



The  
Good News  
*about*  
Hope of  
Detroit  
Academy

2006-07 ANNUAL EDUCATION REPORT

# The Good News

about the education of our students at Hope of Detroit Academy in 2006-07

There is good news at Hope of Detroit Academy! The 2006-07 school year was the school's eighth year in operation - a year marked by continued academic, social and behavioral growth and success for all children. Managed by The Leona Group, Hope of Detroit Academy operates under the founding principle that every child can learn and achieve. The school's board, leadership, staff, students, families and the community each worked toward a unified goal - to ensure that every child receives the personalized attention needed to reach his or her unique potential.

Hope of Detroit Academy is committed to providing students with experiences that go beyond the traditional classroom, exposing children to a world of ideas, opportunity and hope. Students in grades K-8 attend the Hope of Detroit Academy's North Campbell campus; students in grades 9-12 attend the Consortium College Preparatory High School campus at 1250 Rosa Parks Blvd.

## More good news from 2006-07 includes:

- The academy continued to meet the academic needs of its students, with solid gains on MEAP proficiency including fantastic gains in middle school math. The school has made Adequate Yearly Progress every year that the measure has been in existence; AYP results for 2006-07 were not publicly released at the time of this report.
- The school received a remarkable three-year competitive grant in the amount of \$200,000, awarded by the school's authorizer, Ferris State University. The funds will be used to enhance the school's English Language Learners (ELL) program, funding strategic initiatives and additional materials and resources to assist students in learning and understanding English.
- For five years running, the academy has received Shining Star recognition and \$5,000 in grant funds, awarded by Ferris State University for attaining 100% in compliance submissions.
- The academy continued implementation of the Comprehensive School Reform grant that addresses the further development of its education program including training and professional development in instructional best practices and analysis of student work.
- Students delved into the world of competitive scientific exploration as their science fair projects were displayed at the Detroit Science Fair at Cobo Hall; five of those students received honorable mention recognition.
- The academy celebrated the graduation of 44 grade 8 students at a ceremony held at McGregor Hall on the campus of Wayne State University. The keynote speaker was the Honorable Judge Wade K. McCree.
- At the high school level, the second graduating class boasted a 97.5% graduation rate and a 100% college acceptance rate.
- Technology initiatives included a new mobile computer lab containing 25 laptop computers and a print station at the K-8 building, the purchase of Smart Boards for every high school classroom and the implementation of an Integrated Response System (IRS).
- College and career preparation initiatives at the high school included one-on-one senior counseling, a collegiate fair with representatives from over 50 colleges and universities, and a career day event that introduced students to nearly 40 career paths.

## School information

### Contact information

Grades K-8  
4443 N. Campbell St.  
Detroit, MI 48210  
[www.leonagroup.com/hope](http://www.leonagroup.com/hope)  
313.897.8720

Grades 9-12  
1250 Rosa Parks Blvd.  
Detroit, MI 48216  
313.964.2339  
[www.leonagroup.com/consortium](http://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*  
Anthony Hubbard  
*school leader, 2006-07*  
Ali Abdel, *assistant school leader*  
Kristin Jager, *curriculum coach*  
Arveneda McDonald  
*curriculum coach, 2006-07*

### 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

Hope of Detroit Academy joins with the state of Michigan's promise to its citizens to provide the opportunity to achieve educational excellence with its children. In that spirit, the academy's mission is:

A. to provide quality education through a curriculum that will

meet the needs of students entering the new millennium;

- B. to serve as a focal point for those who seek and value a multicultural, multiracial environment in which its children can grow and learn; and
- C. to provide a safe and drug-free environment, and one which will motivate its students to learn.

The Hope of Detroit Academy acknowledges the existence of and support for the nurturing of individual talents, gifts, identity and beliefs of its families and community. The Hope of Detroit Academy will strive to teach its students to value and respect everyone, including themselves; to work together in a harmonious environment; and to be the best they can be, so that they may realize the dream of this great city and, along the way, become the peacemakers of the future.

#### 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.



## 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 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, new lighting and five new surveillance cameras were installed around the building perimeter. 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 building professional learning communities; new teacher academy; best practices in reading, writing and math; curriculum and lesson planning; assessments - common, authentic and formative; data-driven decision making; pacing guides, school design and motivation; CIMS; special education and differentiated instruction.
- Also as part of the Quality Schools Initiative, extensive school and teacher observations were conducted to assess each school's individual professional development needs.
- Collaborating for Student Success and best practices for classroom learning were central to staff development initiatives this year.

## 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. One-hundred percent (100%) of core 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.

## School Report Card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2006-07
Elementary	<i>Not yet released.</i>		
Middle	<i>Not yet released.</i>		
High school	<i>Note yet released.</i>		

## Extracurricular activities

A well-rounded learning experience was provided to students 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

- Performing arts
- Talent show, K-8
- Girls mentoring program
- Yearbook club
- Boy Scouts
- Ballet, K-5
- Bowling
- Soccer, boys and girls
- Chess club
- Hip-hop, 6-8
- Cheerleading
- Basketball, boys
- Girl Scouts

### Grades 9-12

- Cross country
- Boys and girls basketball
- Cougarbots robotics team
- Student mentoring program
- Michigan youth and government
- Homecoming committee
- Student Council
- National Honor Society
- Prom committee
- Senior officers
- After-school fitness club
- Yearbook
- Drama club
- Cheer squad
- Chess club
- Dance club
- Art club
- Grammy night

## School improvement planning, grades K-8

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

## By the numbers

### Enrollment

K-8	448
9-12	57

**Total district enrollment** ..... 505

### Returning students

#### K-8:

2006-07	86%
2005-06	97%

#### 9-12:

2006-07	92%
2005-06	81%

### Waiting lists

K-8	68
9-12	100

**Free & reduced lunch, district** 89%

### Students with disabilities

K-8	9%
9-12	12%

% of student population served within an inclusive environment

### Student demographics

#### K-8:

Black/African-American	37%
Hispanic/Latino	60%
Caucasian	3%

#### 9-12:

Black/African-American	82%
Hispanic/Latino	18%

**Attendance rate, K-8** ..... 91.64%

### Student-teacher ratio

#### K-8:

2006-07	19:1
2005-06	18:1

#### 9-12:

2006-07	21:1
2005-06	21:1

### Hours of instruction

K	1176
1-5	1259
6-7	1160
8	1138
9-12	1151

**Graduation rate** ..... 97.5%

### Students in

**dual enrollment** ..... None

**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	4
9-12	3

### Teaching staff

24 in grades K-8, 26 in grades 9-12; with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test.

### Classroom assistants

7 in grades K-8; 2 in grades 9-12; 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

16 in grades K-8; 10 in grades 9-12; including office staff, mentor manager, librarian, computer technician, translator, 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:	
2006-07 .....	77%
2005-06 .....	79%
9-12:	
2006-07 .....	65%
2005-06 .....	85%

## Financial report

A statement of revenues and expenses for July 1, 2006 through June 30, 2007 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.

### Revenues

School foundation .....	\$3,608,089
Food services .....	187,606
Grants-federal .....	627,030
Grants-state.....	385,270
Other .....	42,290
<b>Total revenues .....</b>	<b>\$4,850,286</b>

### Expenses

Salaries and fringe benefits .....	\$2,468,406
Purchased services .....	1,886,638
Materials and supplies .....	259,368
Other .....	120,167
<b>Total expenses .....</b>	<b>\$4,734,579</b>

### Retained earnings

at beginning of year ...\$1,155,408

### Balance as of

June 30, 2007.....\$1,271,115

## School improvement planning, grades 9-12

The decision-making process involves the school improvement team, administration, teachers and members of the board of directors. School leadership focused on result-oriented activities, which held the administration, teachers and staff accountable for student academic performance and progress. The faculty was empowered to make prudent decisions to solve the school's daily challenges.

Decisions made by the school improvement team were presented to the school staff to obtain input, then submitted to the administration. Upon administration's approval, the plans were forwarded to the school's board of directors.

### School improvement team:

- Teachers
- School administrators
- Parent/guardian

## Goals and progress

### Grades K-8:

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

**Progress:** Continued implementation of the Step Up to Writing and Success For All programs was supported by ongoing staff development. After-school and summer school programs were provided free of charge to all students regardless of need. Teachers continued to focus on reading comprehension, writing and critical thinking techniques. Students learned how to master writing skills by developing note-taking techniques, learning formalized vocabulary that is used cross-curriculum and understanding the development of a paragraph. Data was collected and disaggregated to facilitate data-driven decision making and tailored instruction for all students. Classroom observation, student work, writing samples, individual student reading assessments and MEAP data analysis further evidenced progress in this area.

**Goal 2: Provide programs and resources for English Language Learners (ELL) that will increase the students' capacity to work within an all-English educational system.**

**Progress:** Reading tutors were provided during the Success For All Reading Program to assist students with reading difficulties. Additional staff training was provided in Sheltered Instruction Observation Protocol (SIOP), offering teachers a sheltered instruction model for lesson planning and implementation that provides English learners with access to grade-level content standards. An English as a Second Language (ESL) teacher and a Spanish teacher joined the academy staff to assist students having difficulty learning English. The school's multi-media center included bilingual media to improve student learning and achievement. The school received the Academic Performance Grant from Ferris State University in 2007 which will allow for significant enhancements to the ELL program at the academy in the coming years, including hiring a bilingual teacher.

**Goal 3: Increase parent involvement and maintain student retention through parent and community partnerships.**

**Progress:** The response rate on annual parent surveys indicated that parent satisfaction at the academy remained high. Parent participation in teacher conferences remained steady and the school's emphasis on providing bilingual communications continued. The school continued to maintain an open-door policy, with parents welcomed in their child's classroom and the school leader available to meet with parents as needed.

**Goal 4: Construct a high school facility to enable the separation of elementary and high school students.**

**Progress:** The academy school board designated a subcommittee to explore various options and future plans for Hope of Detroit Academy. Hope of Detroit Academy students in grades 9-12 currently attend Consortium College Preparatory High School.

## Grades 9-12:

**Goal: Increase student performance on standardized testing of MEAP, Scantron PSAT, Plan ACT and ACT.**

**Progress:** The academy continued implementation of the MKJ curriculum for high school and worked to prepare students with acceptable daily practices, techniques and drills to prepare for standardized test taking.

**Goal: Reinforce fundamentals of reading, writing and math.**

**Progress:** The school continued to provide forums for students to study and maintained a positive environment conducive to completing homework. Supplemental support and services and comprehensive math initiatives for all grades were provided. Students engaged in poetry contests, writing campaigns and journal writing, and reading initiatives focused on relevant non-fiction works. Student work, journals, portfolios and teacher observations evidenced progress in this area.

**Goal: Increase parental involvement and satisfaction.**

**Progress:** The Empowerment of the Triangle includes parents, teachers and students. Parents play a critical role in their child's education. To that end, parents are expected to take an active role in the educational process. Parent satisfaction was measured via a parent survey. Of those responding, 99% of parents stated that overall they would rate the academy as a good school.

**Goal: Prepare high school students socially and academically for transition to higher learning at the junior college, college and university level.**

**Progress:** The school worked to improve social skills through forums and discussion emphasizing the Core Democratic Values and the importance of communication. Numerous venues were provided to expose students to colleges and universities. The school hosted a college fair, which attracted over 50 colleges and universities. In addition, teacher-led tours of colleges in the area and throughout the country were provided. Of graduating seniors, 100% held letters of acceptance from colleges and universities, evidencing solid performance in this area.

## 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 at many levels. There is a parent on each school's improvement team and families were involved at both campuses on many levels.

### Grades K-8:

- Class trip chaperones
- Fund-raising
- Graduation committee
- Celebration of learning
- Saturday computer classes
- Spanish classes for English-speaking parents
- English classes for Spanish-speaking parents
- Grandparents tea
- Classroom volunteers
- Open house
- Parent orientations

### Grades 9-12:

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

## Parent survey results

### Grades K-8:

**Respondents:** 54, representing 18% of the K-8 student body

**Overall, I rate this academy as a good school** ..... 100%

**My child is getting a good education at this academy** ..... 100%

**My child is safe and secure at this academy** ..... 94%

### Grades 9-12:

**Respondents:** 106, representing 26% of the Consortium 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** ..... 97%

## Parent comments

"My older daughter has been attending this school since its opening. We are very pleased with the teachers and support staff. We feel our children are getting a great education."

"I am really happy with this academy, with its education and safety and also being informed about how my child is doing."

"I would recommend this school to others because of the diversity, courtesy and attention."

## 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. A variety of local organizations supported school functions through partnerships, donations and sponsorships including Wayne County Community College; Gappy's Super Mercado; Marathon Gas Station; Pizza Hut; and the Detroit Public Library, Conelly Branch.

- The academy donated gift-certificates for turkeys to deserving student families, staff and community residents during the holiday season.
- Pepsi Co. sponsored a Hope of Detroit family that had been displaced by a house fire.
- A Hope of Detroit teacher generously donated gift certificates to another school family displaced by a house fire.
- The school participated in a holiday food drive.
- Students collected pennies to provide support to a local homeless shelter.

At the high school campus, local businesses supported school functions through donations and sponsorships.

Additional community collaborations included:

- |                              |                      |
|------------------------------|----------------------|
| Toys for Tots collection     | Big Brothers program |
| Earth Day community clean-up | Big Sisters program  |



# MEAP/MME

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## Frequently asked questions

**Q: What does MEAP and MME stand for?**

**A:** They are acronyms for the Michigan Educational Assessment Program and Michigan Merit Exam.

**Q: What is the purpose of the test?**

**A:** The test measures student performances against state standards in reading, writing, mathematics, science and social studies.

**Q: Who takes the test?**

**A:** Students in grades 3-9 take the MEAP test; grade 11 takes the MME. 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:** As the state's standards change or as content areas are shifted from grade to grade for testing, major changes are made to the test.

**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.

**Q: What were the Michigan state target objectives for AYP for 2006-07?**

**A:** 56% - Elementary math  
48% - Elementary ELA  
43% - Middle school math  
43% - Middle school ELA  
44% - High school math  
52% - High school ELA

**Q: How did these students do on this year's test?**

**A:** Grade 3: Surpassed state AYP targets for math and missed ELA targets by 8 points.

Grade 4: Met state AYP targets for math and missed ELA targets by 5 points. Demonstrated a 13 point gain in ELA and a 10 point gain in math over the previous year's proficiency.

Grade 5: Met state AYP targets ELA, demonstrating an increase of 17 points and missed state AYP math targets. Science improved 17 points to 45% proficiency.

Grade 6: Exceeded state AYP targets in ELA. Math proficiency fell short of state AYP goals.

Grade 7: Missed state AYP ELA targets but showed remarkable growth in math, increasing 52 points from the previous year to 70% proficiency and exceeding state AYP targets by 30 points.

Grade 8: ELA proficiency narrowly missed state AYP targets by 1%. Math proficiency improved 19 points and exceeded state targets.

Grade 9: Assessed in social studies, with 38% of students scoring proficient.

Adequate Yearly Progress (AYP) status had not yet been publicly released at the time of this report.

# Grade 3 MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	53	15	26	57	2	6	28	56	10
Male Students	21	14	33	52	0	7	30	56	7
Female Students	32	16	22	59	3	4	26	57	13
Black, Not of Hispanic Origin	19	5	21	68	5	10	25	55	10
Hispanic	33	21	27	52	0	4	32	54	11
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	48	17	25	56	2	5	28	56	12
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	53	23	58	19	0	16	32	50	2
Male Students	21	33	62	5	0	15	44	41	0
Female Students	32	16	56	28	0	17	17	61	4
Black, Not of Hispanic Origin	19	16	47	37	0	25	40	35	0
Hispanic	33	27	64	9	0	11	29	57	4
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	48	21	60	19	0	14	30	53	2
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	53	15	45	40	0	12	32	52	4
Male Students	21	24	52	24	0	7	44	48	0
Female Students	32	9	41	50	0	17	17	57	9
Black, Not of Hispanic Origin	19	11	37	53	0	15	45	35	5
Hispanic	33	18	48	33	0	11	25	61	4
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	48	15	46	40	0	9	33	53	5
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Mathematics

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	53	2	30	51	17		0	27	40	33
Male Students	21	5	29	52	14		0	27	35	38
Female Students	32	0	31	50	19		0	27	45	27
Black, Not of Hispanic Origin	19	0	11	79	11		0	50	28	22
Hispanic	33	3	39	36	21		0	14	46	39
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	48	2	31	50	17		0	29	34	37
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 4 MEAP Results

## Reading

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	49	4	37	57	2		9	50	39	2
Male Students	29	3	45	52	0		11	52	33	4
Female Students	20	5	25	65	5		5	47	47	0
Black, Not of Hispanic Origin	19	11	42	47	0		5	52	38	5
Hispanic	29	0	34	62	3		13	48	39	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	45	4	40	53	2		9	53	35	3
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	49	8	78	14	0		20	65	15	0
Male Students	29	10	79	10	0		19	67	15	0
Female Students	20	5	75	20	0		21	63	16	0
Black, Not of Hispanic Origin	19	5	79	16	0		14	76	10	0
Hispanic	29	10	76	14	0		22	61	17	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	45	7	78	16	0		18	68	15	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	49	6	51	43	0	4	65	30	0
Male Students	29	7	62	31	0	0	74	26	0
Female Students	20	5	35	60	0	11	53	37	0
Black, Not of Hispanic Origin	19	11	58	32	0	0	76	24	0
Hispanic	29	3	48	48	0	9	57	35	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	45	7	51	42	0	3	68	29	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Mathematics

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	49	10	33	41	16	15	38	40	6
Male Students	29	17	31	38	14	14	32	43	11
Female Students	20	0	35	45	20	16	47	37	0
Black, Not of Hispanic Origin	19	16	42	37	5	19	38	33	10
Hispanic	29	7	28	41	24	13	38	46	4
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	45	11	29	42	18	12	41	38	9
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 5 MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	48	25	27	40	8	33	40	26	0
Male Students	26	19	35	38	8	50	28	22	0
Female Students	22	32	18	41	9	21	50	29	0
Black, Not of Hispanic Origin	22	27	41	18	14	44	33	22	0
Hispanic	26	23	15	58	4	27	41	32	0
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	45	27	24	40	9	36	42	21	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	48	31	33	35	0	5	48	48	0
Male Students	26	35	35	31	0	11	50	39	0
Female Students	22	27	32	41	0	0	46	54	0
Black, Not of Hispanic Origin	22	32	32	36	0	6	61	33	0
Hispanic	26	31	35	35	0	5	36	59	0
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	45	31	33	36	0	3	55	42	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	48	23	29	48	0	24	45	31	0
Male Students	26	19	38	42	0	39	33	28	0
Female Students	22	27	18	55	0	13	54	33	0
Black, Not of Hispanic Origin	22	23	41	36	0	33	39	28	0
Hispanic	26	23	19	58	0	18	45	36	0
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	45	24	27	49	0	24	52	24	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Mathematics

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
		All Students	49	16	47		33	4	29	32
Male Students	27	7	48	41	4	31	25	38	6	
Female Students	22	27	45	23	5	28	36	36	0	
Black, Not of Hispanic Origin	22	18	50	27	5	41	24	35	0	
Hispanic	27	15	44	37	4	23	32	41	5	
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR	
Economically Disadvantaged	46	17	43	35	4	29	42	29	0	
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR	

NA = Not Available NR = Not Reported -- = Not Tested

# Science

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
		All Students	49	12	43		43	2	26	47
Male Students	27	11	48	37	4	17	56	28	0	
Female Students	22	14	36	50	0	32	40	28	0	
Black, Not of Hispanic Origin	22	9	55	32	5	33	39	28	0	
Hispanic	27	15	33	52	0	22	48	30	0	
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR	
Economically Disadvantaged	46	13	39	46	2	27	55	18	0	
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR	

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 6 MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	51	12	29	51	8	13	34	47	6
Male Students	24	13	25	50	13	13	26	57	4
Female Students	27	11	33	52	4	13	42	38	8
Black, Not of Hispanic Origin	17	18	24	41	18	18	32	50	0
Hispanic	32	6	34	56	3	11	42	37	11
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	50	12	30	50	8	18	35	44	3
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	51	12	24	65	0	0	38	60	2
Male Students	24	17	25	58	0	0	52	48	0
Female Students	27	7	22	70	0	0	25	71	4
Black, Not of Hispanic Origin	17	24	35	41	0	0	41	55	5
Hispanic	32	6	16	78	0	0	47	53	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	50	12	24	64	0	0	44	53	3
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	51	10	39	49	2	2	45	47	6
Male Students	24	13	38	50	0	4	43	48	4
Female Students	27	7	41	48	4	0	46	46	8
Black, Not of Hispanic Origin	17	12	47	35	6	5	45	50	0
Hispanic	32	6	38	56	0	0	53	37	11
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	50	10	40	48	2	3	47	47	3
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Mathematics

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	51	18	43	33	6		32	26	34	9
Male Students	24	17	42	33	8		22	22	52	4
Female Students	27	19	44	33	4		42	29	17	13
Black, Not of Hispanic Origin	17	24	41	35	0		55	23	18	5
Hispanic	32	13	47	31	9		16	32	42	11
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	50	18	44	34	4		41	29	24	6
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Social Studies

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	51	24	33	39	4		19	19	38	23
Male Students	24	17	38	38	8		22	13	43	22
Female Students	27	30	30	41	0		17	25	33	25
Black, Not of Hispanic Origin	17	24	47	29	0		23	23	45	9
Hispanic	32	22	25	47	6		21	24	32	26
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	50	24	34	40	2		24	21	41	15
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 7 MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	48	21	27	50	2	12	21	63	5
Male Students	26	23	27	46	4	14	23	64	0
Female Students	22	18	27	55	0	10	19	62	10
Black, Not of Hispanic Origin	23	26	30	43	0	12	19	62	8
Hispanic	22	18	23	55	5	13	25	63	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	42	21	29	48	2	12	24	59	6
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	48	23	38	40	0	7	30	63	0
Male Students	26	27	42	31	0	9	35	57	0
Female Students	22	18	32	50	0	4	26	70	0
Black, Not of Hispanic Origin	23	35	30	35	0	7	25	68	0
Hispanic	22	14	50	36	0	6	41	53	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	42	26	40	33	0	8	32	59	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	48	17	44	40	0		10	26	64	0
Male Students	26	23	38	38	0		14	32	55	0
Female Students	22	9	50	41	0		5	20	75	0
Black, Not of Hispanic Origin	23	17	57	26	0		12	16	72	0
Hispanic	22	18	32	50	0		6	44	50	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	42	19	45	36	0		9	30	61	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Mathematics

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	48	0	27	27	46		26	53	15	6
Male Students	26	0	35	31	35		30	48	13	9
Female Students	22	0	18	23	59		21	58	17	4
Black, Not of Hispanic Origin	23	0	26	35	39		24	59	14	3
Hispanic	22	0	32	14	55		29	47	18	6
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	42	0	29	29	43		29	50	13	8
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 8 MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	43	14	37	33	16	8	26	51	15
Male Students	21	14	38	38	10	7	33	60	0
Female Students	22	14	36	27	23	8	21	46	25
Black, Not of Hispanic Origin	23	13	43	30	13	11	30	52	7
Hispanic	19	16	32	37	16	0	17	50	33
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	--	--	--	--
Economically Disadvantaged	35	14	40	29	17	10	23	53	13
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	43	21	35	44	0	3	28	56	13
Male Students	21	29	38	33	0	0	40	53	7
Female Students	22	14	32	55	0	4	21	58	17
Black, Not of Hispanic Origin	23	30	26	43	0	4	30	59	7
Hispanic	19	11	47	42	0	0	25	50	25
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	--	--	--	--
Economically Disadvantaged	35	23	31	46	0	3	27	60	10
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	43	12	47	35	7	5	33	49	13
Male Students	21	19	38	38	5	0	47	53	0
Female Students	22	5	55	32	9	8	25	46	21
Black, Not of Hispanic Origin	23	13	52	30	4	7	33	52	7
Hispanic	19	11	42	42	5	0	33	42	25
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	--	--	--	--
Economically Disadvantaged	35	14	46	31	9	7	30	53	10
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Mathematics

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	44	14	32	34	20		18	46	28	8
Male Students	21	10	33	38	19		7	60	33	0
Female Students	23	17	30	30	22		25	38	25	13
Black, Not of Hispanic Origin	23	17	17	43	22		22	48	26	4
Hispanic	20	10	50	25	15		8	42	33	17
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		--	--	--	--
Economically Disadvantaged	36	17	31	28	25		20	43	30	7
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Social Studies

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	44	16	39	43	2		15	31	49	5
Male Students	21	14	29	57	0		13	20	67	0
Female Students	23	17	48	30	4		17	38	38	8
Black, Not of Hispanic Origin	23	13	39	48	0		19	37	41	4
Hispanic	20	20	40	40	0		8	17	67	8
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		--	--	--	--
Economically Disadvantaged	36	17	42	39	3		10	37	50	3
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 9 MEAP Results

## Social Studies

### Fall 2006

### Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	21	0	62	38	0		11	30	56	4
Male Students	<10	NR	NR	NR	NR		15	23	62	0
Female Students	15	0	67	33	0		7	36	50	7
Black, Not of Hispanic Origin	17	0	65	35	0		15	30	50	5
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--		--	--	--	--
Economically Disadvantaged	13	0	62	38	0		12	35	47	6
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Grade 11 MME/MEAP Results

## Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	18	18	64	0
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	9	82	9	0
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

## English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	0	55	45	0
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Mathematics

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	82	18	0	0
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Science

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	18	45	36	0
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

# Social Studies

## Fall 2006

## Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	<10	NR	NR	NR	NR	0	9	73	18
Male Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Female Students	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Hispanic	--	--	--	--	--	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	<10	NR	NR	NR	NR	NR	NR	NR	NR
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested







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