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**Mission Statement:**

Hope of Detroit Academy is a multicultural community of learners who strive for excellence, determination, and achievement.

**Vision Statement:**

The vision of Hope of Detroit Academy is to be an exemplary academy where all students are college bound attaining grade level or higher performance annually measured by local, state and national assessments.

*Hope of Detroit Academy is accredited by North Central Association.*

April 18, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Hope of Detroit Academy charter district.

The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability and teacher quality. Our staff is available to help you understand this information. Please contact Mr. Ali Abdel, school leader, for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site: [www.hopeofdetroit.com](http://www.hopeofdetroit.com) or you may review a copy in the principal's office at your child's school.

Excellence in education is what you will find at Hope of Detroit Academy, proudly managed by The Leona Group and chartered by Ferris State University. The school's caring, highly-qualified staff knows that when instruction is rigorous and relevant, every child can succeed. Students at Hope of Detroit Academy thrive in the school's culturally diverse and bilingual environment. Students are exposed to a world of ideas, cultures and opportunities that prepare them for a lifetime of achievement.

### Mission Statement

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

### Vision Statement

The vision of Hope of Detroit Academy is to be an exemplary academy where all students are college bound attaining grade level or higher performance annually measured by local, state and national assessments.

**State law requires that we also report additional school-site based information for the two most recent years:**

**Annual process for assigning pupils to the school:**

- 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.
- 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.
- 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 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.

**The status of the 3-5 year school improvement plan:**

Hope of Detroit Academy has made academic progress during the current contractual period. Hope of Detroit has made adequate yearly progress for the past 10 years according to the Michigan Department of Education.

For the 2014-2015 school year, Michigan's District and Schools Accountability Scorecards are embargoed. This information will be available during the 2015-2016 school year. However, our school has been recognized as a "Reward School" by the State of Michigan in the past.

The GlobalScholar Performance Series Data has shown that our students have reached the expected growth in English Language Arts and moving towards a positive growth in Mathematics.

Because of our student demographic, Hope of Detroit Academy has chosen the Sheltered Instruction Observation Protocol (SIOP) Model as one of its reform strategies. The SIOP model provides instruction in lesson preparation, lesson delivery, and assessment to make content comprehensible to English Language Learners. All staff members have received extensive SIOP training in the past couple of years. Furthermore, the lesson plans and teacher evaluations have been modified to incorporate the SIOP components and features.

The academy has also identified academic challenges in the three core subjects of Mathematics, Social Studies and Science based on M-STEP data. Our School Improvement Team (SIT) has worked diligently to identify focused areas of improvement within the core subjects and have developed a plan for resolution in our School Improvement Plan. To address our Mathematics challenges and to implement the Common Core States Standards for Mathematics, we have adopted a comprehensive Mathematics program. EnVision Math Common Core Edition for grades K-6 and Prentice Hall Mathematics Common Core Edition for grades 7<sup>th</sup> and 8<sup>th</sup> were selected based on our M-STEP and GlobalScholar results. The program was designed to help students develop conceptual understanding of important math concepts through Problem-Based Interactive Learning. Also, we

have implemented Math Interventions in grades K-5. For 6-8, we created a Virtual Learning class that incorporates individualized learning paths based on student data. During this Virtual Learning class, an interventionist works with selected students in small groups based on Mathematics scores.

Also, in the Math and Science courses we will incorporate the STEM (Science Technology, Engineering and Mathematics) program to help students apply higher order thinking skills that are embedded in the Common Core State Standards. Students will be applying science and math concepts in unit-based projects. Also, we have adopted the Interactive Science program to help support our Science curriculum in grade K-5. Interactive Science is a standard-based, next generation science program where students complete an inquiry activity weekly. Additionally, we have partner up with Project Lead the Way (PLTW) to create STEM-based education across all grade levels. PLTW provided intensive training over the summer to our STEM Lead Teachers. These teachers trained other teachers in their grade clusters during the school year.

Furthermore, to address challenges in science and social studies, we identified focus standards. These focus standards are emphasized in our Curriculum Maps and in our Data Team Process that was implemented in the 2014-2015 school year. Data driven decision making is our second reform strategy that is identified in our School Improvement Plan. Through the data team process, the teams collected and analyzed data in order to set, review, and revise grade level goals in the core subjects. Furthermore, each data team selected common instructional strategies to help meet those goals.

**Our school improvement team consists of:**

Board President

School Leader

Assistant School Leader

Instructional Coach

Data Coach

Parent

Student

Lead Teachers

Title I Coordinator

**Our most significant professional development activities:**

Journeys Common Core

DRA2

Common Core Mathematics

Data Teams Training

Classroom Management

Implementing Common Core with RTI

Units of Study: Common Core Workshop

SIOP Training

## **Status of the curriculum**

Hope of Detroit Academy utilizes the Curriculum Crafter tool. This quality, proven curriculum is aligned to the state grade level content expectations, as well as to the Common Core State Standards (CCSS), and it promotes mastery of all core subject areas. The curriculum is available in the school office.

Hope of Detroit Academy uses Curriculum Crafter for grades K-8 as part of its curriculum. Curriculum Crafter contains instructional units that are organized in a developmentally appropriate and purposeful sequence. Each instructional unit builds on the next for a smooth academic flow of content to put students in the best position for success. Curriculum Crafter is currently aligned to the Common Core State Standards, developed by the Common Core State Standards Initiative, for English Language Arts and Mathematics. It is also aligned to Michigan's Grade Level Content Expectations for Science and Social Studies, Health, Music and Visual Arts. All staff members have access to Curriculum Crafter online. Additionally, Hope of Detroit Academy uses the following resources to support the curriculum:

### **Grades KDG - 5**

#### **Units of Study**

To ensure that our students are able to express themselves in a clear, succinct manner, focusing more on depth than breadth, Hope of Detroit Academy has adopted *Units of Study* for teaching writing. *Units of Study* is a grade-by-grade, yearlong Common Core workshop curriculum with emphasis on narrative, informational and persuasive writing for grades K–5, authored by Lucy Calkins and colleagues from the Reading and Writing Project. Units of Study will guide students in attaining and exceeding the Common Core writing expectations. It engages students in mentor texts to foster a strong reading/writing connection. It also requires high-level thinking including more opportunities to synthesize, analyze, and critique. Students will write across the curriculum and receive regular feedback and monitoring from their classroom teachers.

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#### **Journeys Common Core**

Hope of Detroit Academy is adopted *Journeys Common Core* to teach reading in grades K-5. *Journeys Common Core* is published by Houghton Mifflin Harcourt. The selection of this program was initiated through an action plan developed by our curriculum committee. The

committee examined ELA data at every grade level and developed a list of target standards. We then used the data along with strategies for best practice to develop a scoring rubric for looking at the reading program. We evaluated the program sample and scored it using a depth of knowledge survey and the rubric to determine how effectively it would address our students' needs.

The program is research based and aligned with the Common Core State standards for language arts and incorporates many best practice strategies. There is a 90-minute block of guided instruction on vocabulary, phonics, spelling and comprehension which are embedded into the weekly reading selections. Students are then organized into ability-leveled groups where they participate in differentiated instruction lessons, cross-curricular activities, technology and listening centers. Assessment of the program is done formally and informally.

Teachers are also able to assess students with daily quick checks, practice work, benchmark assessments and weekly and unit tests.

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## **Grades KDG-6**

### **EnVision Math Common Core (Grades K-6)**

EnVision Math Common Core is a K-6 math program published by Pearson. This will be the second year Hope of Detroit Academy will be implementing this program in grades K-6. *EnVision Math Common Core* is aligned to the Common Core State Standards for Mathematics. It is a researched-based program and proven to be effective in the classrooms. The program will help students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention.

## **Grades 6-8**

### **Writing Coach**

In order to help middle school students write clearly, concisely, and intelligently, Hope of Detroit Academy has implemented *Prentice Hall Writing Coach* in grades 6-8. It is an interactive, writing and grammar program that helps middle students grow into independent writers. *Prentice Hall Writing Coach* is aligned with the Common Core State Standards for Language Arts. It provides personalized coaching for every student through a digital writing "coach" that gives individualized feedback on paragraphs and essays. Furthermore, it allows teachers to customize instruction since it is a digitally driven program.

### **Prentice Hall Literature**

Hope of Detroit Academy adopted *Prentice Hall Literature Common Core Edition* for grades 6-8 last year. The program is aligned to the Common Core State Standards and it is organized around Big Questions and Essential Questions based on the Understanding by Design model. *Prentice Hall Literature Common Core Edition* supports all students in accessing complex texts. Each unit focuses on a specific genre. Based on the reading ability of each student, the teacher can use one of two paired selections to illustrate different learning styles within the

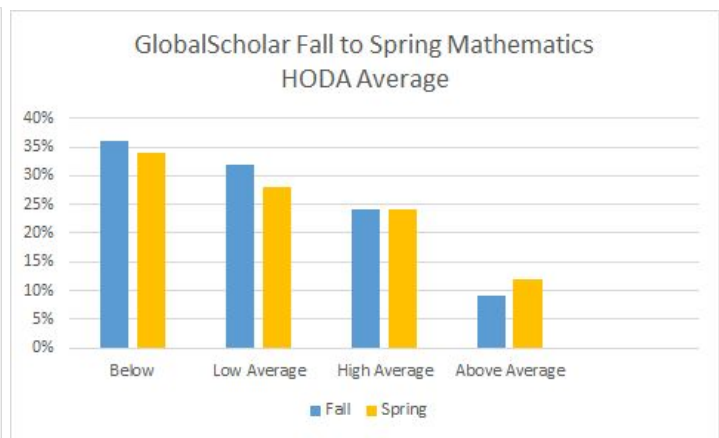
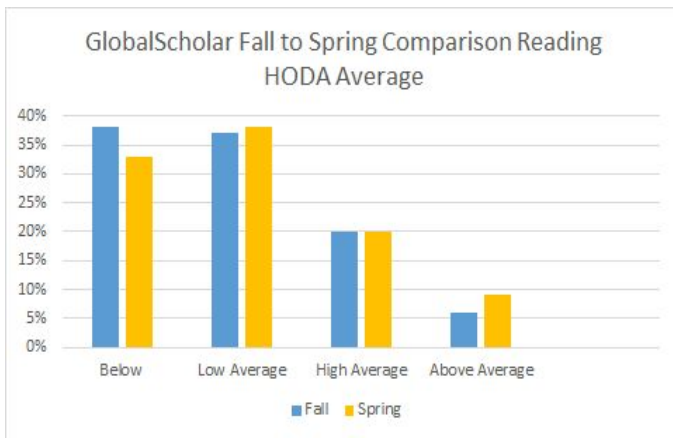
genre. Text Complexity Rubrics will help determine which selection is more appropriate for students. *Prentice Hall Literature Common Core Edition* includes explicit instruction of reading skills and strategies. Students read classic, contemporary literature, and nonfiction selections and apply reading and literature analysis skills as they read.

### Prentice Hall Mathematics Common Core

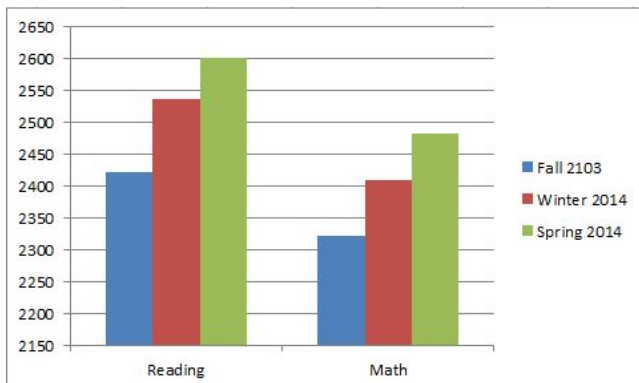
Hope of Detroit Academy is adopting *Prentice Hall Mathematics Common Core* to teach mathematics in grades 7th and 8th this school year. *Prentice Hall Mathematics Common Core* is published by Pearson and it is aligned to the Common Core State Standards for Mathematics. The selection of this program was initiated through an action plan developed by our curriculum committee. The committee examined middle school math data. The committee then used a rubric to evaluate the program and its effectiveness. It provides print and digital resources for the students in addition to a workbook to guide them in note-taking, practice worksheets, guided problem solving, and vocabulary and study skills. Prentice Hall Mathematics Common Core also allows students to interact with the text online.

### Aggregate Student Achievement – Global Scholar

2014-15:



2013-14:



## Parent-Teacher Conferences

2014-15: 343 students (64%) were represented by parents/guardians at parent-teacher conferences.

2013-14: 336(64%) of students were represented by parents at parent-teacher conferences

I would like to personally congratulate the staff, students and families of Hope of Detroit Academy on a successful school year. Thank you for choosing Hope of Detroit Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

A handwritten signature in black ink that reads "Ali Abdel". The signature is written in a cursive style with a large initial "A" and a long, sweeping underline.

Mr. Ali Abdel, school leader

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	37.7%	0%	37.7%	50.9%	11.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	38%	0%	38%	52%	10%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	34.5%	0%	34.5%	55.2%	10.3%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	41.7%	0%	41.7%	45.8%	12.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	39.2%	0%	39.2%	49%	11.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	27.8%	0%	27.8%	58.3%	13.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	39.7%	13.8%	25.9%	34.5%	25.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	41.5%	0%	41.5%	41.5%	17%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	40.4%	14%	26.3%	33.3%	26.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	40.9%	0%	40.9%	40.9%	18.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	41.9%	16.1%	25.8%	32.3%	25.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	23.8%	0%	23.8%	52.4%	23.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	37%	11.1%	25.9%	37%	25.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	53.1%	0%	53.1%	34.4%	12.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	39.7%	13.8%	25.9%	34.5%	25.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	41.2%	0%	41.2%	41.2%	17.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	37.3%	9.8%	27.5%	35.3%	27.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	23.3%	0%	23.3%	50%	26.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	46.3%	18.5%	27.8%	27.8%	25.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	54.2%	6.3%	47.9%	31.3%	14.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	44%	18%	26%	30%	26%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	54.8%	4.8%	50%	31%	14.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	41.9%	12.9%	29%	25.8%	32.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	62.5%	4.2%	58.3%	25%	12.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	52.2%	26.1%	26.1%	30.4%	17.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	45.8%	8.3%	37.5%	37.5%	16.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	45.3%	18.9%	26.4%	28.3%	26.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	55.6%	4.4%	51.1%	31.1%	13.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2014-15	23.7%	23.3%	6.7%	16.7%	36.7%	40%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2013-14	39.2%	34.8%	0%	34.8%	39.1%	26.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	26.8%	3.6%	23.2%	50%	23.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2013-14	71.5%	46.4%	5.4%	41.1%	23.2%	30.4%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2013-14	50%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	29.2%	4.2%	25%	50%	20.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2013-14	60.1%	46.9%	6.1%	40.8%	22.4%	30.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Two or More Races	2013-14	70.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	16.7%	4.2%	12.5%	50%	33.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2013-14	74.7%	57.6%	9.1%	48.5%	18.2%	24.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	34.4%	3.1%	31.3%	50%	15.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2013-14	68.4%	30.4%	0%	30.4%	30.4%	39.1%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	27.3%	3.6%	23.6%	49.1%	23.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2013-14	59.2%	44.7%	4.3%	40.4%	25.5%	29.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	English Language Learners	2014-15	22.7%	14.3%	0%	14.3%	60%	25.7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	English Language Learners	2013-14	36.8%	32.3%	0%	32.3%	22.6%	45.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2014-15	44.7%	51.9%	17.3%	34.6%	30.8%	17.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2013-14	60.4%	47.4%	7%	40.4%	33.3%	19.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2014-15	20%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2013-14	34.6%	54.5%	9.1%	45.5%	9.1%	36.4%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2014-15	32%	54.3%	17.4%	37%	28.3%	17.4%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2013-14	46.8%	44.4%	6.7%	37.8%	40%	15.6%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Two or More Races	2013-14	59%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2014-15	51.1%	57.1%	21.4%	35.7%	35.7%	7.1%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2013-14	62.5%	57.6%	9.1%	48.5%	30.3%	12.1%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2014-15	38.6%	45.8%	12.5%	33.3%	25%	29.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2013-14	58.4%	33.3%	4.2%	29.2%	37.5%	29.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	52%	18%	34%	32%	16%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2013-14	45.4%	47.3%	5.5%	41.8%	34.5%	18.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	English Language Learners	2014-15	16.2%	38.5%	0%	38.5%	34.6%	26.9%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	English Language Learners	2013-14	23%	26.9%	0%	26.9%	46.2%	26.9%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10



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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2014-15	49.1%	57.1%	14.3%	42.9%	33.9%	8.9%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2013-14	72.7%	69.8%	18.9%	50.9%	22.6%	7.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2014-15	25.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2013-14	49.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	60%	16%	44%	32%	8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Hispanic of Any Race	2013-14	61.8%	72.7%	20.5%	52.3%	20.5%	6.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Two or More Races	2013-14	72.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10

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### M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2014-15	56.3%	68.8%	18.8%	50%	25%	6.3%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2013-14	74.6%	79.4%	20.6%	58.8%	11.8%	8.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2014-15	42.2%	41.7%	8.3%	33.3%	45.8%	12.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2013-14	70.9%	52.6%	15.8%	36.8%	42.1%	5.3%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	56.4%	14.5%	41.8%	34.5%	9.1%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2013-14	60.1%	70.2%	17%	53.2%	23.4%	6.4%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	English Language Learners	2014-15	18.9%	51.5%	3%	48.5%	36.4%	12.1%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	English Language Learners	2013-14	35.5%	55%	0%	55%	35%	10%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	55.9%	15.3%	40.7%	40.7%	3.4%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	57.1%	16.3%	40.8%	38.8%	4.1%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Two or More Races	2014-15	44.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Female	2014-15	54.2%	60.6%	21.2%	39.4%	39.4%	0%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	50%	7.7%	42.3%	42.3%	7.7%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	55.2%	13.8%	41.4%	41.4%	3.4%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	English Language Learners	2014-15	19.3%	37.9%	3.4%	34.5%	55.2%	6.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	22.2%	1.9%	20.4%	18.5%	59.3%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	21.6%	0%	21.6%	19.6%	58.8%
Mathematics	2nd Grade Content	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	39.7%	16.7%	0%	16.7%	20%	63.3%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	29.2%	4.2%	25%	16.7%	54.2%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	23.1%	1.9%	21.2%	19.2%	57.7%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	13.5%	0%	13.5%	16.2%	70.3%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	34.5%	8.6%	25.9%	39.7%	25.9%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	23.6%	0%	23.6%	10.9%	65.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	African American	2014-15	20.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	33.3%	8.8%	24.6%	40.4%	26.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	21.7%	0%	21.7%	10.9%	67.4%
Mathematics	3rd Grade Content	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	32.3%	6.5%	25.8%	32.3%	35.5%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	18.2%	0%	18.2%	9.1%	72.7%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	37%	11.1%	25.9%	48.1%	14.8%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	27.3%	0%	27.3%	12.1%	60.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	34.5%	8.6%	25.9%	39.7%	25.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	23.1%	0%	23.1%	9.6%	67.3%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	31.4%	7.8%	23.5%	43.1%	25.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	6.3%	0%	6.3%	12.5%	81.3%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	31.5%	5.6%	25.9%	44.4%	24.1%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	31.3%	0%	31.3%	20.8%	47.9%
Mathematics	4th Grade Content	African American	2014-15	13.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	20%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	32%	4%	28%	44%	24%
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	35.7%	0%	35.7%	16.7%	47.6%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	51.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	29%	3.2%	25.8%	45.2%	25.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Female	2013-14	44.7%	33.3%	0%	33.3%	16.7%	50%
Mathematics	4th Grade Content	Male	2014-15	42.4%	34.8%	8.7%	26.1%	43.5%	21.7%
Mathematics	4th Grade Content	Male	2013-14	45.7%	29.2%	0%	29.2%	25%	45.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.1%	5.7%	26.4%	43.4%	24.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	33.3%	0%	33.3%	20%	46.7%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	16.7%	3.3%	13.3%	50%	33.3%
Mathematics	4th Grade Content	English Language Learners	2013-14	23.1%	26.1%	0%	26.1%	13%	60.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	7.1%	0%	7.1%	37.5%	55.4%
Mathematics	5th Grade Content	All Students	2013-14	41.5%	19.3%	0%	19.3%	19.3%	61.4%
Mathematics	5th Grade Content	African American	2014-15	9.1%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	African American	2013-14	17.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	6.3%	0%	6.3%	39.6%	54.2%
Mathematics	5th Grade Content	Hispanic of Any Race	2013-14	27.6%	22%	0%	22%	22%	56%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2013-14	39.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	0%	0%	0%	29.2%	70.8%
Mathematics	5th Grade Content	Female	2013-14	40.9%	21.2%	0%	21.2%	18.2%	60.6%
Mathematics	5th Grade Content	Male	2014-15	34.1%	12.5%	0%	12.5%	43.8%	43.8%
Mathematics	5th Grade Content	Male	2013-14	42%	16.7%	0%	16.7%	20.8%	62.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	7.3%	0%	7.3%	36.4%	56.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2013-14	25.9%	18.8%	0%	18.8%	22.9%	58.3%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	2.9%	0%	2.9%	31.4%	65.7%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	English Language Learners	2013-14	18.2%	3.1%	0%	3.1%	25%	71.9%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	19.2%	7.7%	11.5%	36.5%	44.2%
Mathematics	6th Grade Content	All Students	2013-14	39.2%	14%	1.8%	12.3%	36.8%	49.1%
Mathematics	6th Grade Content	African American	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2013-14	15.3%	0%	0%	0%	45.5%	54.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	19.6%	8.7%	10.9%	37%	43.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2013-14	25.4%	17.8%	2.2%	15.6%	33.3%	48.9%
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2013-14	34.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Female	2014-15	34.1%	25%	14.3%	10.7%	35.7%	39.3%
Mathematics	6th Grade Content	Female	2013-14	39.9%	15.2%	0%	15.2%	48.5%	36.4%
Mathematics	6th Grade Content	Male	2014-15	32.5%	12.5%	0%	12.5%	37.5%	50%
Mathematics	6th Grade Content	Male	2013-14	38.5%	12.5%	4.2%	8.3%	20.8%	66.7%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	18%	8%	10%	38%	44%
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	23.5%	14.5%	1.8%	12.7%	36.4%	49.1%
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	7.7%	3.8%	3.8%	34.6%	57.7%
Mathematics	6th Grade Content	English Language Learners	2013-14	14.5%	0%	0%	0%	38.5%	61.5%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	14.5%	5.5%	9.1%	36.4%	49.1%
Mathematics	7th Grade Content	All Students	2013-14	34.5%	5.4%	0%	5.4%	28.6%	66.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	African American	2014-15	10.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2013-14	11.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	16.3%	6.1%	10.2%	40.8%	42.9%
Mathematics	7th Grade Content	Hispanic of Any Race	2013-14	20.4%	6.4%	0%	6.4%	29.8%	63.8%
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2013-14	31.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2013-14	40.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33%	16.1%	6.5%	9.7%	45.2%	38.7%
Mathematics	7th Grade Content	Female	2013-14	33.8%	2.9%	0%	2.9%	31.4%	65.7%
Mathematics	7th Grade Content	Male	2014-15	33.5%	12.5%	4.2%	8.3%	25%	62.5%
Mathematics	7th Grade Content	Male	2013-14	35.3%	9.5%	0%	9.5%	23.8%	66.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	14.8%	5.6%	9.3%	37%	48.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	18.7%	6%	0%	6%	26%	68%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	English Language Learners	2014-15	12%	3.1%	0%	3.1%	43.8%	53.1%
Mathematics	7th Grade Content	English Language Learners	2013-14	12.3%	0%	0%	0%	30.4%	69.6%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	8.5%	3.4%	5.1%	30.5%	61%
Mathematics	8th Grade Content	African American	2014-15	9.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	8.2%	4.1%	4.1%	34.7%	57.1%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	12.1%	6.1%	6.1%	27.3%	60.6%
Mathematics	8th Grade Content	Male	2014-15	31.8%	3.8%	0%	3.8%	34.6%	61.5%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	8.6%	3.4%	5.2%	29.3%	62.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	0%	0%	0%	24.1%	75.9%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	3.7%	0%	3.7%	14.8%	81.5%
Science	4th Grade Content	All Students	2013-14	16.8%	4.1%	2%	2%	24.5%	71.4%
Science	4th Grade Content	African American	2014-15	2%	<10	<10	<10	<10	<10
Science	4th Grade Content	African American	2013-14	3.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	2%	0%	2%	16%	82%
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	4.7%	2.3%	2.3%	23.3%	72.1%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	20.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	0%	0%	0%	9.7%	90.3%
Science	4th Grade Content	Female	2013-14	15.9%	4.2%	4.2%	0%	20.8%	75%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Male	2014-15	14.3%	8.7%	0%	8.7%	21.7%	69.6%
Science	4th Grade Content	Male	2013-14	17.7%	4%	0%	4%	28%	68%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.8%	0%	3.8%	15.1%	81.1%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	4.3%	2.2%	2.2%	23.9%	71.7%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	3.3%	0%	3.3%	3.3%	93.3%
Science	4th Grade Content	English Language Learners	2013-14	2.9%	0%	0%	0%	16.7%	83.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	5.4%	0%	5.4%	16.1%	78.6%
Science	7th Grade Content	All Students	2013-14	19.8%	3.5%	0%	3.5%	17.5%	78.9%
Science	7th Grade Content	African American	2014-15	5%	<10	<10	<10	<10	<10
Science	7th Grade Content	African American	2013-14	3.9%	<10	<10	<10	<10	<10

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	6%	0%	6%	18%	76%
Science	7th Grade Content	Hispanic of Any Race	2013-14	9.7%	4.2%	0%	4.2%	16.7%	79.2%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2013-14	17.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2013-14	24.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	9.4%	0%	9.4%	12.5%	78.1%
Science	7th Grade Content	Female	2013-14	17.5%	2.8%	0%	2.8%	19.4%	77.8%
Science	7th Grade Content	Male	2014-15	24.6%	0%	0%	0%	20.8%	79.2%
Science	7th Grade Content	Male	2013-14	22%	4.8%	0%	4.8%	14.3%	81%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	5.5%	0%	5.5%	16.4%	78.2%
Science	7th Grade Content	Economically Disadvantaged	2013-14	9.4%	3.9%	0%	3.9%	13.7%	82.4%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	0%	0%	0%	9.1%	90.9%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	English Language Learners	2013-14	2.1%	0%	0%	0%	4.2%	95.8%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	5.4%	0%	5.4%	69.6%	25%
Social Studies	5th Grade Content	All Students	2013-14	26.5%	8.6%	0%	8.6%	60.3%	31%
Social Studies	5th Grade Content	African American	2014-15	5.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	African American	2013-14	8.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	6.3%	0%	6.3%	66.7%	27.1%
Social Studies	5th Grade Content	Hispanic of Any Race	2013-14	12.6%	9.8%	0%	9.8%	60.8%	29.4%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2013-14	24.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	0%	0%	0%	75%	25%



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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Female	2013-14	25.2%	12.1%	0%	12.1%	54.5%	33.3%
Social Studies	5th Grade Content	Male	2014-15	23.8%	9.4%	0%	9.4%	65.6%	25%
Social Studies	5th Grade Content	Male	2013-14	27.8%	4%	0%	4%	68%	28%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	5.5%	0%	5.5%	69.1%	25.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2013-14	13.2%	6.1%	0%	6.1%	59.2%	34.7%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	0%	0%	0%	68.6%	31.4%
Social Studies	5th Grade Content	English Language Learners	2013-14	4.7%	0%	0%	0%	63.6%	36.4%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2013-14	6.8%	0%	0%	0%	20%	80%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	30.5%	1.7%	28.8%	47.5%	22%
Social Studies	8th Grade Content	All Students	2013-14	25.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	African American	2014-15	9.1%	<10	<10	<10	<10	<10

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	African American	2013-14	6.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	28.6%	2%	26.5%	51%	20.4%
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	36.4%	0%	36.4%	39.4%	24.2%
Social Studies	8th Grade Content	Female	2013-14	22.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34%	23.1%	3.8%	19.2%	57.7%	19.2%
Social Studies	8th Grade Content	Male	2013-14	28.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	29.3%	1.7%	27.6%	48.3%	22.4%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	6.9%	0%	6.9%	58.6%	34.5%
Social Studies	8th Grade Content	English Language Learners	2013-14	5.1%	<10	<10	<10	<10	<10

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2013-14	28.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2013-14	5.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2013-14	26.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2013-14	31.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	58.7%	<10	<10	<10	<10	<10
Reading	11th Grade Content	African American	2013-14	31.3%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	62.4%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Male	2013-14	55%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	<10	<10	<10	<10	<10

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2013-14	28.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2013-14	5.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2013-14	24.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2013-14	32.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2013-14	43.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	African American	2013-14	16.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2013-14	39.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2013-14	48.2%	<10	<10	<10	<10	<10

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	<10	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	4th	All Students	2013-14	55.3%	<10	<10	<10	<10
Mathematics	4th	Hispanic of Any Race	2013-14	51.3%	<10	<10	<10	<10
Mathematics	4th	Male	2013-14	56.2%	<10	<10	<10	<10
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10
Mathematics	4th	English Language Learners	2013-14	46.2%	<10	<10	<10	<10
Mathematics	5th	All Students	2013-14	56.8%	<10	<10	<10	<10
Mathematics	5th	Hispanic of Any Race	2013-14	53.2%	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	<10	<10	<10	<10
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10
Mathematics	5th	English Language Learners	2013-14	61.4%	<10	<10	<10	<10
Mathematics	6th	All Students	2013-14	65.3%	<10	<10	<10	<10
Mathematics	6th	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10
Mathematics	6th	Male	2013-14	64.5%	<10	<10	<10	<10
Mathematics	6th	Economically Disadvantaged	2013-14	62.8%	<10	<10	<10	<10
Mathematics	6th	English Language Learners	2013-14	63.1%	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	7th	All Students	2013-14	47.2%	<10	<10	<10	<10
Mathematics	7th	Hispanic of Any Race	2013-14	41.7%	<10	<10	<10	<10
Mathematics	7th	Female	2013-14	49%	<10	<10	<10	<10
Mathematics	7th	Economically Disadvantaged	2013-14	44.5%	<10	<10	<10	<10
Mathematics	7th	English Language Learners	2013-14	46.9%	<10	<10	<10	<10
Mathematics	8th	All Students	2013-14	40.9%	<10	<10	<10	<10
Mathematics	8th	Hispanic of Any Race	2013-14	38.4%	<10	<10	<10	<10
Mathematics	8th	Female	2013-14	38.2%	<10	<10	<10	<10
Mathematics	8th	Economically Disadvantaged	2013-14	38.1%	<10	<10	<10	<10
Mathematics	8th	English Language Learners	2013-14	37.7%	<10	<10	<10	<10
Reading	4th	All Students	2013-14	45.6%	<10	<10	<10	<10
Reading	4th	Hispanic of Any Race	2013-14	39.2%	<10	<10	<10	<10
Reading	4th	Male	2013-14	45.4%	<10	<10	<10	<10
Reading	4th	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10
Reading	4th	English Language Learners	2013-14	32.4%	<10	<10	<10	<10



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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	5th	All Students	2013-14	59.8%	<10	<10	<10	<10
Reading	5th	Hispanic of Any Race	2013-14	53.4%	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10
Reading	5th	English Language Learners	2013-14	56.7%	<10	<10	<10	<10
Reading	6th	All Students	2013-14	58.1%	<10	<10	<10	<10
Reading	6th	Hispanic of Any Race	2013-14	57.2%	<10	<10	<10	<10
Reading	6th	Male	2013-14	55.3%	<10	<10	<10	<10
Reading	6th	Economically Disadvantaged	2013-14	55.2%	<10	<10	<10	<10
Reading	6th	English Language Learners	2013-14	48.6%	<10	<10	<10	<10
Reading	7th	All Students	2013-14	61.7%	<10	<10	<10	<10
Reading	7th	Hispanic of Any Race	2013-14	58.5%	<10	<10	<10	<10
Reading	7th	Female	2013-14	66.1%	<10	<10	<10	<10
Reading	7th	Economically Disadvantaged	2013-14	59.3%	<10	<10	<10	<10
Reading	7th	English Language Learners	2013-14	58.8%	<10	<10	<10	<10

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## Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	8th	All Students	2013-14	69%	66.7%	0%	66.7%	33.3%
Reading	8th	Hispanic of Any Race	2013-14	58.2%	<10	<10	<10	<10
Reading	8th	Female	2013-14	71.2%	<10	<10	<10	<10
Reading	8th	Male	2013-14	67.8%	<10	<10	<10	<10
Reading	8th	Economically Disadvantaged	2013-14	65.9%	66.7%	0%	66.7%	33.3%
Reading	8th	English Language Learners	2013-14	58.4%	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	61%	<10	<10	<10	<10
Reading	2nd Grade Content	Hispanic of Any Race	2013-14	77%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	70%	<10	<10	<10	<10
Reading	2nd Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10
Mathematics	2nd Grade Content	English Language Learners	2013-14	69.1%	<10	<10	<10	<10
Reading	2nd Grade Content	English Language Learners	2013-14	76.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2013-14	81.3%	<10	<10	<10	<10
Reading	3rd Grade Content	All Students	2013-14	76.5%	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	83.2%	<10	<10	<10	<10
Reading	3rd Grade Content	Hispanic of Any Race	2013-14	67.3%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	77.8%	<10	<10	<10	<10
Reading	3rd Grade Content	Female	2013-14	77.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10
Reading	3rd Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	87.8%	<10	<10	<10	<10
Reading	3rd Grade Content	English Language Learners	2013-14	65.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2013-14	64.9%	<10	<10	<10	<10
Reading	4th Grade Content	All Students	2013-14	73.9%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2013-14	47.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	59.2%	<10	<10	<10	<10
Reading	4th Grade Content	African American	2013-14	70.9%	<10	<10	<10	<10
Science	4th Grade Content	African American	2013-14	38.9%	<10	<10	<10	<10

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### MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	75.6%	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	70.3%	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	66.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74%	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2013-14	66.4%	<10	<10	<10	<10
Reading	4th Grade Content	Male	2013-14	73.1%	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10
Science	4th Grade Content	Male	2013-14	48.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	77.4%	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2014-15	69.7%	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	53.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	67.2%	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	61.5%	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	61.4%	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	68.3%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66%	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2014-15	72.2%	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	English Language Learners	2014-15	60.4%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2013-14	64.5%	<10	<10	<10	<10
Reading	6th Grade Content	All Students	2013-14	87.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2013-14	57.6%	<10	<10	<10	<10
Reading	6th Grade Content	African American	2013-14	88.2%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2013-14	62.8%	<10	<10	<10	<10
Reading	6th Grade Content	Female	2013-14	90.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10
Reading	6th Grade Content	Economically Disadvantaged	2013-14	88.5%	<10	<10	<10	<10

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MI -Access Supported Independence

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



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## MI -Access Participation

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

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	Mathematics	98.1%	36.5%	99.4%	N/A
All Students	ELA	98.1%	48.5%	99.7%	N/A
All Students	Science	97.5%	22.2%	100%	N/A
All Students	Social Studies	97.4%	31.8%	100%	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A
Asian	Mathematics	99.1%	66.3%	N/A	N/A
Asian	ELA	98.7%	70.2%	N/A	N/A
Asian	Science	99%	38%	N/A	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.3%	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.7%	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	100%	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A

## Annual Education Report Hope of Detroit Academy

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
Two or More Races	Science	98.5%	20.1%	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	<30	N/A
White	Mathematics	98.5%	42.5%	<30	N/A
White	ELA	98.5%	55%	<30	N/A
White	Science	98.1%	26.6%	N/A	N/A
White	Social Studies	98%	37.3%	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.4%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.7%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	99%	N/A
English Language Learners	ELA	98.2%	24%	99.5%	N/A
English Language Learners	Science	98.2%	3.9%	100%	N/A
English Language Learners	Social Studies	97.9%	8.1%	100%	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A

*Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.*

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## Accountability Details Graduation Data

Testing Group	Statewide	District
All Students	78.6%	N/A
American Indian	64.8%	N/A
African American	64.5%	N/A
Asian	89.1%	N/A
Hispanic of Any Race	68.8%	N/A
Migrant	63.2%	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A
Two or More Races	74.2%	N/A
White	82.9%	N/A
Female	82.9%	N/A
Male	74.4%	N/A
Economically Disadvantaged	65.6%	N/A
English Language Learners	68.2%	N/A
Students With Disabilities	55.1%	N/A
Homeless	54.0%	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District
All Students	94.7%	94.7%

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



03/17/2016

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Accountability Status District Data

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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

## Annual Education Report Hope of Detroit Academy

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	1	30	6	0

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

### Teacher Quality - Class

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

### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	5.4%



## Annual Education Report Hope of Detroit Academy

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

## Annual Education Report Hope of Detroit Academy

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

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

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## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

## Annual Education Report Hope of Detroit Academy

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

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

## Annual Education Report Hope of Detroit Academy

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# Rounds to zero

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

## Annual Education Report Hope of Detroit Academy

### NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

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

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## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0