



March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Detroit Enterprise Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Felicia Morgan for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/detroitenterprise/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/ER3p9z>.

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 was identified as a Reward school.

Some key challenges based on the 2015-2016 assessment data the school has analyzed include both Math, Science and Social Studies proficiency. These core subjects have either shown a decrease in proficiency or only a slight gain. Key initiatives to accelerate student achievement include training teachers on how to implement their curricular tool, identify learning gaps, utilize the learning continuum and workshop model within the instructional day to meet with students in small groups for more personalized instruction.

State law requires that we also report additional information.



1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2015-2016

Detroit Enterprise Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.


By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to re-apply. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

In addition to sibling preference, children of staff members employed at the school working a regularly scheduled minimum of 20 regularly scheduled hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are



afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

2014-2015


Detroit Enterprise Charter Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

The school's Open Enrollment period begins on the first day of the current school year and ends at 5:00 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

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In addition to sibling preference, children of staff members employed at the school working a minimum of 20 hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

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

2015-2016

<https://www.nhaschools.com/schools/detroitenterprise/Lists/School%20Operations%20Documents/Detroit%20Enterprise%2016-17%20SIP.pdf>


A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2016, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes Data

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area



Our implementation plan includes adopting curricular tools that are aligned to the common core state standards. Utilizing these tools with fidelity will ensure standards are being taught and students achievement gaps are being filled. Another part of our implementation plan include differentiating instruction utilizing small groups daily. This will provide students immediate feedback on their progress. These are schoolwide best practices that will ensure student success.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.

Yes. Detroit Enterprise had a good academic year. Our data on NWEA showed growth in both reading and math, which is what our SIP goals consisted of. Our state assessment showed a decline in proficiency in some areas, but there was an increase in achievement expectations on the new state assessment, which could not be compared from previous years.


The School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in spring 2016, as part of its preparation for the 2016-17 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science, and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.



2014-2015

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- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
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- Staff surveys and teacher quality information
- Programs and Processes Data

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area

The organization of instructional delivery for the core curriculum subject matter ensured students' mastery, based on Detroit Enterprise Academy's commitment to produce a productive teaching and learning experience.

As a school-wide best practice, teachers implemented the following strategies for each core curriculum subject: (1) affirmed clear learning objectives on white board in the format of "I Can" statements, (2) introduced each lesson with an anticipatory set, (3) modeled how to complete each academic task/assignment through clear instructions, (4) supported students autonomy to complete academic tasks /assignments through guided practice, (5) launched students into independent practice(s), (6) implemented cooperative learning groups and small group workshop, which provided another opportunity for differentiation to place in the learning environment, (7) checked for specific/general understanding through the formative assessment process and encouraged higher level thinking in drawing conclusions about students' mastery of their respective learning experience/objective through the use of scoring scales, and (8) posted students



work on “Effort Creates Ability” and “Achievement” boards on a daily to bi-weekly basis.

The “Effort Creates Ability” board featured student work that displayed the student mastery of the learning objective(s) after a re-teaching experience. The Achievement board featured the assignments of students who mastered the learning objective for a respective assignment.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.

Detroit Enterprise Academy had a good academic year. Our data based on the NWEA MAP showed significant growth in both reading and math. Our data based on the MSTEP showed that we outperform Detroit Public Schools in 88% of tests given, and our average MSTEP scores are 12.9% greater than Detroit Public Schools.

The School Improvement Team formally reviewed progress against its 2014-15 SIP goals and objectives in Spring 2015, as part of its preparation for the 2015-2016 school year. A review of student performance data and other data pertaining to the school’s selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year’s school improvement process led your school improvement team to select your school’s improvement objectives in the core academic curriculum for the next school year

See A and C above. Additionally, the School Improvement Team’s evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science, and social studies.

E. How was this year’s school improvement process similar or different from last year’s process?

On the whole, this year’s school improvement process was similar to last year’s process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year’s identified school improvement goals and to assess data and identify school improvement goals for the next year.



3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2015-2016

Detroit Enterprise Academy is proud to rest in the heart of one the country's oldest cities-Detroit, Michigan. Students and staff at Detroit Enterprise Academy are excellent examples of the strong pride displayed in the city of Detroit. As stated in the school's student creed, "students strive to learn all they can each school day." The school holds firm the idea that we must continue to work to be the best we can possibly be and help improve our city as we progress in life.

Detroit Enterprise Academy currently serves over 600 students in grades K-8. The school is located in a relatively high-poverty, urban area. Over 95% of the students that attend Detroit Enterprise Academy qualify for free or reduced lunch. The school does have strong ties with the greater Detroit community, including partners such as Gleaner Community Food Bank, HANTZ Woodlands, Grand Valley State University, and Center for Success.

2014-2015

Detroit Enterprise Academy is proud to rest in the heart of one of the country's historic cities-Detroit, Michigan. Students and staff at Detroit Enterprise Academy are excellent examples of the strong pride and good character displayed in the city of Detroit. As stated in our student creed, "Students strive to learn all they can each school day." The old firm to the idea that we must continue to work to be the best we can possibly be and help improve our city as we progress in life.


Working in a strong partnership with parents and members of the surrounding community, Detroit Enterprise Academy serves as a safe educational institution where all children are continuously challenged to reach their full potential.

The Detroit Enterprise Academy faculty is all highly qualified. Teachers are trained to assess students strengths and weaknesses and utilize this information to plan appropriate academic plans for each student. In addition, all Detroit Enterprise Academy staff believe that a cornerstone of student achievement is the formation of a true partnership with parents. Detroit Enterprise Academy teachers do all that is necessary to ensure student success.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2015-2016

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be



successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.


The only variance in our curriculum when compared to the Michigan Academic Standards is the addition of a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. This Moral Focus program is explicit and integrated with the school's core curriculum. A different virtue is featured each month of the school year. Teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.

A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

2014-2015

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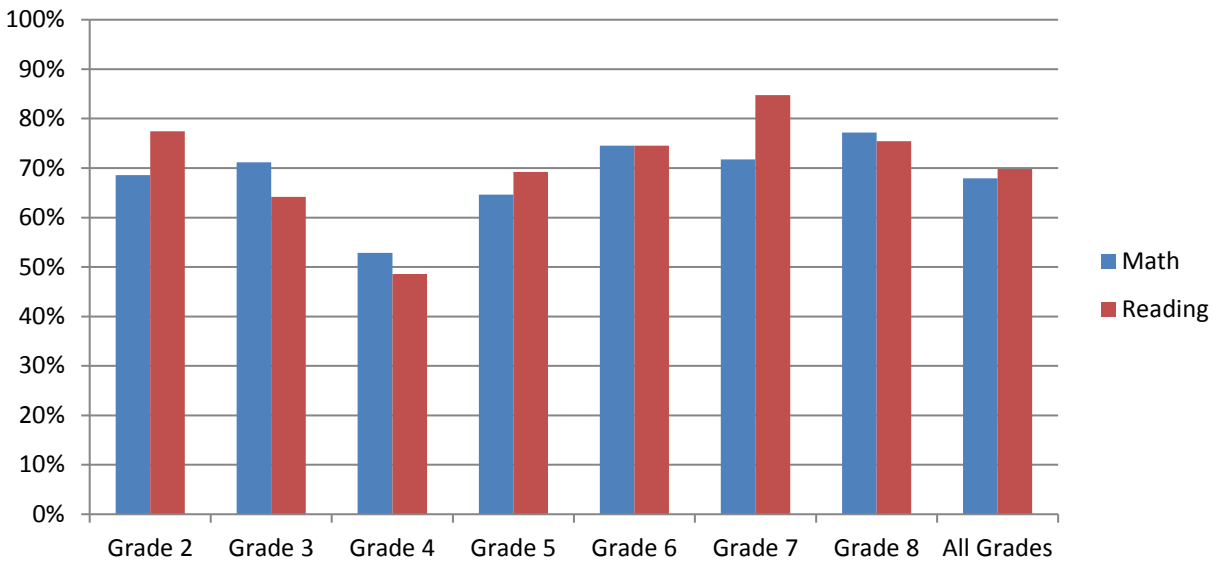
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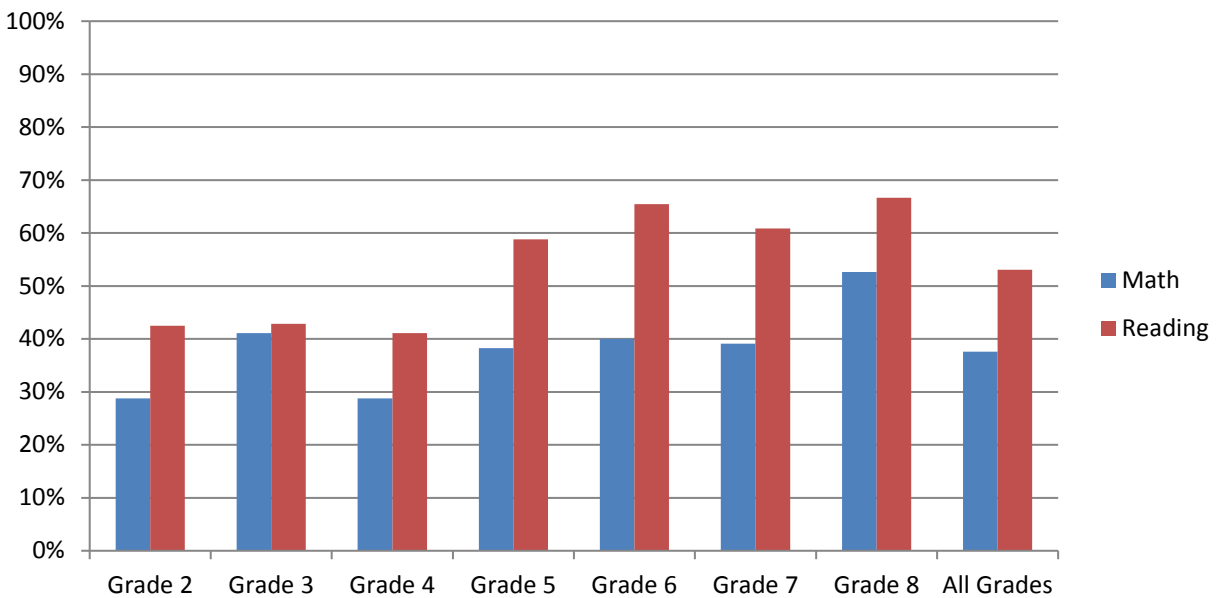
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2015-2016

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2015 to spring 2016.

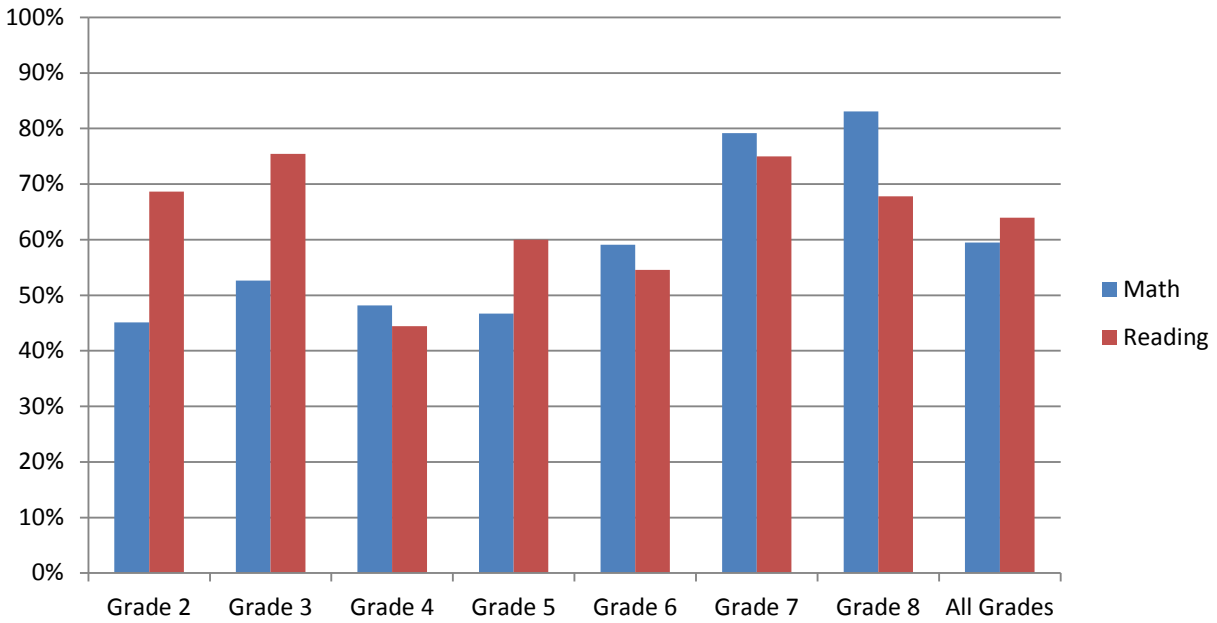


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

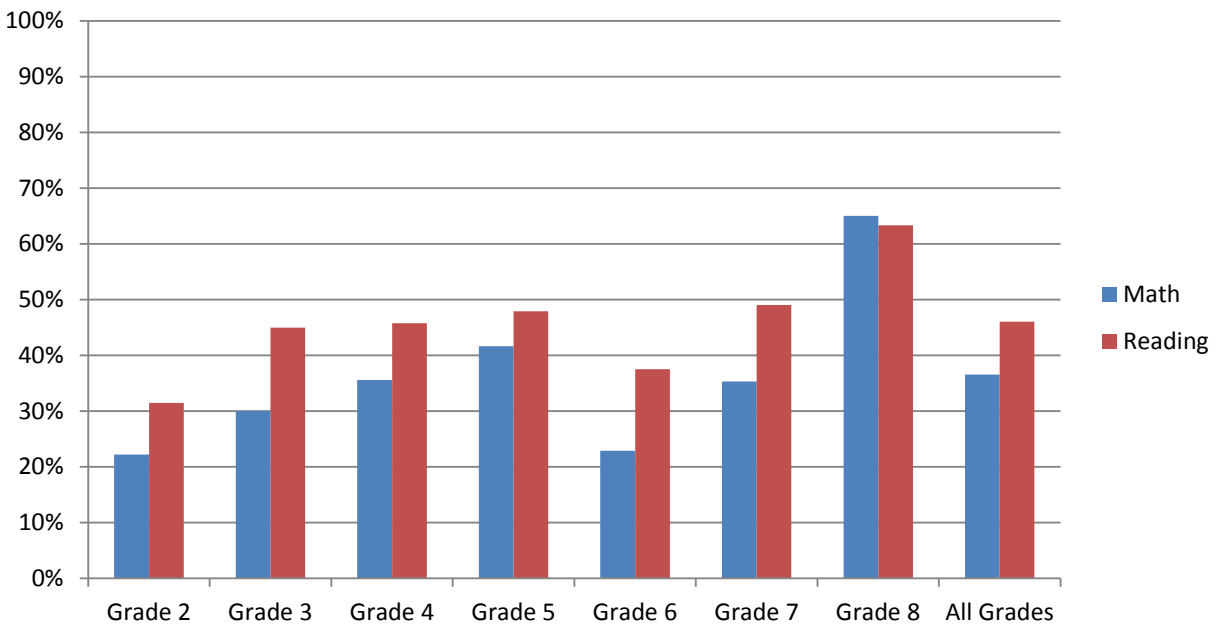


2014-2015

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2014 to spring 2015.



Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2015 administration of the NWEA MAP assessment.



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

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	502	86.9%
Spring 2016	K-8	497	88.6%

2014-2015

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2013	K-8	466	90.3%
Spring 2014	K-8	473	94.98%

7. SCHOOL YEAR HIGHLIGHTS

- The Robotics Club was established at Detroit Enterprise Academy and 4th grade students enjoyed making mini robots and explored various parts of the engineering profession.
- Two 5th grade students were recognized as the Young Miss NAACP and Young Mr. NAACP from the City of Detroit for their involvement in community service.
- Entrepreneur Day- 6th grade Social Studies project that donated almost \$1000 to charities.
- Detroit Enterprise Academy was identified as a Reward school for the State of Michigan and a Recommended School from Excellent Schools Detroit.

Congratulations on a great 2015-16 school year and thank you to everyone for all of their hard work. We are optimistic that this will be another rewarding and successful school year!

Sincerely,



Chanavia Patterson
School Principal
Detroit Enterprise Academy
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313-823-5799

BOARD OF DIRECTORS:

Steven Wade – President
Alicia Miller – Vice President
Jamita Lewis – Treasurer
David Rudolph – Secretary
Kwame Simmons – Director

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%	27.6%	27.6%	6.9%	20.7%	34.5%	37.9%
ELA	3rd Grade Content	All Students	2015-16	46.0%	25.5%	25.5%	12.7%	12.7%	16.4%	58.2%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	27.6%	27.6%	6.9%	20.7%	34.5%	37.9%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	25.5%	25.5%	12.7%	12.7%	16.4%	58.2%
ELA	3rd Grade Content	Female	2014-15	54.7%	22.7%	22.7%	4.5%	18.2%	50.0%	27.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	32.1%	32.1%	17.9%	14.3%	14.3%	53.6%
ELA	3rd Grade Content	Male	2014-15	45.5%	30.6%	30.6%	8.3%	22.2%	25.0%	44.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	18.5%	18.5%	7.4%	11.1%	18.5%	63.0%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	28.1%	28.1%	7.0%	21.1%	33.3%	38.6%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	24.5%	24.5%	13.2%	11.3%	15.1%	60.4%
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%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	All Students	2014-15	46.6%	37.9%	37.9%	15.5%	22.4%	25.9%	36.2%
ELA	4th Grade Content	All Students	2015-16	46.3%	21.7%	21.7%	7.2%	14.5%	24.6%	53.6%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	36.8%	36.8%	14.0%	22.8%	26.3%	36.8%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	21.7%	21.7%	7.2%	14.5%	24.6%	53.6%
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%	43.3%	43.3%	23.3%	20.0%	20.0%	36.7%
ELA	4th Grade Content	Female	2015-16	50.9%	22.2%	22.2%	3.7%	18.5%	25.9%	51.9%
ELA	4th Grade Content	Male	2014-15	41.8%	32.1%	32.1%	7.1%	25.0%	32.1%	35.7%
ELA	4th Grade Content	Male	2015-16	41.8%	21.4%	21.4%	9.5%	11.9%	23.8%	54.8%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	37.9%	37.9%	15.5%	22.4%	25.9%	36.2%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	23.1%	23.1%	7.7%	15.4%	24.6%	52.3%
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%	41.7%	41.7%	12.5%	29.2%	25.0%	33.3%

M-STEP Grades 3-11

ELA	5th Grade Content	All Students	2015-16	50.6%	48.5%	48.5%	11.8%	36.8%	23.5%	27.9%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	41.7%	41.7%	12.5%	29.2%	25.0%	33.3%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	47.8%	47.8%	10.4%	37.3%	23.9%	28.4%
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%	39.3%	39.3%	7.1%	32.1%	21.4%	39.3%
ELA	5th Grade Content	Female	2015-16	55.8%	51.4%	51.4%	14.3%	37.1%	25.7%	22.9%
ELA	5th Grade Content	Male	2014-15	43.3%	45.0%	45.0%	20.0%	25.0%	30.0%	25.0%
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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
ELA	6th Grade Content	All Students	2014-15	44.7%	16.7%	16.7%	0.0%	16.7%	29.2%	54.2%
ELA	6th Grade Content	All Students	2015-16	45.0%	25.9%	25.9%	3.7%	22.2%	42.6%	31.5%

M-STEP Grades 3-11

ELA	6th Grade Content	Black or African American	2014-15	20.0%	17.0%	17.0%	0.0%	17.0%	29.8%	53.2%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	24.5%	24.5%	3.8%	20.8%	43.4%	32.1%
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	14.3%	14.3%	0.0%	14.3%	39.3%	46.4%
ELA	6th Grade Content	Female	2015-16	49.8%	25.0%	25.0%	3.1%	21.9%	43.8%	31.3%
ELA	6th Grade Content	Male	2014-15	38.6%	20.0%	20.0%	0.0%	20.0%	15.0%	65.0%
ELA	6th Grade Content	Male	2015-16	40.4%	27.3%	27.3%	4.5%	22.7%	40.9%	31.8%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	16.7%	16.7%	0.0%	16.7%	29.2%	54.2%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	24.5%	24.5%	3.8%	20.8%	43.4%	32.1%
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%	30.0%	30.0%	0.0%	30.0%	42.0%	28.0%
ELA	7th Grade Content	All Students	2015-16	47.1%	28.9%	28.9%	2.2%	26.7%	26.7%	44.4%

M-STEP Grades 3-11

ELA	7th Grade Content	Black or African American	2014-15	25.2%	29.8%	29.8%	0.0%	29.8%	44.7%	25.5%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	29.5%	29.5%	2.3%	27.3%	27.3%	43.2%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	39.3%	39.3%	0.0%	39.3%	42.9%	17.9%
ELA	7th Grade Content	Female	2015-16	53.8%	33.3%	33.3%	0.0%	33.3%	29.6%	37.0%
ELA	7th Grade Content	Male	2014-15	42.2%	18.2%	18.2%	0.0%	18.2%	40.9%	40.9%
ELA	7th Grade Content	Male	2015-16	40.6%	22.2%	22.2%	5.6%	16.7%	22.2%	55.6%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	30.6%	30.6%	0.0%	30.6%	42.9%	26.5%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	29.5%	29.5%	2.3%	27.3%	27.3%	43.2%
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

M-STEP Grades 3-11

ELA	8th Grade Content	All Students	2014-15	47.6%	42.6%	42.6%	4.9%	37.7%	36.1%	21.3%
ELA	8th Grade Content	All Students	2015-16	48.9%	31.6%	31.6%	5.3%	26.3%	50.9%	17.5%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	41.7%	41.7%	5.0%	36.7%	36.7%	21.7%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	30.9%	30.9%	3.6%	27.3%	50.9%	18.2%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<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	2014-15	53.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	54.2%	38.2%	38.2%	8.8%	29.4%	35.3%	26.5%
ELA	8th Grade Content	Female	2015-16	54.9%	36.8%	36.8%	2.6%	34.2%	50.0%	13.2%
ELA	8th Grade Content	Male	2014-15	41.2%	48.1%	48.1%	0.0%	48.1%	37.0%	14.8%
ELA	8th Grade Content	Male	2015-16	43.0%	21.1%	21.1%	10.5%	10.5%	52.6%	26.3%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	41.7%	41.7%	5.0%	36.7%	36.7%	21.7%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	30.4%	30.4%	5.4%	25.0%	51.8%	17.9%
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%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	22.0%	22.0%	1.7%	20.3%	45.8%	32.2%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	23.6%	23.6%	3.6%	20.0%	29.1%	47.3%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	22.0%	22.0%	1.7%	20.3%	45.8%	32.2%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	23.6%	23.6%	3.6%	20.0%	29.1%	47.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	27.3%	27.3%	0.0%	27.3%	45.5%	27.3%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	25.0%	25.0%	7.1%	17.9%	21.4%	53.6%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	18.9%	18.9%	2.7%	16.2%	45.9%	35.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	22.2%	22.2%	0.0%	22.2%	37.0%	40.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	22.4%	22.4%	1.7%	20.7%	44.8%	32.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	20.8%	20.8%	3.8%	17.0%	30.2%	49.1%
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%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	24.1%	24.1%	6.9%	17.2%	32.8%	43.1%

M-STEP Grades 3-11

Mathematics	4th Grade Content	All Students	2015-16	44.0%	13.0%	13.0%	2.9%	10.1%	52.2%	34.8%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	22.8%	22.8%	7.0%	15.8%	33.3%	43.9%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	13.0%	13.0%	2.9%	10.1%	52.2%	34.8%
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%	20.0%	20.0%	10.0%	10.0%	36.7%	43.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	11.1%	11.1%	0.0%	11.1%	48.1%	40.7%
Mathematics	4th Grade Content	Male	2014-15	42.4%	28.6%	28.6%	3.6%	25.0%	28.6%	42.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	14.3%	14.3%	4.8%	9.5%	54.8%	31.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	24.1%	24.1%	6.9%	17.2%	32.8%	43.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	12.3%	12.3%	3.1%	9.2%	55.4%	32.3%
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%	20.8%	20.8%	8.3%	12.5%	33.3%	45.8%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	23.9%	23.9%	3.0%	20.9%	32.8%	43.3%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	20.8%	20.8%	8.3%	12.5%	33.3%	45.8%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	22.7%	22.7%	1.5%	21.2%	33.3%	43.9%
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%	21.4%	21.4%	3.6%	17.9%	28.6%	50.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	23.5%	23.5%	2.9%	20.6%	41.2%	35.3%
Mathematics	5th Grade Content	Male	2014-15	34.1%	20.0%	20.0%	15.0%	5.0%	40.0%	40.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	24.2%	24.2%	3.0%	21.2%	24.2%	51.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	19.6%	19.6%	6.5%	13.0%	34.8%	45.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	24.6%	24.6%	3.1%	21.5%	33.8%	41.5%
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%	12.5%	12.5%	4.2%	8.3%	27.1%	60.4%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	20.4%	20.4%	9.3%	11.1%	31.5%	48.1%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	12.8%	12.8%	4.3%	8.5%	27.7%	59.6%

M-STEP Grades 3-11

Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	18.9%	18.9%	7.5%	11.3%	32.1%	49.1%
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	14.3%	14.3%	3.6%	10.7%	25.0%	60.7%
Mathematics	6th Grade Content	Female	2015-16	31.4%	25.0%	25.0%	12.5%	12.5%	28.1%	46.9%
Mathematics	6th Grade Content	Male	2014-15	32.5%	10.0%	10.0%	5.0%	5.0%	30.0%	60.0%
Mathematics	6th Grade Content	Male	2015-16	34.1%	13.6%	13.6%	4.5%	9.1%	36.4%	50.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	12.5%	12.5%	4.2%	8.3%	27.1%	60.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	18.9%	18.9%	7.5%	11.3%	32.1%	49.1%
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%	15.7%	15.7%	0.0%	15.7%	33.3%	51.0%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	13.6%	13.6%	2.3%	11.4%	34.1%	52.3%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	14.6%	14.6%	0.0%	14.6%	33.3%	52.1%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	14.0%	14.0%	2.3%	11.6%	34.9%	51.2%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	24.1%	24.1%	0.0%	24.1%	27.6%	48.3%
Mathematics	7th Grade Content	Female	2015-16	34.5%	15.4%	15.4%	0.0%	15.4%	34.6%	50.0%
Mathematics	7th Grade Content	Male	2014-15	33.5%	4.5%	4.5%	0.0%	4.5%	40.9%	54.5%
Mathematics	7th Grade Content	Male	2015-16	36.1%	11.1%	11.1%	5.6%	5.6%	33.3%	55.6%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	16.0%	16.0%	0.0%	16.0%	34.0%	50.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	14.0%	14.0%	2.3%	11.6%	34.9%	51.2%
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%	27.9%	27.9%	9.8%	18.0%	26.2%	45.9%

M-STEP Grades 3-11

Mathematics	8th Grade Content	All Students	2015-16	32.7%	19.6%	19.6%	7.1%	12.5%	35.7%	44.6%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	28.3%	28.3%	10.0%	18.3%	25.0%	46.7%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	18.5%	18.5%	5.6%	13.0%	37.0%	44.4%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<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	2014-15	37.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	26.5%	26.5%	11.8%	14.7%	26.5%	47.1%
Mathematics	8th Grade Content	Female	2015-16	34.1%	16.2%	16.2%	5.4%	10.8%	40.5%	43.2%
Mathematics	8th Grade Content	Male	2014-15	31.8%	29.6%	29.6%	7.4%	22.2%	25.9%	44.4%
Mathematics	8th Grade Content	Male	2015-16	31.4%	26.3%	26.3%	10.5%	15.8%	26.3%	47.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	28.3%	28.3%	10.0%	18.3%	25.0%	46.7%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	18.2%	18.2%	7.3%	10.9%	36.4%	45.5%
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%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	3.4%	3.4%	0.0%	3.4%	15.5%	81.0%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	15.9%	84.1%
Science	4th Grade Content	Black or African American	2014-15	2.0%	3.5%	3.5%	0.0%	3.5%	14.0%	82.5%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	15.9%	84.1%
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%	3.3%	3.3%	0.0%	3.3%	13.3%	83.3%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	7.4%	92.6%
Science	4th Grade Content	Male	2014-15	14.3%	3.6%	3.6%	0.0%	3.6%	17.9%	78.6%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	21.4%	78.6%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.4%	3.4%	0.0%	3.4%	15.5%	81.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	16.9%	83.1%
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%	2.0%	2.0%	0.0%	2.0%	12.0%	86.0%

M-STEP Grades 3-11

Science	7th Grade Content	All Students	2015-16	23.9%	2.2%	2.2%	0.0%	2.2%	15.6%	82.2%
Science	7th Grade Content	Black or African American	2014-15	5.0%	0.0%	0.0%	0.0%	0.0%	12.8%	87.2%
Science	7th Grade Content	Black or African American	2015-16	5.4%	2.3%	2.3%	0.0%	2.3%	15.9%	81.8%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	0.0%	0.0%	0.0%	0.0%	10.3%	89.7%
Science	7th Grade Content	Female	2015-16	22.6%	0.0%	0.0%	0.0%	0.0%	18.5%	81.5%
Science	7th Grade Content	Male	2014-15	24.6%	4.8%	4.8%	0.0%	4.8%	14.3%	81.0%
Science	7th Grade Content	Male	2015-16	25.1%	5.6%	5.6%	0.0%	5.6%	11.1%	83.3%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	2.0%	2.0%	0.0%	2.0%	12.2%	85.7%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	2.3%	2.3%	0.0%	2.3%	15.9%	81.8%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

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%	2.2%	2.2%	0.0%	2.2%	64.4%	33.3%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	2.9%	2.9%	0.0%	2.9%	69.1%	27.9%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	2.2%	2.2%	0.0%	2.2%	64.4%	33.3%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	3.0%	3.0%	0.0%	3.0%	68.7%	28.4%
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%	64.3%	35.7%
Social Studies	5th Grade Content	Female	2015-16	16.7%	2.9%	2.9%	0.0%	2.9%	71.4%	25.7%
Social Studies	5th Grade Content	Male	2014-15	23.8%	5.9%	5.9%	0.0%	5.9%	64.7%	29.4%
Social Studies	5th Grade Content	Male	2015-16	21.0%	3.0%	3.0%	0.0%	3.0%	66.7%	30.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	2.3%	2.3%	0.0%	2.3%	65.1%	32.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	3.0%	3.0%	0.0%	3.0%	69.7%	27.3%
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

M-STEP Grades 3-11

Social Studies	8th Grade Content	All Students	2014-15	29.7%	9.8%	9.8%	0.0%	9.8%	44.3%	45.9%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	5.3%	5.3%	1.8%	3.5%	45.6%	49.1%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	10.0%	10.0%	0.0%	10.0%	43.3%	46.7%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	3.6%	3.6%	1.8%	1.8%	47.3%	49.1%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<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	2014-15	35.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	11.8%	11.8%	0.0%	11.8%	38.2%	50.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	2.6%	2.6%	0.0%	2.6%	47.4%	50.0%
Social Studies	8th Grade Content	Male	2014-15	34.0%	7.4%	7.4%	0.0%	7.4%	51.9%	40.7%
Social Studies	8th Grade Content	Male	2015-16	32.6%	10.5%	10.5%	5.3%	5.3%	42.1%	47.4%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	10.0%	10.0%	0.0%	10.0%	43.3%	46.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	5.4%	5.4%	1.8%	3.6%	44.6%	50.0%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
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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	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	64.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	65.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<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	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10
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	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<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

02/07/2017

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%	100.0%	60.8%	100.0%	60.8%
All Students	Mathematics	98.6%	62.1%	99.2%	57.7%	99.2%	57.7%
All Students	Science	98.1%	50.0%	99.2%	22.1%	99.2%	22.1%
All Students	Social Studies	98.1%	59.3%	100.0%	40.2%	100.0%	40.2%
Bottom 30%	ELA	N/A	25.1%	N/A	16.5%	N/A	16.5%
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.7%	N/A	14.7%
Bottom 30%	Science	N/A	9.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	2.7%	N/A	2.7%
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%	100.0%	60.5%	100.0%	60.5%
Black or African American	Mathematics	97.4%	37.3%	99.1%	57.3%	99.1%	57.3%
Black or African American	Science	96.5%	23.9%	99.1%	22.3%	99.1%	22.3%
Black or African American	Social Studies	96.6%	33.6%	100.0%	40.3%	100.0%	40.3%
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A	N/A	N/A



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
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%	<30	<30	<30	<30
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%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	60.7%	100.0%	60.7%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.1%	57.4%	99.1%	57.4%
Economically Disadvantaged	Science	97.5%	35.0%	99.1%	22.7%	99.1%	22.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	40.3%	100.0%	40.3%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	100.0%	35.9%	100.0%	35.9%
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	48.7%	100.0%	48.7%
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.



Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	91.44%	91.44%

** 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
Detroit Enterprise Academy	Green	2	Green	2	Green	2	Green	2	Lime	34



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	12	25	1

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	2.6%



MI School Data

Annual Education Report Detroit Enterprise Academy

02/07/2017

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	#
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	‡	‡	‡	‡
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.



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 Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
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	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 or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
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.



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	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