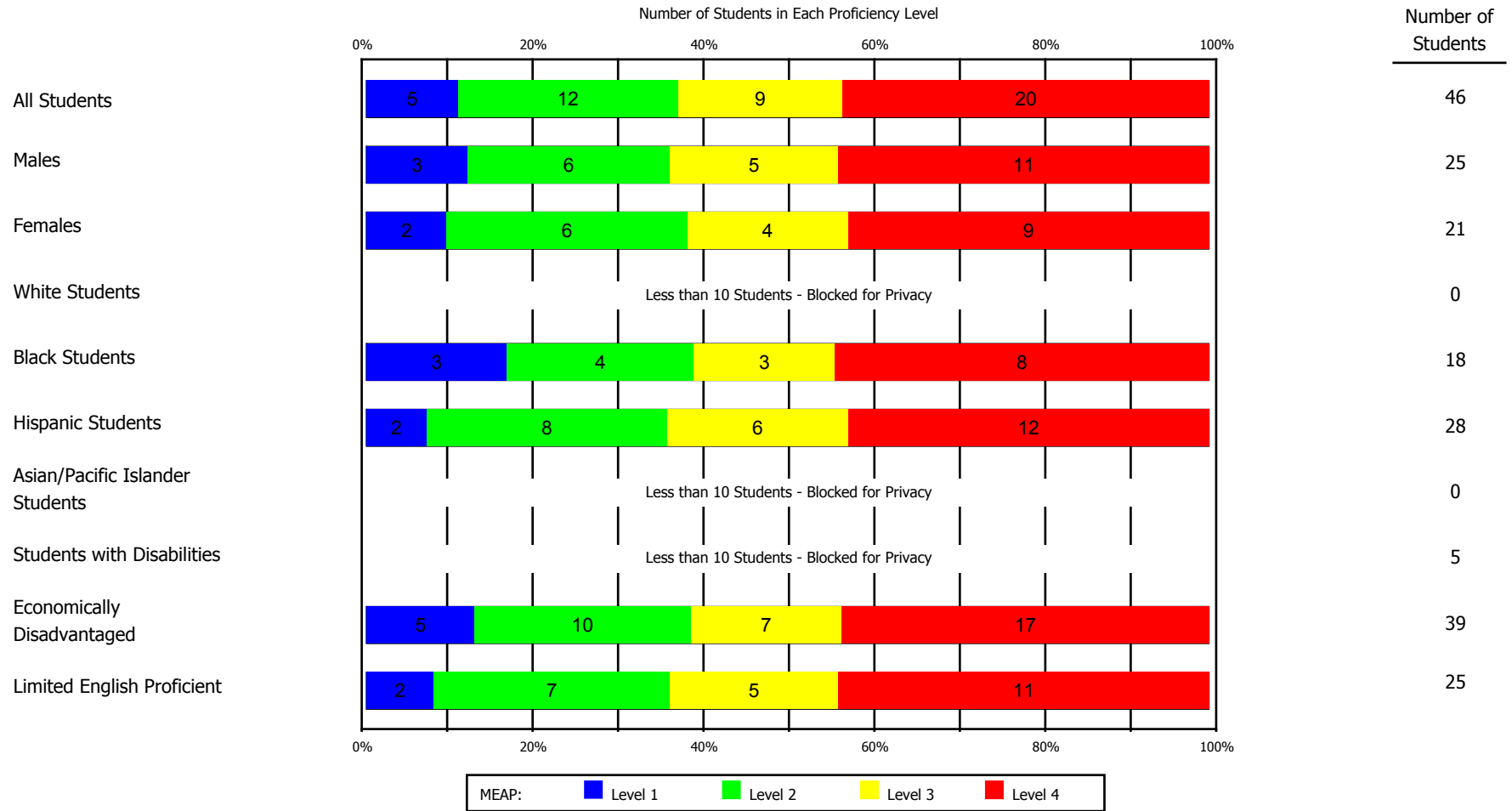
HOPE OF DETROIT ACADEMY - 8722

Social Studies

Grades 3 through 9 for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

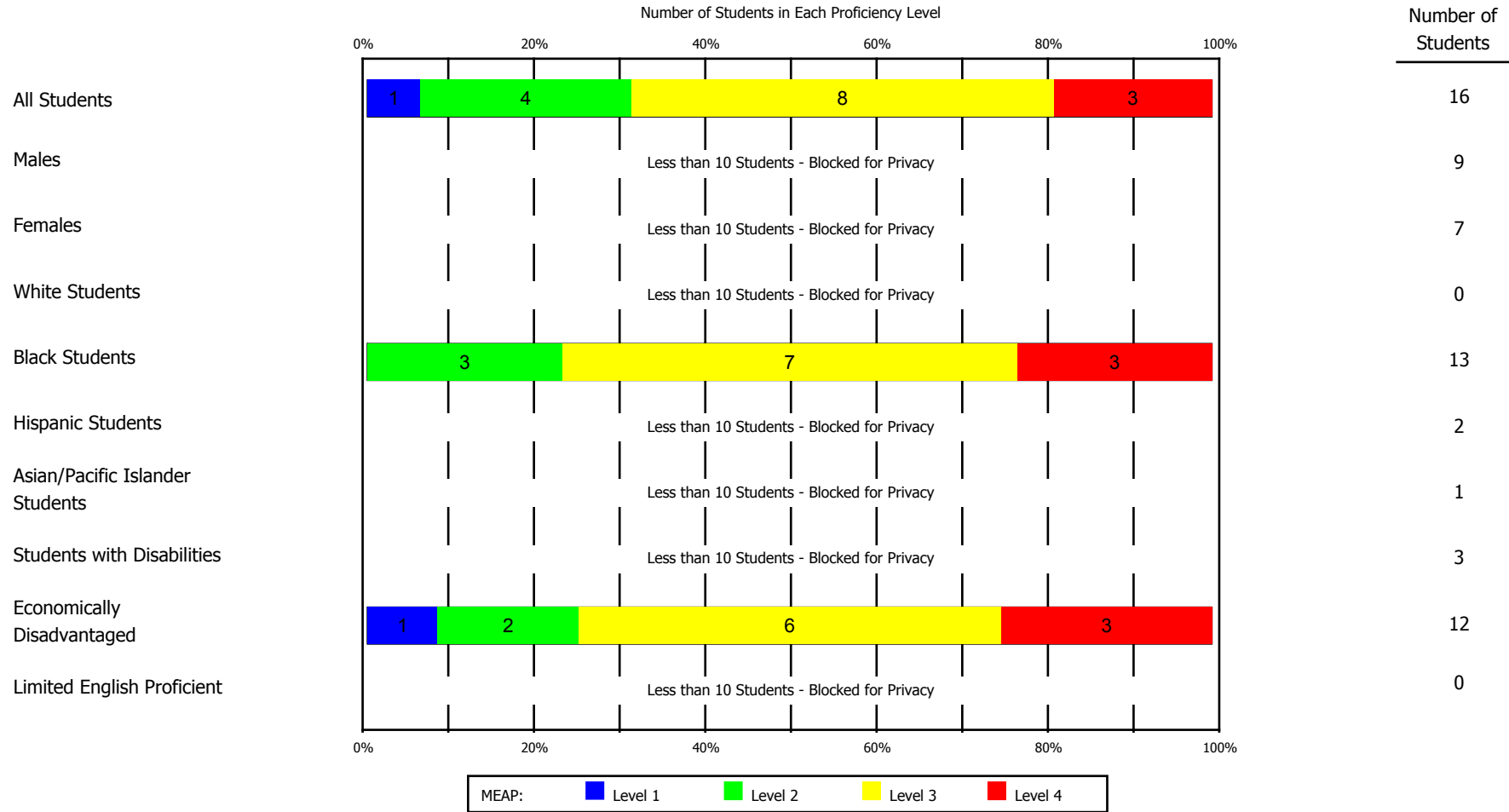
**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 6 Social Studies • 2007-08**



QuickFinder Code:
PLSUB

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 8722
MEAP Grade 9 Social Studies • 2007-08**



QuickFinder Code:
PLSUB

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HOPE OF DETROIT ACADEMY - 9155

High School for 2007-08

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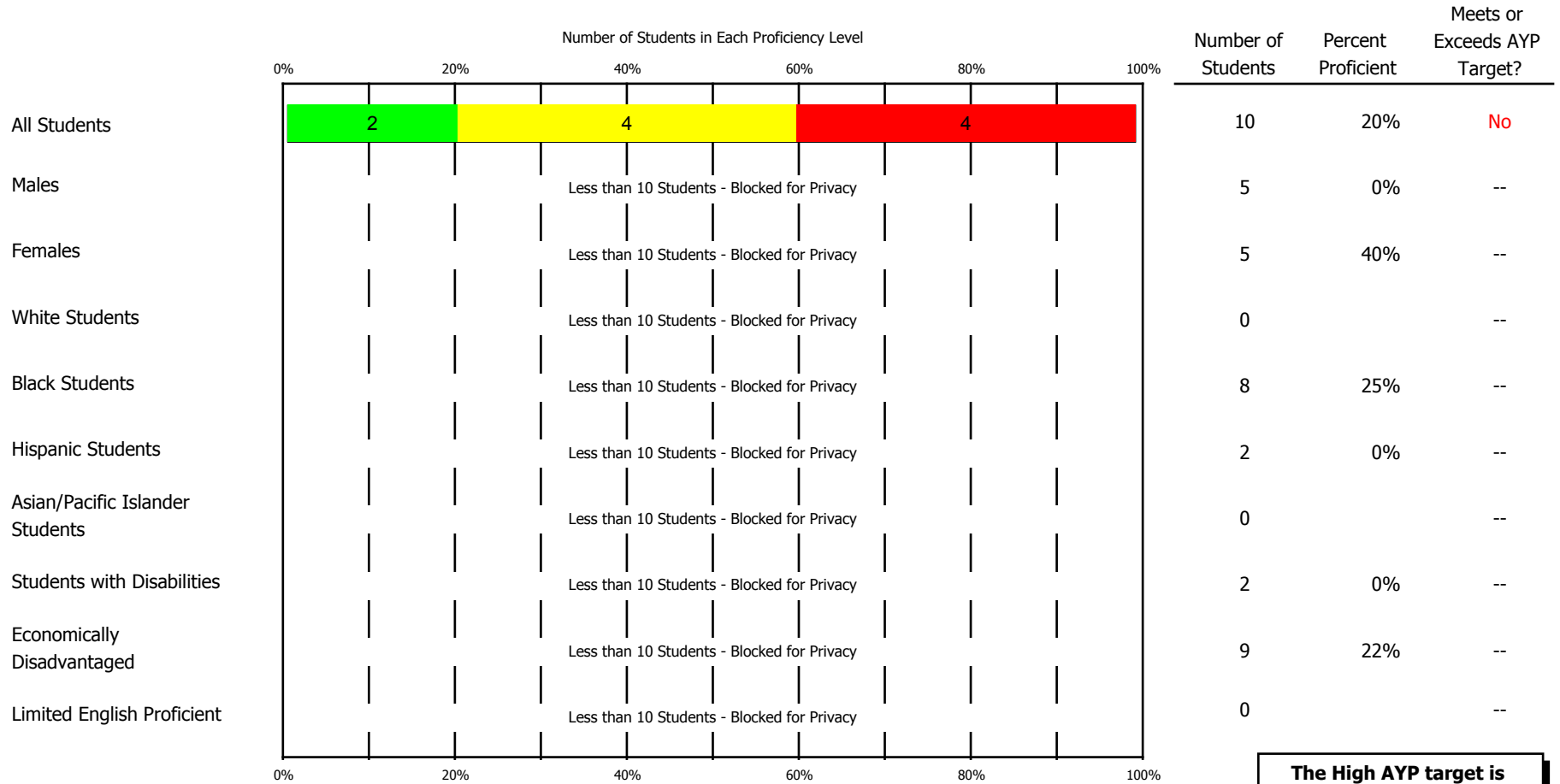
HOPE OF DETROIT ACADEMY - 9155

Language Arts

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 9155 High School Language Arts • 2007-08



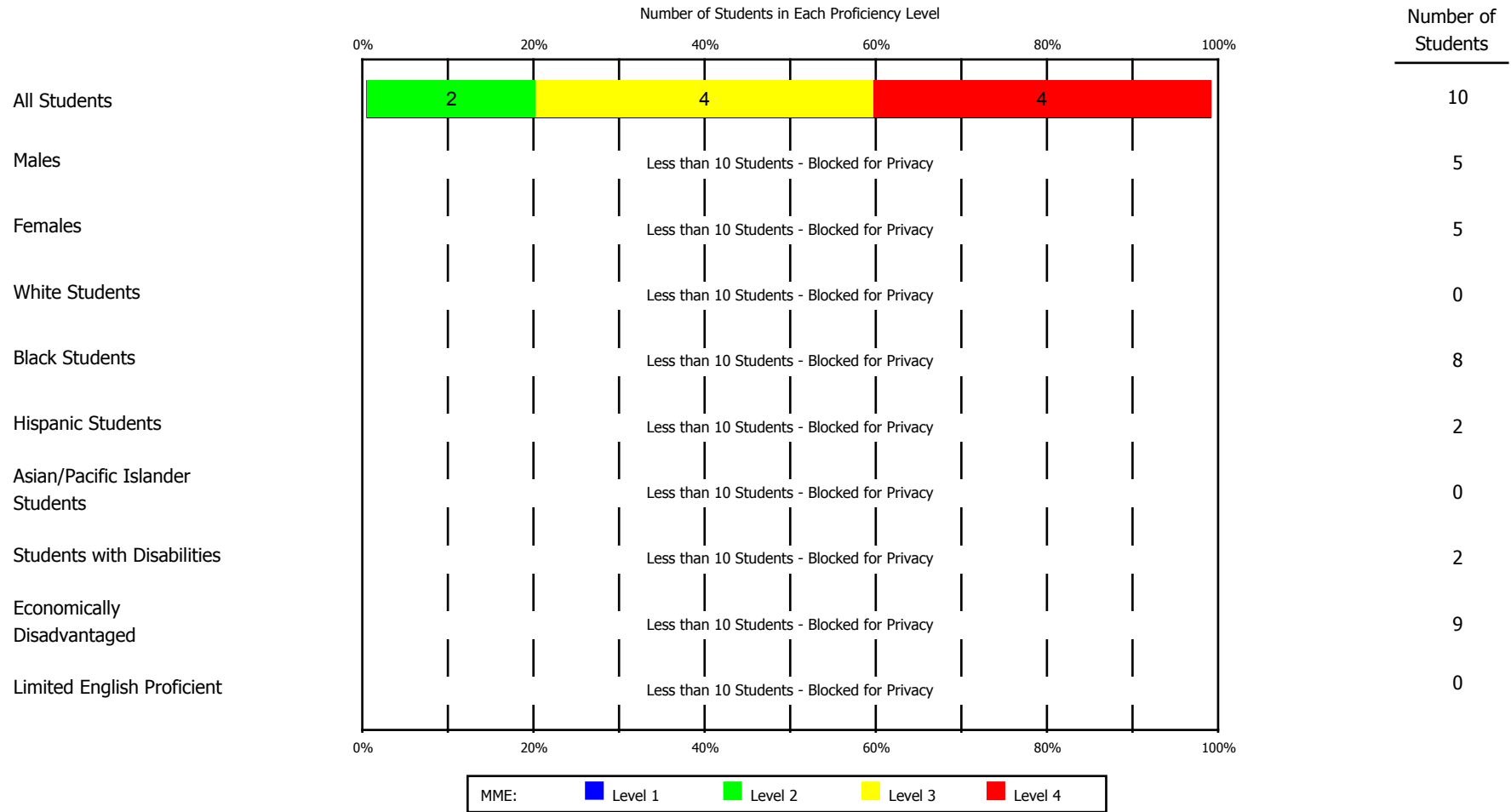
The High AYP target is 61%

QuickFinder Code:
PLSUBJ25

"Provisionally proficient" students are included in Level 2. Note that this report is for informational purposes only. Due to testing at all grade levels, you must use the Proficiency Index method for calculating whether a school or district meets the AYP target. Refer to the [Aggregated Assessment Data Across Grades](#) report later in this package.

Percentage of Students in Each Proficiency Level, by Subgroups of Students

The Leona Group Hope of Detroit Academy - 9155 MME High School English Language Arts • 2007-08



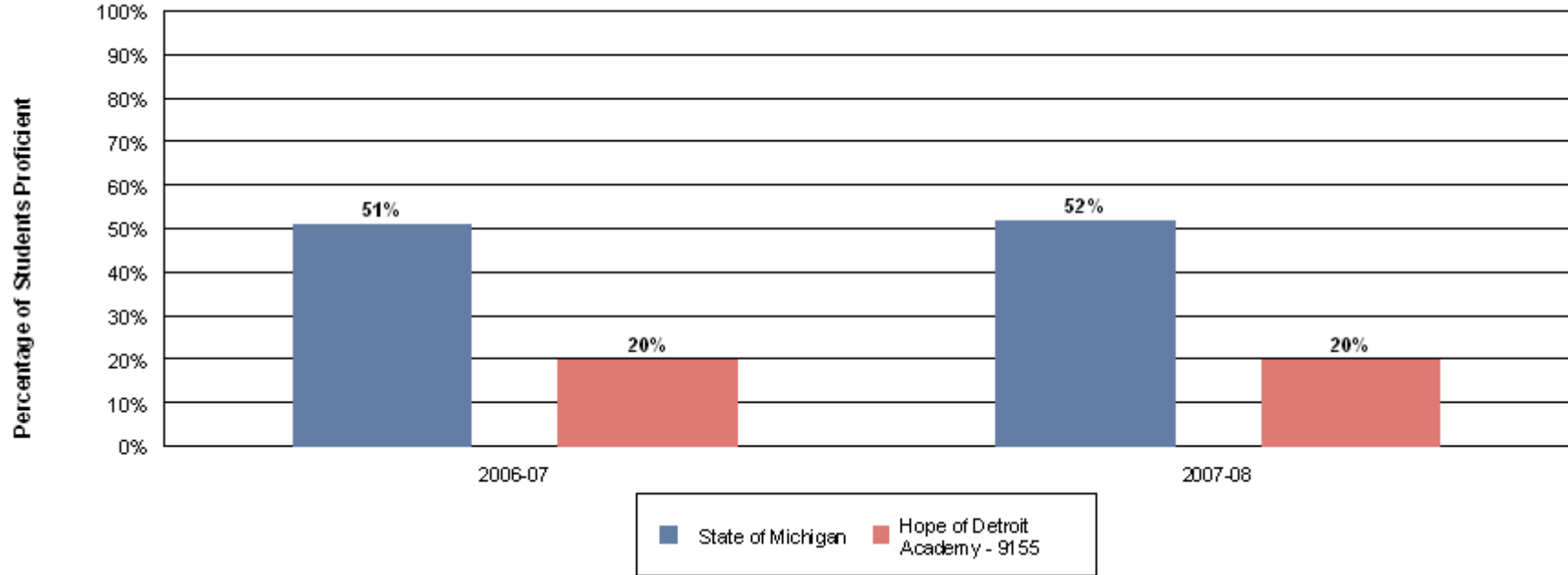
"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by School and State



The Leona Group MME High School English Language Arts



Students in Each Group

		2006-07	2007-08
State of Michigan •	Not Proficient	163,170	162,006
State of Michigan •	Proficient	169,830	175,509
Hope of Detroit Academy - 9155 •	Not Proficient	4	8
Hope of Detroit Academy - 9155 •	Proficient	1	2

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.



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QuickFinder Code:
PLPBSS

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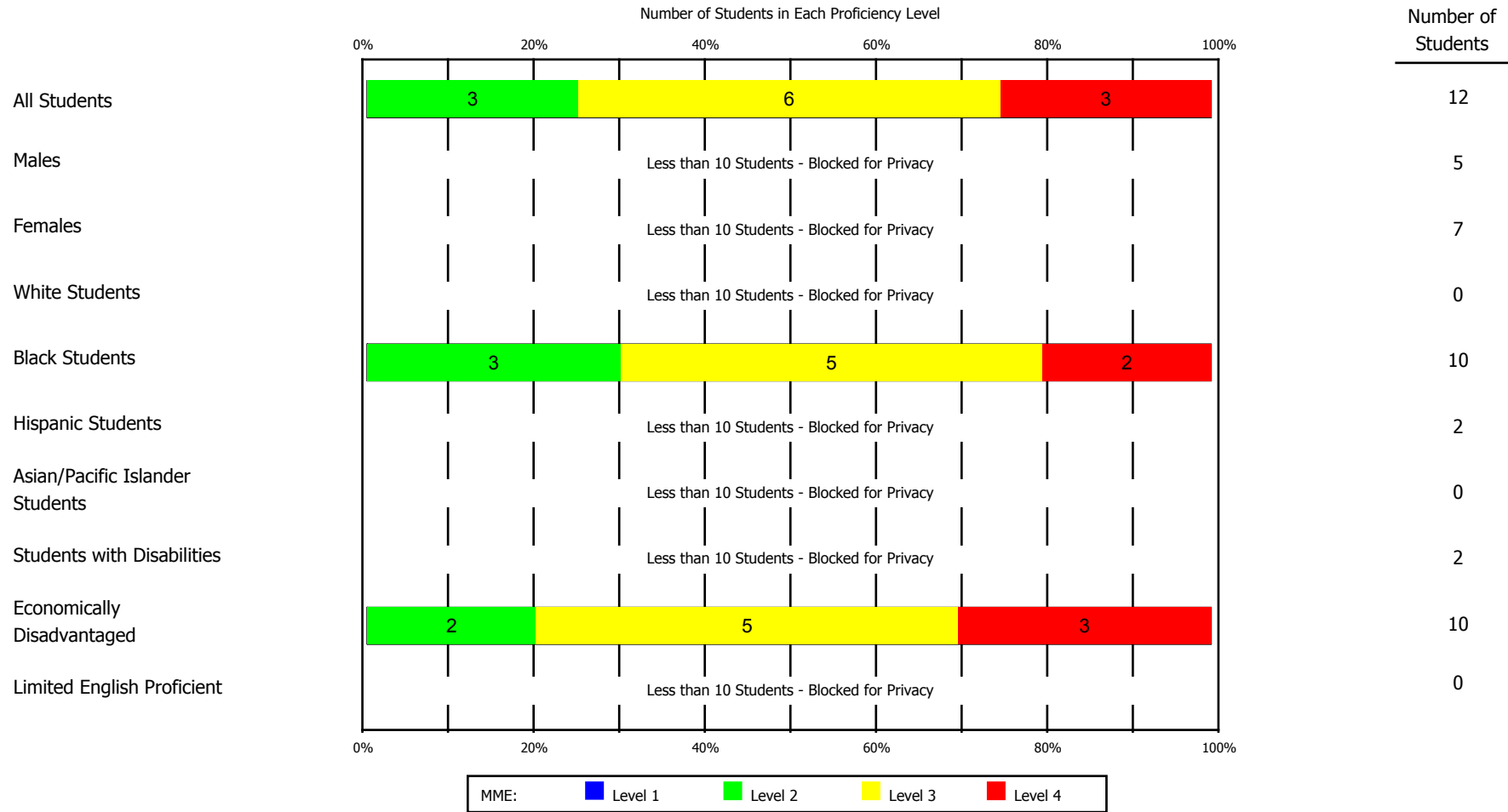
HOPE OF DETROIT ACADEMY - 9155

Reading

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 9155
MME High School Reading • 2007-08**



QuickFinder Code:
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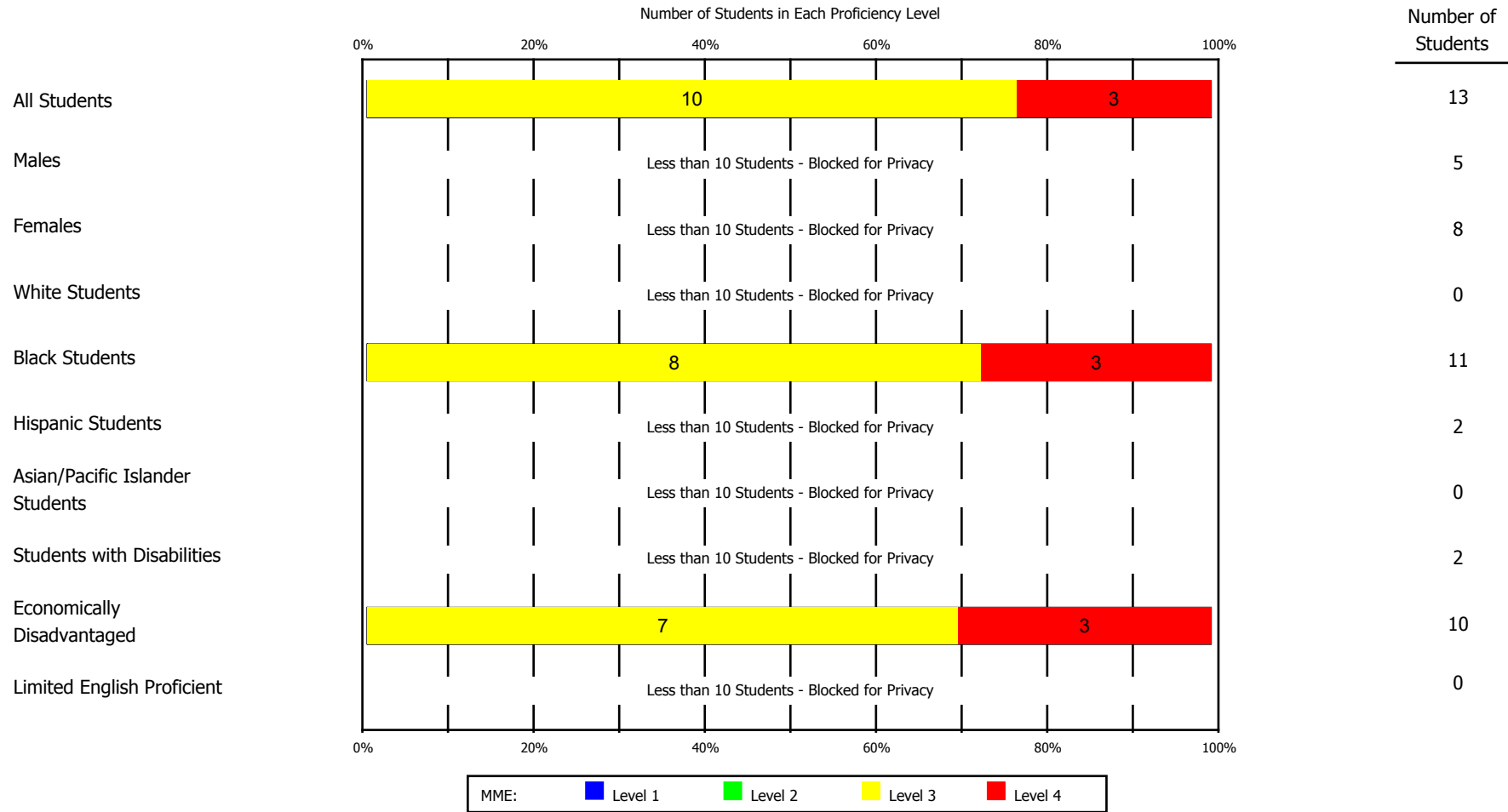
HOPE OF DETROIT ACADEMY - 9155

Writing

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 9155
MME High School Writing • 2007-08**



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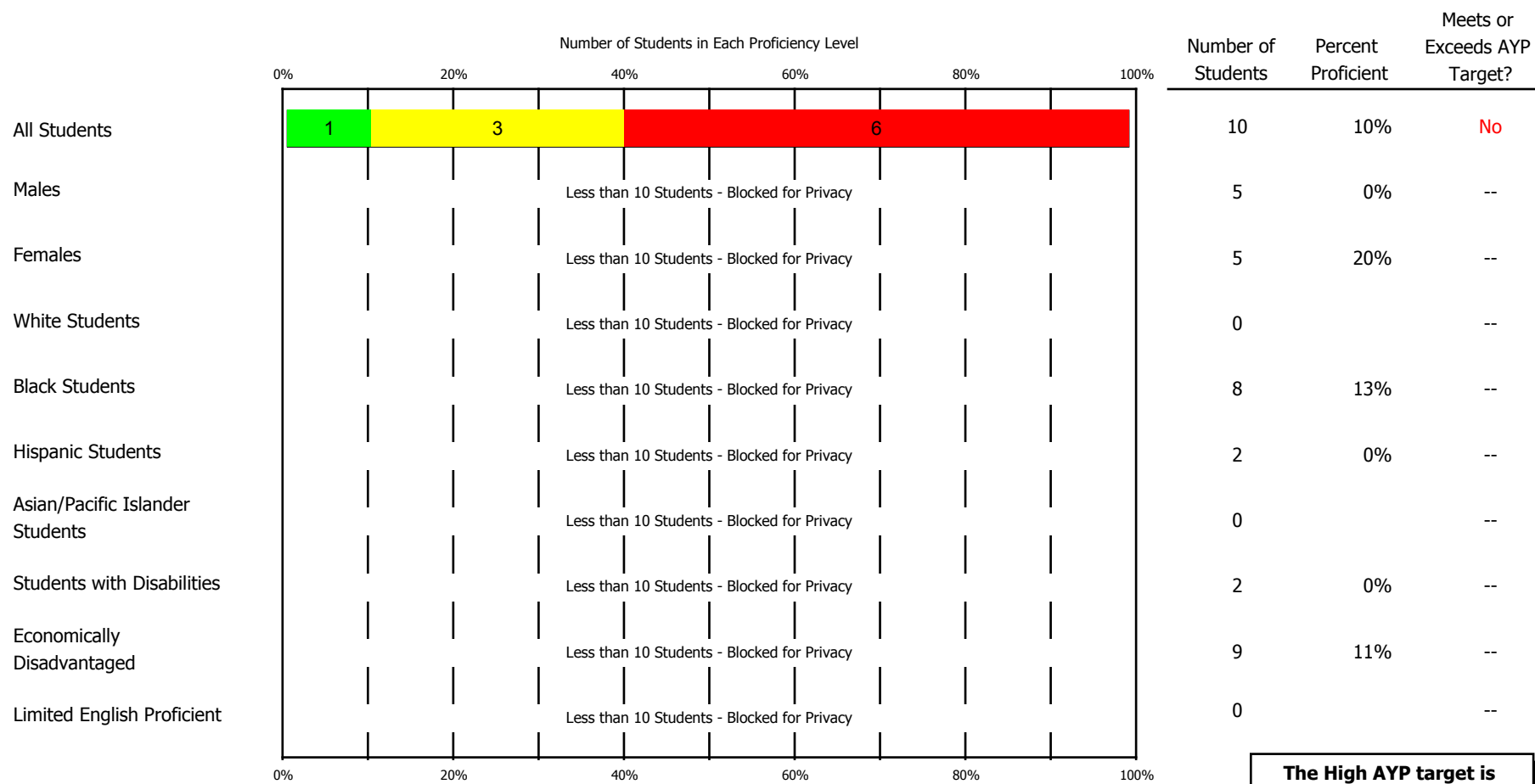
HOPE OF DETROIT ACADEMY - 9155

Mathematics

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students, with AYP Targets

The Leona Group Hope of Detroit Academy - 9155 High School Mathematics • 2007-08



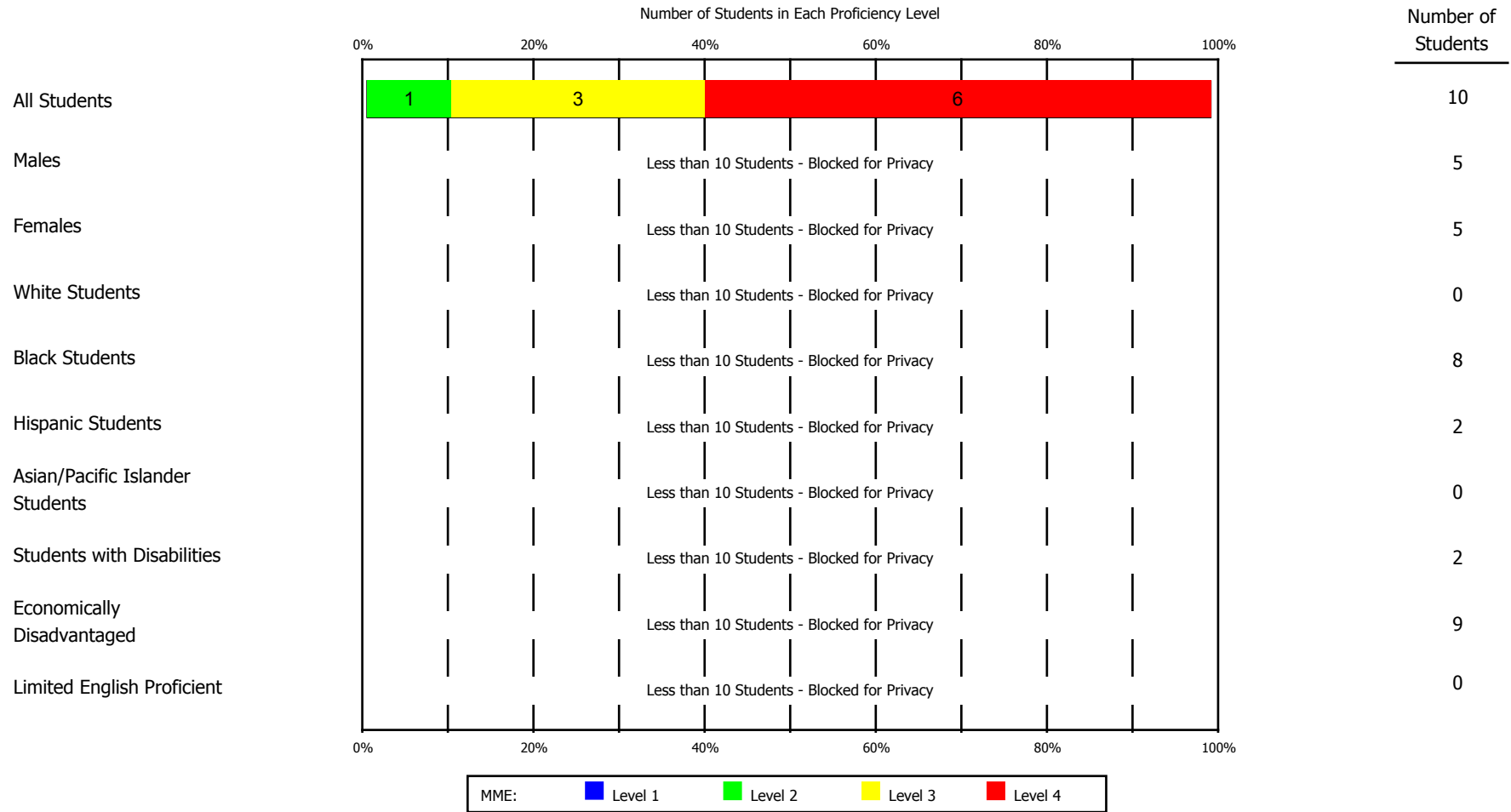
The High AYP target is 55%

QuickFinder Code:
PLSUBJ25

"Provisionally proficient" students are included in Level 2. Note that this report is for informational purposes only. Due to testing at all grade levels, you must use the Proficiency Index method for calculating whether a school or district meets the AYP target. Refer to the [Aggregated Assessment Data Across Grades](#) report later in this package.

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 9155
MME High School Mathematics • 2007-08**



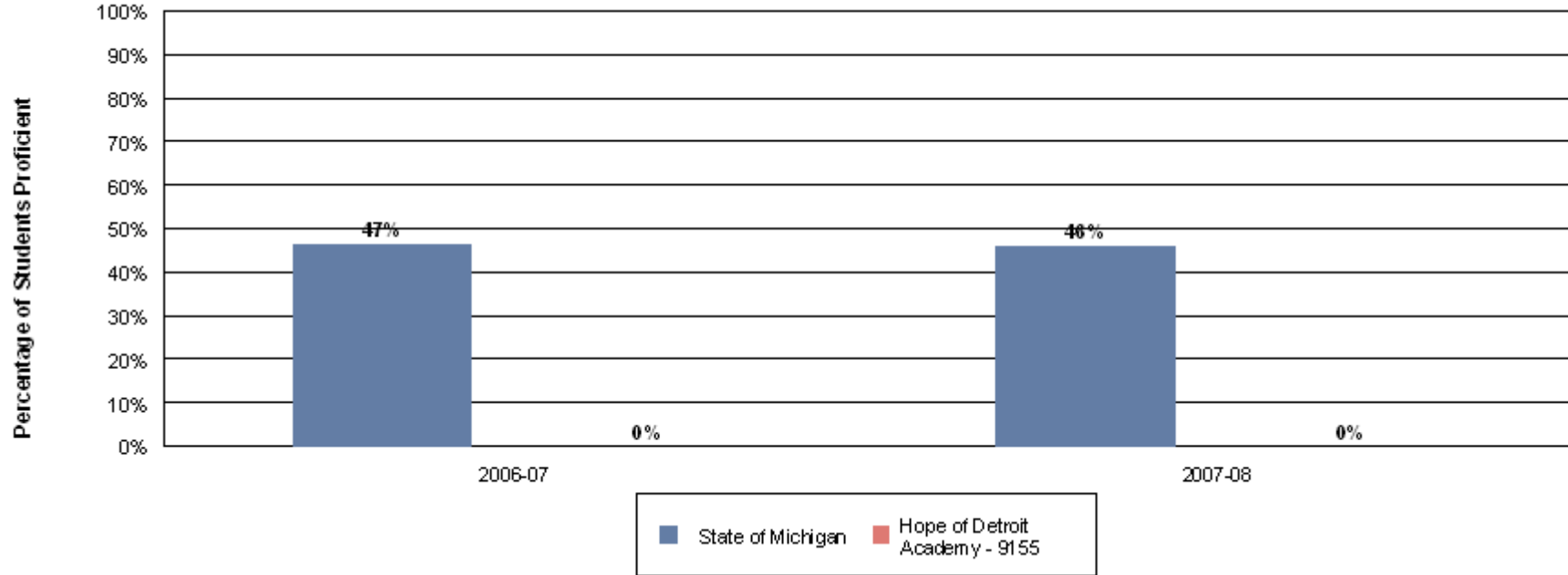
"Provisionally proficient" students are included in Level 2.

QuickFinder Code:
PLSUB

Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by School and State



The Leona Group MME High School Mathematics



Students in Each Group

		2006-07	2007-08
State of Michigan •	Not Proficient	122,944	122,290
State of Michigan •	Proficient	107,006	104,174
Hope of Detroit Academy - 9155 •	Not Proficient	5	10

State totals and percents include all students tested, and may vary slightly from published figures due to rounding.



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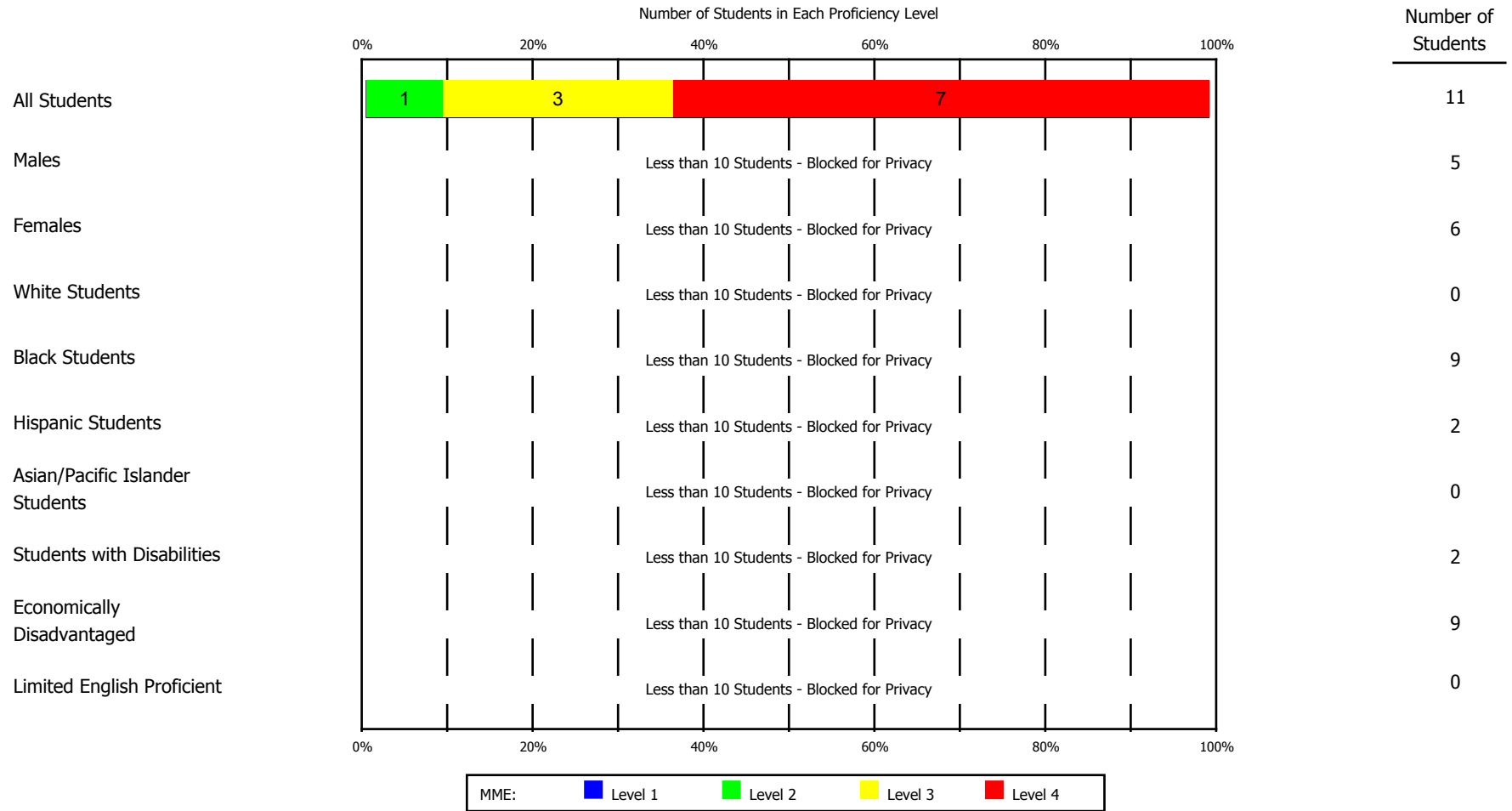
HOPE OF DETROIT ACADEMY - 9155

Science

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

**The Leona Group
Hope of Detroit Academy - 9155
MME High School Science • 2007-08**



QuickFinder Code:
PLSUB

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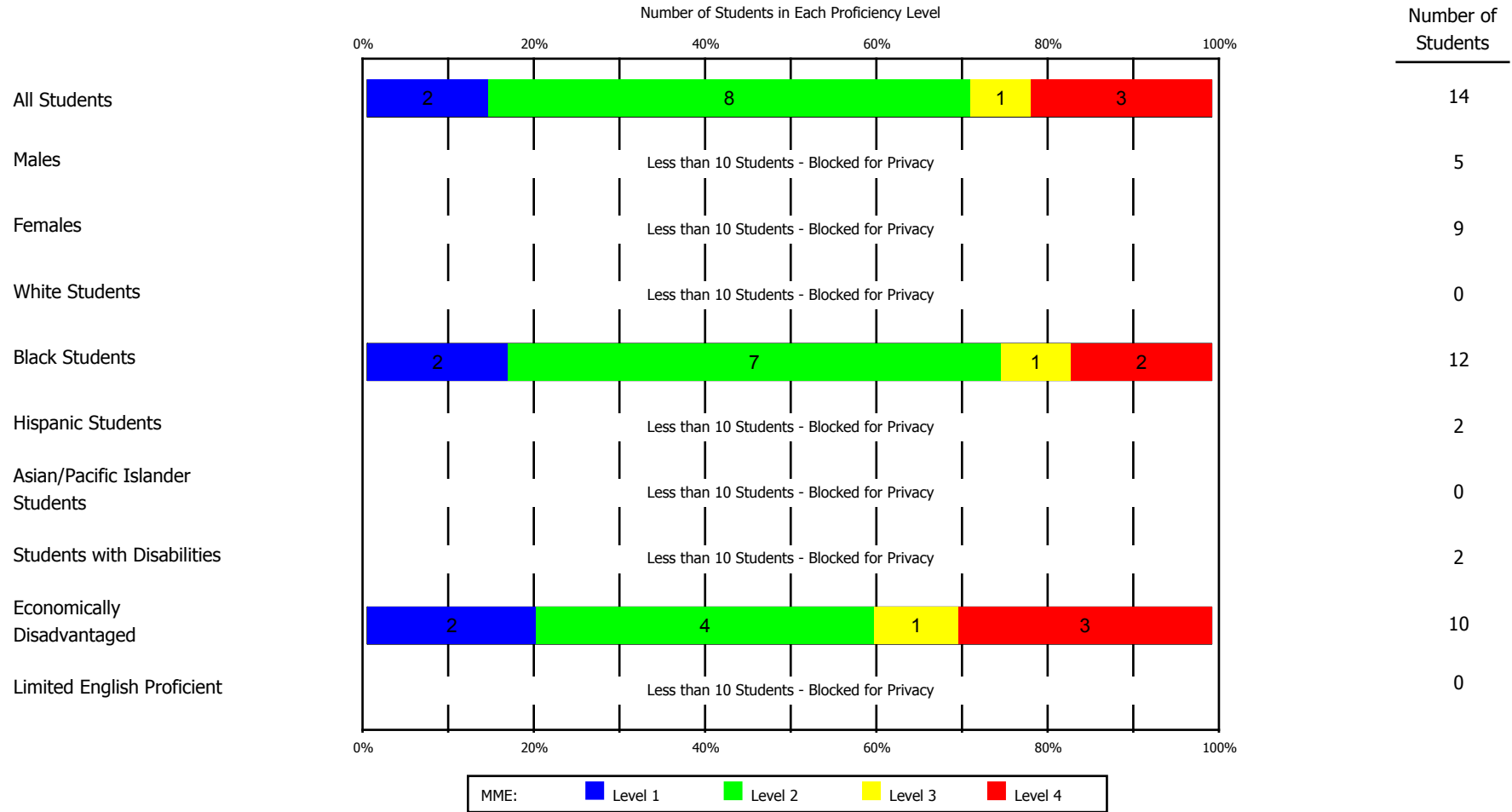
HOPE OF DETROIT ACADEMY - 9155

Social Studies

High School for 2007-08

Percentage of Students in Each Proficiency Level, by Subgroups of Students

The Leona Group
Hope of Detroit Academy - 9155
MME High School Social Studies • 2007-08



QuickFinder Code:
PLSUB

Diagnostic Test Reports: All Subjects Summary Hope of Detroit All Subjects Summary

Report Scope: Locations
Broken Down By: Location

Time Frame: 7/12/07 to 6/30/08
Student Filtering: OFF

Location	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SIP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Hope of Detroit	Overall		335	2393			336	2318			336	2394			336	2419		
	Grade 3		49	2148 (39)	(18)	50	49	2181 (18)	(18)	55	49	2275 (26)	(26)	55	49	2305 (23)	(23)	47
	Grade 2		50	2047 (34)	(19)	54	50	2052 (19)	(19)	57	50	2166 (23)	(23)	48	50	2191 (26)	(26)	67
	Grade 4		53	2253 (37)	(20)	45	53	2264 (20)	(20)	43	53	2320 (21)	(21)	47	53	2373 (19)	(19)	39
	Grade 5		50	2439 (43)	(24)	48	50	2316 (24)	(24)	26	50	2439 (25)	(25)	52	50	2474 (22)	(22)	37
	Grade 7 *		45	2634 (38)	(25)	50	45	2518 (25)	(25)	30	45	2534 (20)	(20)	44	45	2540 (20)	(20)	31
	Grade 6		51	2538 (41)	(26)	50	51	2404 (26)	(26)	29	51	2485 (23)	(23)	48	51	2478 (22)	(22)	29
	Grade 8 *		37	2833 (33)	(32)	59	38	2569 (32)	(32)	17	38	2602 (20)	(20)	47	38	2635 (25)	(25)	41

Time Frame - 7/12/07 to 6/30/08

Student Filtering: Demographics - All Included

Student Filtering: Groups - All Included

Item Pool	Any collection of Performance Series items i.e., those aligned to state specific standards and grade levels.
Student Count	Number of students who completed a test within a given subject area.
Mean SS	Arithmetic mean of the overall Scaled Score (SS) for a group of interest.
SE of Mean SS	Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.
SIP (%)	Standards Item Pool score. This represents the percentage of items that a student (or group of students) is expected to answer correctly. The SIP Score is based on the individual Scaled Score (SS) at the student level or the Mean SS at an aggregated group level.
N/A	Not Applicable. No SIP score available for the grade level.
	Reading SIP Scores are based on Michigan Grade Level Content Expectations (2004). Click here for more information about this specific Curriculum Alignment Guide.
	Math SIP Scores are based on Michigan Grade Level Content Expectations (2004). Click here for more information about this specific Curriculum Alignment Guide.
	Science SIP Scores are based on Michigan Curriculum Framework Science Benchmarks (2000) . Click here for more information about this specific Curriculum Alignment Guide.
	LanguageArts SIP Scores are based on Michigan Grade Level Content Expectations (2004). Click here for more information about this specific Curriculum Alignment Guide.

* The Item Pools for this grade level vary by subject area. Please refer to the Curriculum Alignment Guide in the Help Menu for further clarification.