



4443 N. Campbell St.  
Detroit, MI 48210  
Tel: 313.897.8720  
Fax: 313.897.5142  
[www.hopeofdetroit.com](http://www.hopeofdetroit.com)

**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.*

January 30, 2017

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.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

The challenges facing the academy stem from the high concentration of English Language Learners. The integration of vocabulary and comprehension is very challenging. The instructional staff is using the Sheltered Instruction Observation Protocol (SIOP) Model to close the student achievement gaps. This research based program is eight best practice strategies for teachers to differentiate instruction in the classroom.

**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:**

2015-16:

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.

According to the M-STEP data, the Academy is making progress, although there are areas of concern in Mathematics, Science, and Social Studies. Hope of Detroit Academy is currently on the 43rd percentile. Also, based on the Accountability Scorecard, the Academy earned 84% of the points and earned the Lime status.

The NWEA Data has shown that our students have reached the expected growth in Reading and Mathematics across all grade levels except fifth grade.

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.

2014-2015:

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.

**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

Step Up to Writing

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**

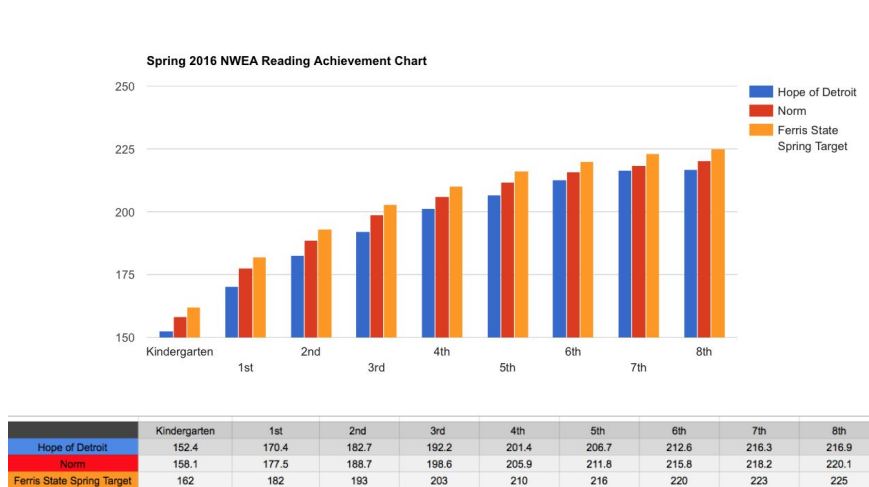
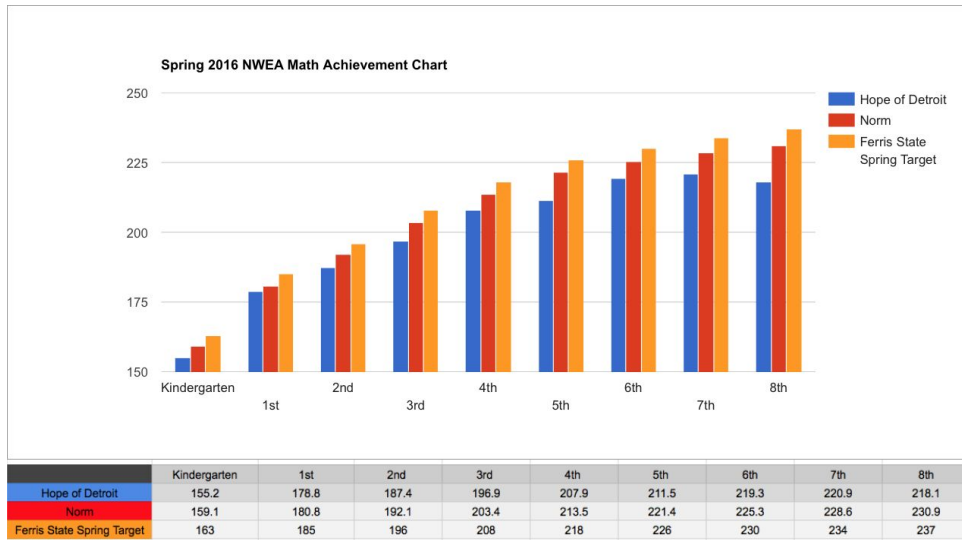
Hope of Detroit Academy adopted *Prentice Hall Literature Common Core Edition* for grades 6-8 last year. The program is aligned to the Common Core State Standards and it is organized around Big Questions and Essential Questions based on the Understanding by Design model. *Prentice Hall Literature Common 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.

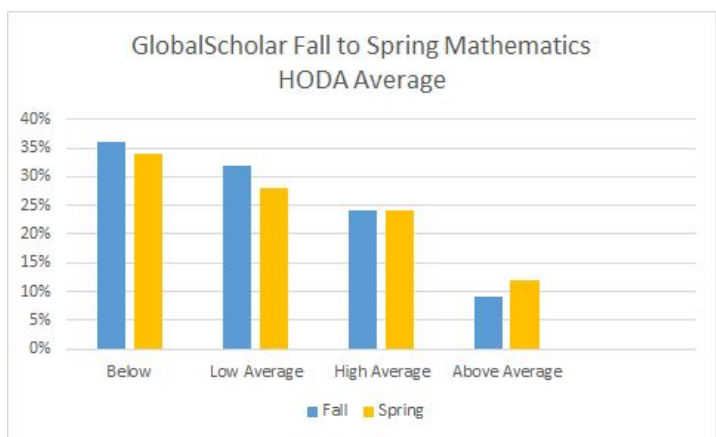
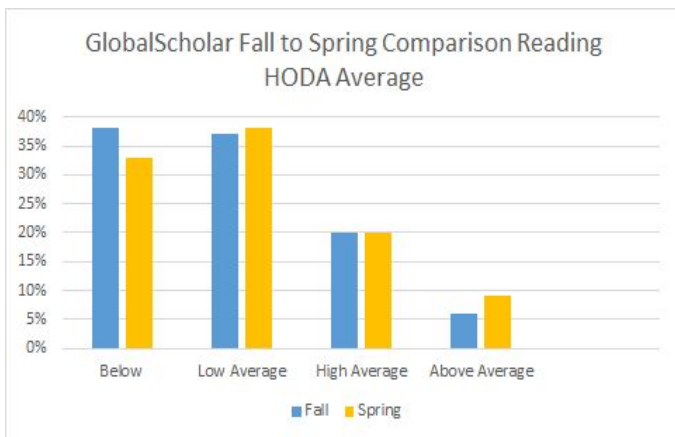
# Aggregate Student Achievement – NWEA

2015-16:



2014-15:

# Aggregate Student Achievement – Global Scholar



## Parent-Teacher Conferences

2015-16: 386 student (68%) of students were represented by parents at parent-teacher conferences

2014-15: 343 students (64%) were represented by parents/guardians 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,

Mr. Ali Abdel, school leader



**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	39.7%	39.7%	13.8%	25.9%	34.5%	25.9%
ELA	3rd Grade Content	All Students	2015-16	46.0%	23.5%	23.5%	7.4%	16.2%	35.3%	41.2%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	40.4%	40.4%	14.0%	26.3%	33.3%	26.3%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	23.4%	23.4%	6.3%	17.2%	35.9%	40.6%
ELA	3rd Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	41.9%	41.9%	16.1%	25.8%	32.3%	25.8%
ELA	3rd Grade Content	Female	2015-16	49.5%	21.9%	21.9%	6.3%	15.6%	43.8%	34.4%
ELA	3rd Grade Content	Male	2014-15	45.5%	37.0%	37.0%	11.1%	25.9%	37.0%	25.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	25.0%	25.0%	8.3%	16.7%	27.8%	47.2%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	39.7%	39.7%	13.8%	25.9%	34.5%	25.9%

**M-STEP Grades 3-11**

ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	24.2%	24.2%	7.6%	16.7%	34.8%	40.9%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	37.3%	37.3%	9.8%	27.5%	35.3%	27.5%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	21.3%	21.3%	4.9%	16.4%	37.7%	41.0%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%
ELA	4th Grade Content	All Students	2014-15	46.6%	46.3%	46.3%	18.5%	27.8%	27.8%	25.9%
ELA	4th Grade Content	All Students	2015-16	46.3%	42.6%	42.6%	9.3%	33.3%	20.4%	37.0%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	44.0%	44.0%	18.0%	26.0%	30.0%	26.0%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	42.3%	42.3%	9.6%	32.7%	21.2%	36.5%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	41.9%	41.9%	12.9%	29.0%	25.8%	32.3%

**M-STEP Grades 3-11**

ELA	4th Grade Content	Female	2015-16	50.9%	53.8%	53.8%	11.5%	42.3%	15.4%	30.8%
ELA	4th Grade Content	Male	2014-15	41.8%	52.2%	52.2%	26.1%	26.1%	30.4%	17.4%
ELA	4th Grade Content	Male	2015-16	41.8%	32.1%	32.1%	7.1%	25.0%	25.0%	42.9%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	45.3%	45.3%	18.9%	26.4%	28.3%	26.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	41.5%	41.5%	9.4%	32.1%	20.8%	37.7%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	23.3%	23.3%	6.7%	16.7%	36.7%	40.0%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	42.6%	42.6%	8.5%	34.0%	21.3%	36.2%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	26.8%	26.8%	3.6%	23.2%	50.0%	23.2%
ELA	5th Grade Content	All Students	2015-16	50.6%	42.1%	42.1%	3.5%	38.6%	42.1%	15.8%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	29.2%	29.2%	4.2%	25.0%	50.0%	20.8%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	39.6%	39.6%	3.8%	35.8%	45.3%	15.1%
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	54.3%	16.7%	16.7%	4.2%	12.5%	50.0%	33.3%
ELA	5th Grade Content	Female	2015-16	55.8%	42.4%	42.4%	3.0%	39.4%	48.5%	9.1%
ELA	5th Grade Content	Male	2014-15	43.3%	34.4%	34.4%	3.1%	31.3%	50.0%	15.6%
ELA	5th Grade Content	Male	2015-16	45.5%	41.7%	41.7%	4.2%	37.5%	33.3%	25.0%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	27.3%	27.3%	3.6%	23.6%	49.1%	23.6%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	40.7%	40.7%	3.7%	37.0%	42.6%	16.7%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	14.3%	14.3%	0.0%	14.3%	60.0%	25.7%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	22.9%	22.9%	0.0%	22.9%	54.3%	22.9%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	6th Grade Content	All Students	2014-15	44.7%	51.9%	51.9%	17.3%	34.6%	30.8%	17.3%
ELA	6th Grade Content	All Students	2015-16	45.0%	30.2%	30.2%	3.8%	26.4%	49.1%	20.8%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	54.3%	54.3%	17.4%	37.0%	28.3%	17.4%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	32.7%	32.7%	4.1%	28.6%	44.9%	22.4%
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	57.1%	57.1%	21.4%	35.7%	35.7%	7.1%
ELA	6th Grade Content	Female	2015-16	49.8%	32.0%	32.0%	4.0%	28.0%	48.0%	20.0%
ELA	6th Grade Content	Male	2014-15	38.6%	45.8%	45.8%	12.5%	33.3%	25.0%	29.2%
ELA	6th Grade Content	Male	2015-16	40.4%	28.6%	28.6%	3.6%	25.0%	50.0%	21.4%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	52.0%	52.0%	18.0%	34.0%	32.0%	16.0%

**M-STEP Grades 3-11**

ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	31.4%	31.4%	3.9%	27.5%	49.0%	19.6%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	38.5%	38.5%	0.0%	38.5%	34.6%	26.9%
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	21.6%	21.6%	2.7%	18.9%	51.4%	27.0%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	57.1%	57.1%	14.3%	42.9%	33.9%	8.9%
ELA	7th Grade Content	All Students	2015-16	47.1%	46.2%	46.2%	5.8%	40.4%	36.5%	17.3%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	60.0%	60.0%	16.0%	44.0%	32.0%	8.0%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	46.9%	46.9%	6.1%	40.8%	34.7%	18.4%
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	68.8%	68.8%	18.8%	50.0%	25.0%	6.3%

**M-STEP Grades 3-11**

ELA	7th Grade Content	Female	2015-16	53.8%	57.7%	57.7%	3.8%	53.8%	34.6%	7.7%
ELA	7th Grade Content	Male	2014-15	42.2%	41.7%	41.7%	8.3%	33.3%	45.8%	12.5%
ELA	7th Grade Content	Male	2015-16	40.6%	34.6%	34.6%	7.7%	26.9%	38.5%	26.9%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	56.4%	56.4%	14.5%	41.8%	34.5%	9.1%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	46.9%	46.9%	6.1%	40.8%	36.7%	16.3%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	51.5%	51.5%	3.0%	48.5%	36.4%	12.1%
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	34.4%	34.4%	0.0%	34.4%	37.5%	28.1%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	55.9%	55.9%	15.3%	40.7%	40.7%	3.4%
ELA	8th Grade Content	All Students	2015-16	48.9%	41.4%	41.4%	12.1%	29.3%	34.5%	24.1%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	57.1%	57.1%	16.3%	40.8%	38.8%	4.1%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	44.2%	44.2%	13.5%	30.8%	34.6%	21.2%
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	54.2%	60.6%	60.6%	21.2%	39.4%	39.4%	0.0%
ELA	8th Grade Content	Female	2015-16	54.9%	46.9%	46.9%	18.8%	28.1%	34.4%	18.8%
ELA	8th Grade Content	Male	2014-15	41.2%	50.0%	50.0%	7.7%	42.3%	42.3%	7.7%
ELA	8th Grade Content	Male	2015-16	43.0%	34.6%	34.6%	3.8%	30.8%	34.6%	30.8%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	55.2%	55.2%	13.8%	41.4%	41.4%	3.4%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	42.1%	42.1%	12.3%	29.8%	33.3%	24.6%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	37.9%	37.9%	3.4%	34.5%	55.2%	6.9%
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	27.8%	27.8%	2.8%	25.0%	41.7%	30.6%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	34.5%	34.5%	8.6%	25.9%	39.7%	25.9%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	23.2%	23.2%	4.3%	18.8%	33.3%	43.5%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	33.3%	33.3%	8.8%	24.6%	40.4%	26.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	23.1%	23.1%	4.6%	18.5%	33.8%	43.1%
Mathematics	3rd Grade Content	White	2015-16	53.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	32.3%	32.3%	6.5%	25.8%	32.3%	35.5%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	21.9%	21.9%	0.0%	21.9%	37.5%	40.6%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	37.0%	37.0%	11.1%	25.9%	48.1%	14.8%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	24.3%	24.3%	8.1%	16.2%	29.7%	45.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	34.5%	34.5%	8.6%	25.9%	39.7%	25.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	23.9%	23.9%	4.5%	19.4%	32.8%	43.3%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	31.4%	31.4%	7.8%	23.5%	43.1%	25.5%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	21.0%	21.0%	4.8%	16.1%	35.5%	43.5%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	31.5%	31.5%	5.6%	25.9%	44.4%	24.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	35.2%	35.2%	1.9%	33.3%	48.1%	16.7%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	32.0%	32.0%	4.0%	28.0%	44.0%	24.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	34.6%	34.6%	1.9%	32.7%	50.0%	15.4%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	29.0%	29.0%	3.2%	25.8%	45.2%	25.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	34.6%	34.6%	0.0%	34.6%	50.0%	15.4%

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Male	2014-15	42.4%	34.8%	34.8%	8.7%	26.1%	43.5%	21.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	35.7%	35.7%	3.6%	32.1%	46.4%	17.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.1%	32.1%	5.7%	26.4%	43.4%	24.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	35.8%	35.8%	1.9%	34.0%	47.2%	17.0%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	16.7%	16.7%	3.3%	13.3%	50.0%	33.3%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	34.0%	34.0%	2.1%	31.9%	51.1%	14.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	7.1%	7.1%	0.0%	7.1%	37.5%	55.4%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	8.6%	8.6%	1.7%	6.9%	29.3%	62.1%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	6.3%	6.3%	0.0%	6.3%	39.6%	54.2%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	7.4%	7.4%	0.0%	7.4%	31.5%	61.1%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	0.0%	0.0%	0.0%	0.0%	29.2%	70.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	2.9%	2.9%	0.0%	2.9%	29.4%	67.6%
Mathematics	5th Grade Content	Male	2014-15	34.1%	12.5%	12.5%	0.0%	12.5%	43.8%	43.8%
Mathematics	5th Grade Content	Male	2015-16	35.8%	16.7%	16.7%	4.2%	12.5%	29.2%	54.2%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	7.3%	7.3%	0.0%	7.3%	36.4%	56.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	9.1%	9.1%	1.8%	7.3%	29.1%	61.8%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	2.9%	2.9%	0.0%	2.9%	31.4%	65.7%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	5.6%	5.6%	0.0%	5.6%	19.4%	75.0%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	19.2%	19.2%	7.7%	11.5%	36.5%	44.2%

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	All Students	2015-16	32.8%	11.1%	11.1%	1.9%	9.3%	35.2%	53.7%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	19.6%	19.6%	8.7%	10.9%	37.0%	43.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	10.0%	10.0%	2.0%	8.0%	38.0%	52.0%
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	25.0%	25.0%	14.3%	10.7%	35.7%	39.3%
Mathematics	6th Grade Content	Female	2015-16	31.4%	3.8%	3.8%	3.8%	0.0%	30.8%	65.4%
Mathematics	6th Grade Content	Male	2014-15	32.5%	12.5%	12.5%	0.0%	12.5%	37.5%	50.0%
Mathematics	6th Grade Content	Male	2015-16	34.1%	17.9%	17.9%	0.0%	17.9%	39.3%	42.9%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	18.0%	18.0%	8.0%	10.0%	38.0%	44.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	11.5%	11.5%	1.9%	9.6%	32.7%	55.8%

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	7.7%	7.7%	3.8%	3.8%	34.6%	57.7%
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	2.6%	2.6%	0.0%	2.6%	39.5%	57.9%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	14.5%	14.5%	5.5%	9.1%	36.4%	49.1%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	15.7%	15.7%	5.9%	9.8%	35.3%	49.0%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	16.3%	16.3%	6.1%	10.2%	40.8%	42.9%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	16.7%	16.7%	6.3%	10.4%	35.4%	47.9%
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	16.1%	16.1%	6.5%	9.7%	45.2%	38.7%
Mathematics	7th Grade Content	Female	2015-16	34.5%	15.4%	15.4%	3.8%	11.5%	42.3%	42.3%

**M-STEP Grades 3-11**

Mathematics	7th Grade Content	Male	2014-15	33.5%	12.5%	12.5%	4.2%	8.3%	25.0%	62.5%
Mathematics	7th Grade Content	Male	2015-16	36.1%	16.0%	16.0%	8.0%	8.0%	28.0%	56.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	14.8%	14.8%	5.6%	9.3%	37.0%	48.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	14.6%	14.6%	6.3%	8.3%	35.4%	50.0%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	3.1%	3.1%	0.0%	3.1%	43.8%	53.1%
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	6.5%	6.5%	0.0%	6.5%	35.5%	58.1%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	8.5%	8.5%	3.4%	5.1%	30.5%	61.0%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	13.8%	13.8%	6.9%	6.9%	19.0%	67.2%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	8.2%	8.2%	4.1%	4.1%	34.7%	57.1%

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	15.4%	15.4%	7.7%	7.7%	19.2%	65.4%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	12.1%	12.1%	6.1%	6.1%	27.3%	60.6%
Mathematics	8th Grade Content	Female	2015-16	34.1%	18.8%	18.8%	9.4%	9.4%	21.9%	59.4%
Mathematics	8th Grade Content	Male	2014-15	31.8%	3.8%	3.8%	0.0%	3.8%	34.6%	61.5%
Mathematics	8th Grade Content	Male	2015-16	31.4%	7.7%	7.7%	3.8%	3.8%	15.4%	76.9%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	8.6%	8.6%	3.4%	5.2%	29.3%	62.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	14.0%	14.0%	7.0%	7.0%	19.3%	66.7%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	0.0%	0.0%	0.0%	0.0%	24.1%	75.9%
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	5.6%	5.6%	0.0%	5.6%	13.9%	80.6%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%



**M-STEP Grades 3-11**

Science	4th Grade Content	All Students	2014-15	12.4%	3.7%	3.7%	0.0%	3.7%	14.8%	81.5%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	9.3%	90.7%
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	2.0%	2.0%	0.0%	2.0%	16.0%	82.0%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	9.6%	90.4%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	0.0%	0.0%	0.0%	0.0%	9.7%	90.3%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	4th Grade Content	Male	2014-15	14.3%	8.7%	8.7%	0.0%	8.7%	21.7%	69.6%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	10.7%	89.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.8%	3.8%	0.0%	3.8%	15.1%	81.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	9.4%	90.6%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	3.3%	3.3%	0.0%	3.3%	3.3%	93.3%

**M-STEP Grades 3-11**

Science	4th Grade Content	English Language Learners	2015-16	2.9%	0.0%	0.0%	0.0%	0.0%	8.5%	91.5%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	5.4%	5.4%	0.0%	5.4%	16.1%	78.6%
Science	7th Grade Content	All Students	2015-16	23.9%	3.9%	3.9%	2.0%	2.0%	27.5%	68.6%
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	6.0%	6.0%	0.0%	6.0%	18.0%	76.0%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	4.2%	4.2%	2.1%	2.1%	29.2%	66.7%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	9.4%	9.4%	0.0%	9.4%	12.5%	78.1%
Science	7th Grade Content	Female	2015-16	22.6%	3.8%	3.8%	3.8%	0.0%	30.8%	65.4%
Science	7th Grade Content	Male	2014-15	24.6%	0.0%	0.0%	0.0%	0.0%	20.8%	79.2%
Science	7th Grade Content	Male	2015-16	25.1%	4.0%	4.0%	0.0%	4.0%	24.0%	72.0%

**M-STEP Grades 3-11**

Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	5.5%	5.5%	0.0%	5.5%	16.4%	78.2%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	4.2%	4.2%	2.1%	2.1%	25.0%	70.8%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	7th Grade Content	English Language Learners	2015-16	3.5%	0.0%	0.0%	0.0%	0.0%	22.6%	77.4%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	5.4%	5.4%	0.0%	5.4%	69.6%	25.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	5.2%	5.2%	0.0%	5.2%	67.2%	27.6%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	6.3%	6.3%	0.0%	6.3%	66.7%	27.1%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	3.7%	3.7%	0.0%	3.7%	70.4%	25.9%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	2.9%	2.9%	0.0%	2.9%	58.8%	38.2%
Social Studies	5th Grade Content	Male	2014-15	23.8%	9.4%	9.4%	0.0%	9.4%	65.6%	25.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	8.3%	8.3%	0.0%	8.3%	79.2%	12.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	5.5%	5.5%	0.0%	5.5%	69.1%	25.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	5.5%	5.5%	0.0%	5.5%	69.1%	25.5%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	0.0%	0.0%	0.0%	0.0%	68.6%	31.4%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	30.5%	30.5%	1.7%	28.8%	47.5%	22.0%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	24.1%	24.1%	0.0%	24.1%	44.8%	31.0%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	28.6%	28.6%	2.0%	26.5%	51.0%	20.4%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	26.9%	26.9%	0.0%	26.9%	44.2%	28.8%
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	36.4%	36.4%	0.0%	36.4%	39.4%	24.2%
Social Studies	8th Grade Content	Female	2015-16	26.0%	28.1%	28.1%	0.0%	28.1%	40.6%	31.3%
Social Studies	8th Grade Content	Male	2014-15	34.0%	23.1%	23.1%	3.8%	19.2%	57.7%	19.2%
Social Studies	8th Grade Content	Male	2015-16	32.6%	19.2%	19.2%	0.0%	19.2%	50.0%	30.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	29.3%	29.3%	1.7%	27.6%	48.3%	22.4%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	24.6%	24.6%	0.0%	24.6%	43.9%	31.6%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	6.9%	6.9%	0.0%	6.9%	58.6%	34.5%
Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	13.9%	13.9%	0.0%	13.9%	44.4%	41.7%

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%

**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	70.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	75.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10



**MI-Access Functional Independence**

Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	77.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	53.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	61.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	85.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	67.2%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	67.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	40.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	43.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	68.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	61.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	38.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2014-15	60.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	78.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2014-15	72.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	54.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2014-15	35.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	26.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	71.6%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	6th Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	68.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	81.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	71.7%	<10	<10	<10	<10	<10

**MI-Access Supported Independence**

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

**MI-Access Participation**

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



**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	67.7%	99.4%	67.7%
All Students	Mathematics	98.6%	62.1%	99.4%	48.8%	99.4%	48.8%
All Students	Science	98.1%	50.0%	98.2%	29.8%	98.2%	29.8%
All Students	Social Studies	98.1%	59.3%	100.0%	45.3%	100.0%	45.3%
Bottom 30%	ELA	N/A	25.1%	N/A	18.6%	N/A	18.6%
Bottom 30%	Mathematics	N/A	19.0%	N/A	10.7%	N/A	10.7%
Bottom 30%	Science	N/A	9.8%	N/A	12.9%	N/A	12.9%
Bottom 30%	Social Studies	N/A	13.3%	N/A	8.6%	N/A	8.6%
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.4%	68.3%	99.4%	68.3%
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.4%	49.4%	99.4%	49.4%
Hispanic of Any Race	Science	98.1%	36.7%	98.1%	29.0%	98.1%	29.0%



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	45.8%	100.0%	45.8%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	<30	<30	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30	<30	<30
White	Science	98.6%	57.1%	N/A	N/A	N/A	N/A
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.4%	68.4%	99.4%	68.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.4%	49.1%	99.4%	49.1%
Economically Disadvantaged	Science	97.5%	35.0%	98.1%	29.0%	98.1%	29.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	46.0%	100.0%	46.0%
English Language Learners	ELA	98.8%	49.5%	99.2%	62.5%	99.2%	62.5%
English Language Learners	Mathematics	99.0%	48.4%	99.2%	46.2%	99.2%	46.2%





**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	97.5%	21.8%	97.5%	21.8%
English Language Learners	Social Studies	98.2%	30.9%	100.0%	38.4%	100.0%	38.4%
Students With Disabilities	ELA	97.2%	40.1%	100.0%	43.6%	100.0%	43.6%
Students With Disabilities	Mathematics	97.1%	36.5%	97.9%	30.9%	97.9%	30.9%
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	N/A	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	N/A	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

### Annual Education Report Hope of Detroit Academy

01/23/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.14%	94.14%

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

**Accountability Status District Data**

District Name	ELA Status	ELA 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

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Hope of Detroit Academy	Green	2	Green	2	Green	2	Green	2	Lime	42



**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	1	28	9	0

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

**Teacher Quality - Class**

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

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



# MI School Data

## Annual Education Report Hope of Detroit Academy

01/23/2017

### 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					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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.



# MI School Data

## Annual Education Report Hope of Detroit Academy

01/23/2017

### 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					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

# 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.





**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 or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other 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.



**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					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# 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.



# MI School Data

## Annual Education Report Hope of Detroit Academy

01/23/2017

### 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					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

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



**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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# 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.



**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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0