



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for South Canton Scholars Charter 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 Stacey Ramirez for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/southcanton/> 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/hXYe2A>

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

Compared to the 2015-16 M-STEP results, South Canton Scholars has celebrated an upward trend in achievement in Social Studies in 2016-17. SCS scored higher than local districts, all charters and statewide scores in all content areas (science scores are the same as local districts) in 2016-17.

Math scores decreased from 69% proficiency to 66% proficiency. We need to continue to work on differentiation and challenging our high performing students. In addition, we need to focus on the bottom quartile of students to ensure they are proficient on the M-STEP. We will do this through:

- An increase in support services, including hiring a math Academic Specialist that works with our Tier 3 students.
- More extensions for the higher achievers to promote college ready thinking.
- Multi-step problems in multiple core content areas in preparation for assessments such as the M-STEP, NWEA, and common assessments.
- Cross-curricular activities to strengthen similar skills for different subjects.

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- Formative and summative assessments to guide our instruction.

Even though Science scores are 12% higher and Social Studies scores are 33% higher than the state scores, they remain areas for improvement. To increase academic outcomes, teachers have designed formative assessments to check students' understanding of content. The formative assessments are vertically aligned across grade levels to ensure content from previous years are continually taught and assessed. In addition, teachers are incorporating cross-curricular Science and Social Studies articles and lessons into other content areas. Teachers will continue to use common assessment resources by NHA to prepare students for state testing.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2016-2017

South Canton Scholars 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 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 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.

2015-2016

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

2016-2017

<https://www.nhaschools.com/schools/south-canton-scholars-charter-academy/en/school-operations>

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 2017, 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:

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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
 - 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

As a National Heritage Academies school, we follow the NHA curriculum guidelines, which include utilizing the Common Core state standards. We began this process in the 2012-2013 school year and continued this process throughout the 16-17 school year. This transition was made through professional development training—both virtual and face to face training—for all teaching staff members. We focused on writing across the curriculum, vertical alignment, close reading and Common Core State Standards.

Additionally, we focused on improving instruction in all areas, but specifically in the areas of Reading. We have implemented a new reading resource, Razz-Kids. This program was purchased for all K-3 students at South Canton. It is used to differentiate reading instruction. In addition, students below grade level in reading were offered after school tutoring and for Middle School, a Reading Enrichment course. We also have three Reading Interventionists that work with our Tier 2 and Tier 3 students. During our 2016-17 school year, our ELA proficiency scores on the M-STEP was 71%.

To improve in science, all staff participated in a Professional Development by NHA. They learned to align science objectives to Common Core standards. In addition, they focused on planning using DE-ICERSs and used Essential Questions. Teachers met in vertical alignment groups to ensure all standards were being taught. The English Language teacher incorporated science topics in her small groups. In 2013, our Science proficiency score was 23.5. In 2014-15, our Science proficiency was 37%. In 2015-16, our Science proficiency score was 47%. In 2016-17, our Science proficiency score was 30%.

To improve in Social Studies, staff members participated in Professional Development by NHA. They learned how to break down standards and scaffold content across grade levels. Teachers met in vertical alignment groups to ensure all standards were being taught at the appropriate grade level. The English Language teacher incorporated Social Studies topics into her small groups. In 2013, our Social Studies proficiency was 80.2. In 2014-15, our Social Studies proficiency was 51%. In 2015-16, our Social Studies proficiency was 52%. In 2016-17, Social Studies proficiency was 59%.



In math, we have put in place several measures to improve our practice. This includes before and after school tutoring for at-risk students, math enrichment electives for Middle Schools students and hiring two math paraprofessionals to help out Tier 2 and 3 students. We also purchased a subscription to IXL, so students could continue to practice their math skills at home. In 2013, 68.1% of students were proficient in math. In 2014-15, our math proficiency was 72%. In 2015-16, our math proficiency was 69%. In 2016-17, our math proficiency was 66%.

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

The School Improvement Plan influenced the maintenance of strong student achievement as measured by the MSTEP in 2016-17.

A review of student performance data and other data pertaining to the school's selected focus area was conducted to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MSTEP assessments, NWEA Common 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. South Canton Scholars outperformed local, state, and all other charter districts on the M-STEP in 2016-17 in all academic areas.


The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 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.

2015-2016

<https://www.nhaschools.com/schools/south-canton-scholars-charter-academy/en/school-operations>

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

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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

As a National Heritage Academies school, we follow the NHA curriculum guidelines, which include transitioning to the Common Core curriculum. We began this process in the 2012-2013 school year and continued this process throughout the 15-16 school year. This transition was made through professional development training—both virtual and face to face training—for all teaching staff members. We focused on writing across the curriculum, close reading and Common Core State Standards.

Additionally, we focused on improving instruction in all areas, but specifically in the areas of Reading. We have implemented a new reading resource, Razz-Kids. This program was purchased for all K-3 students at South Canton. It is used to differentiate reading instruction. In addition, students below grade level in reading were offered after school tutoring and for Middle School, a Reading Enrichment course. We also have three Reading Interventionists that work



with our Tier 2 and Tier 3 students. During our 2015-16 school year, our ELA proficiency scores on the M-STEP was 76%.

To improve in the area of science, all staff participated in a Professional Development by NHA. They learned to align science objectives to Common Core standards. In addition, they focused on planning using DE-ICERSs and used Essential Questions. Teachers met in vertical alignment groups to ensure all standards were being taught. The English Language teacher incorporated science topics in her small groups. In 2013, our Science proficiency score was 23.5. In 2014-15, our Science proficiency was 37%. In 2015-16, our Science proficiency score was 47%.


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

The SIP had a positive impact on all subject areas showing improvement in all subjects besides math. The plan influenced the maintenance of strong student achievement as measured by the MSTEP in 2015-16.

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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

2016-2017

South Canton Scholars Charter Academy, located in Canton, opened in September 2011 with 583 students in grades Young Five through six and over 1,100 students on the waiting list. South Canton Scholars is now a Young Five through Eighth Grade school. South Canton Scholars served 676 students throughout the 2012-13 school year, served 801 in 2013-14, served 795 students in 2014-15, served 797 students in 2015-16, and served 795 in 2016-17. South Canton Scholars is managed by National Heritage Academies. South Canton Scholars Charter Academy is authorized by Grand Valley State University, a strong supporter of teacher development and student achievement.

South Canton Scholars offers a college preparatory academic program, moral focus curriculum, and strong parent involvement. South Canton Scholars is a diverse community with a large percentage of ELL students. South Canton Scholars attracts students from three different school districts in the area. Currently, the wait list has 1,100 students waiting to get in to South Canton Scholars.



South Canton also received three Eagle Awards in 2016-17 from NHA for State Accountability, Student Enrollment and Student Attendance. In addition, South Canton Scholars was awarded School of Excellence from NHA due to Academic Growth and High Enrollment in 2016-17.

2015-2016

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South Canton also received four Eagle Awards in 2015-16 from NHA for Parent Engagement, State Accountability, Student Enrollment and Student Attendance. In addition, South Canton Scholars was awarded School of Excellence from NHA due to Academic Growth and High Enrollment in 2014-15.

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

2016-2017

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.

2015-2016

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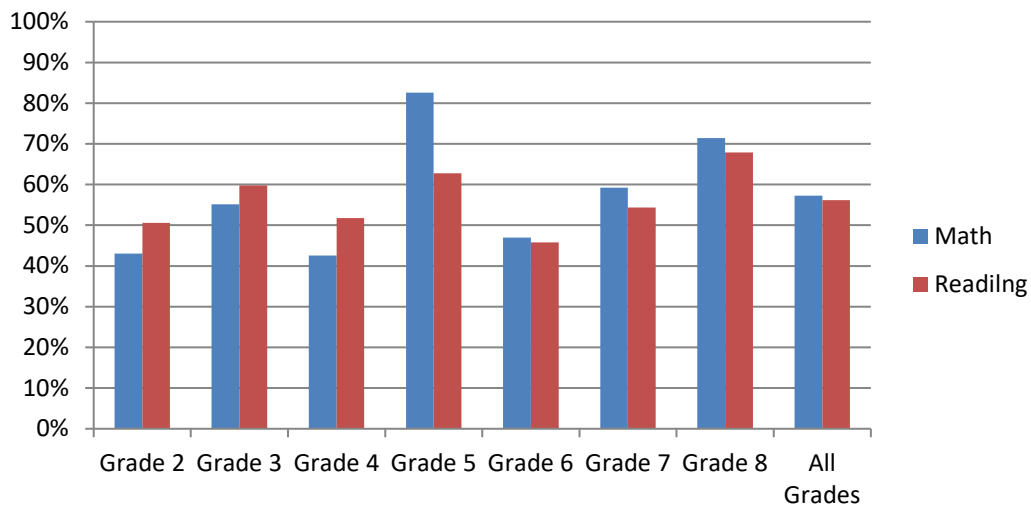
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

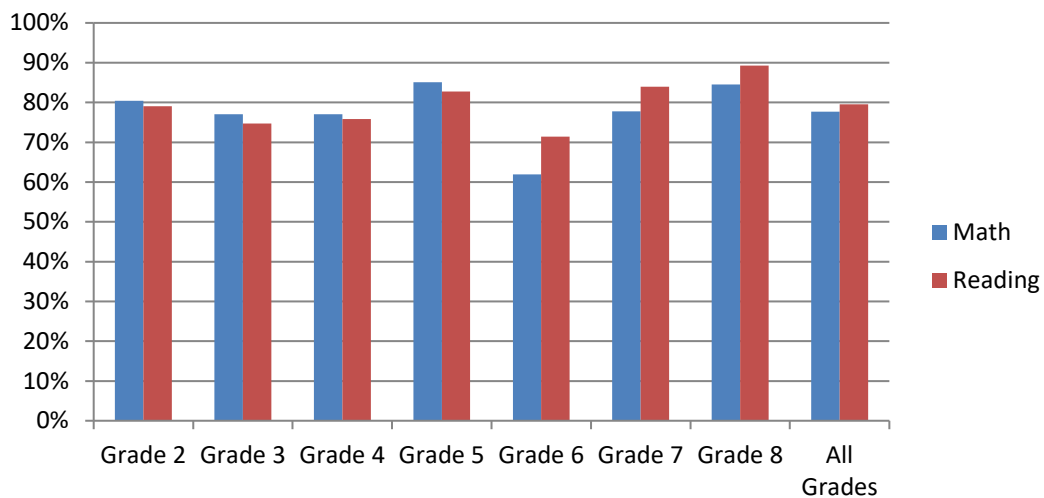
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2016 to spring 2017.

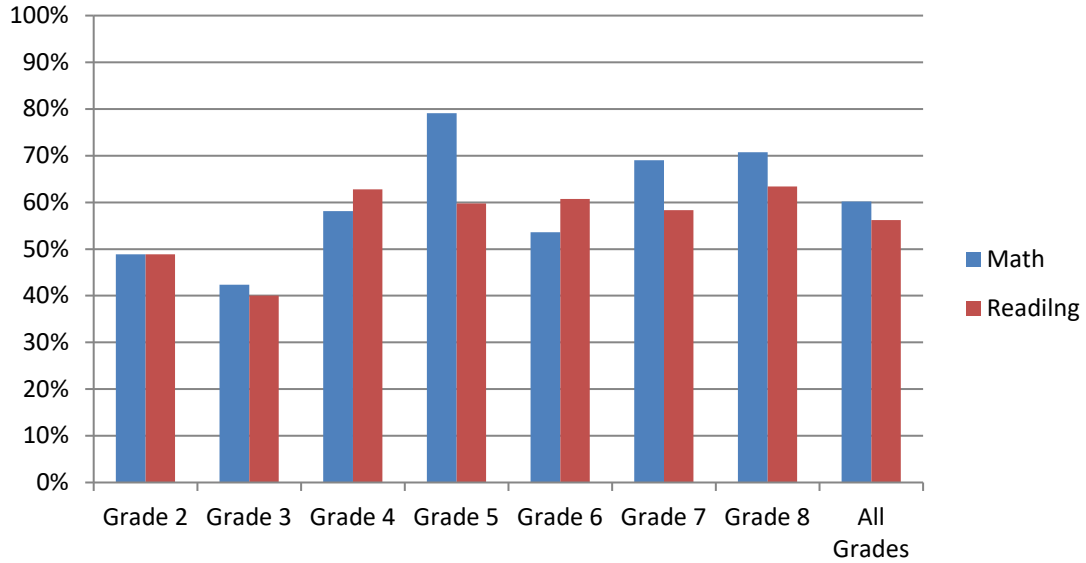


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

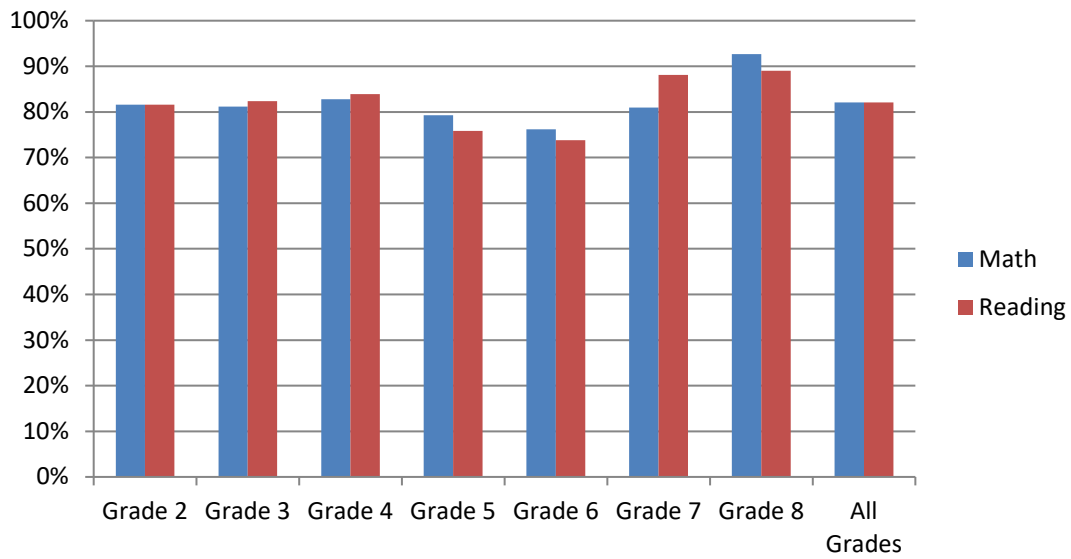


2015-2016

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.



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

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	777	97.1%
Spring 2017	K-8	754	94.6%

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	747	93.6%
Spring 2016	K-8	747	94.3%



7. SCHOOL YEAR HIGHLIGHTS

- We had full enrollment throughout the school year, proving that our school is competitive in the area and demand for our service remains high.
- Won three Eagle awards from NHA—Student Attendance, Student Enrollment, and State Accountability. In addition, SCS was named School of Excellence from NHA for 2015-16 academic and enrollment results.
- Two teachers were finalists for NHA's Teacher of Excellence, which only 2% of NHA teachers are awarded.
- Teacher awarded Grand Valley's Teacher of the Year for Middle School instruction.

We are looking forward to another rewarding and successful school year in 2018-19!

Sincerely,



Sabrina Terenzi
School Principal
South Canton Scholars Charter Academy
3085 South Canton Center Road
Canton, MI 48197
734-398-5658

BOARD OF DIRECTORS:

Audrey Tedford – President
Melissa Laing– Vice President
Surjeet Gill – Treasurer
Kim Gaedeke – Secretary

Annual Education Report
 South Canton Scholars Charter Academy (00836)

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	2015-16	46.0%	62.4%	62.4%	42.4%	20.0%	21.2%	16.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	60.9%	60.9%	35.6%	25.3%	25.3%	13.8%
ELA	3rd Grade Content	Asian	2015-16	65.9%	63.0%	63.0%	48.1%	14.8%	29.6%	7.4%
ELA	3rd Grade Content	Asian	2016-17	63.4%	60.6%	60.6%	39.4%	21.2%	24.2%	15.2%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	52.9%	52.9%	11.8%	41.2%	23.5%	23.5%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	60.0%	60.0%	20.0%	40.0%	20.0%	20.0%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	67.6%	67.6%	52.9%	14.7%	17.6%	14.7%
ELA	3rd Grade Content	White	2016-17	51.7%	60.6%	60.6%	39.4%	21.2%	30.3%	9.1%

Annual Education Report
South Canton Scholars Charter Academy (00836)

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	Female	2015-16	49.5%	72.1%	72.1%	46.5%	25.6%	18.6%	9.3%
ELA	3rd Grade Content	Female	2016-17	47.7%	61.2%	61.2%	40.8%	20.4%	30.6%	8.2%
ELA	3rd Grade Content	Male	2015-16	42.6%	52.4%	52.4%	38.1%	14.3%	23.8%	23.8%
ELA	3rd Grade Content	Male	2016-17	40.7%	60.5%	60.5%	28.9%	31.6%	18.4%	21.1%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	45.5%	45.5%	27.3%	18.2%	22.7%	31.8%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	41.2%	41.2%	23.5%	17.6%	23.5%	35.3%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	46.7%	46.7%	33.3%	13.3%	46.7%	6.7%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	56.3%	56.3%	37.5%	18.8%	28.1%	15.6%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	80.2%	80.2%	64.0%	16.3%	17.4%	2.3%
ELA	4th Grade Content	All Students	2016-17	44.2%	69.0%	69.0%	41.4%	27.6%	16.1%	14.9%
ELA	4th Grade Content	Asian	2015-16	67.8%	85.4%	85.4%	75.0%	10.4%	14.6%	0.0%

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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	4th Grade Content	Asian	2016-17	66.9%	83.3%	83.3%	50.0%	33.3%	16.7%	0.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	60.0%	60.0%	40.0%	20.0%	30.0%	10.0%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	47.1%	47.1%	17.6%	29.4%	17.6%	35.3%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	77.3%	77.3%	59.1%	18.2%	18.2%	4.5%
ELA	4th Grade Content	White	2016-17	51.5%	71.9%	71.9%	43.8%	28.1%	9.4%	18.8%
ELA	4th Grade Content	Female	2015-16	50.9%	83.7%	83.7%	69.8%	14.0%	14.0%	2.3%
ELA	4th Grade Content	Female	2016-17	48.6%	78.7%	78.7%	48.9%	29.8%	14.9%	6.4%
ELA	4th Grade Content	Male	2015-16	41.8%	76.7%	76.7%	58.1%	18.6%	20.9%	2.3%

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ELA	4th Grade Content	Male	2016-17	39.9%	57.5%	57.5%	32.5%	25.0%	17.5%	25.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	81.3%	81.3%	62.5%	18.8%	12.5%	6.3%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	56.0%	56.0%	32.0%	24.0%	20.0%	24.0%
ELA	4th Grade Content	English Learners	2015-16	24.3%	61.5%	61.5%	46.2%	15.4%	38.5%	0.0%
ELA	4th Grade Content	English Learners	2016-17	22.9%	77.3%	77.3%	45.5%	31.8%	18.2%	4.5%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	79.1%	79.1%	29.1%	50.0%	11.6%	9.3%
ELA	5th Grade Content	All Students	2016-17	51.1%	81.4%	81.4%	58.1%	23.3%	14.0%	4.7%
ELA	5th Grade Content	Asian	2015-16	74.7%	88.9%	88.9%	44.4%	44.4%	5.6%	5.6%
ELA	5th Grade Content	Asian	2016-17	73.2%	88.6%	88.6%	65.9%	22.7%	11.4%	0.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	63.6%	63.6%	18.2%	45.5%	27.3%	9.1%

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ELA	5th Grade Content	Black or African American	2016-17	24.8%	63.6%	63.6%	54.5%	9.1%	18.2%	18.2%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<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	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	79.2%	79.2%	16.7%	62.5%	8.3%	12.5%
ELA	5th Grade Content	White	2016-17	58.6%	72.0%	72.0%	48.0%	24.0%	20.0%	8.0%
ELA	5th Grade Content	Female	2015-16	55.8%	91.1%	91.1%	37.8%	53.3%	4.4%	4.4%
ELA	5th Grade Content	Female	2016-17	56.0%	86.7%	86.7%	62.2%	24.4%	11.1%	2.2%
ELA	5th Grade Content	Male	2015-16	45.5%	65.9%	65.9%	19.5%	46.3%	19.5%	14.6%
ELA	5th Grade Content	Male	2016-17	46.2%	75.6%	75.6%	53.7%	22.0%	17.1%	7.3%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	60.9%	60.9%	21.7%	39.1%	17.4%	21.7%

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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	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	75.0%	75.0%	43.8%	31.3%	25.0%	0.0%
ELA	5th Grade Content	English Learners	2015-16	23.1%	41.7%	41.7%	16.7%	25.0%	16.7%	41.7%
ELA	5th Grade Content	English Learners	2016-17	24.5%	84.6%	84.6%	57.7%	26.9%	15.4%	0.0%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	69.0%	69.0%	35.7%	33.3%	22.6%	8.3%
ELA	6th Grade Content	All Students	2016-17	43.6%	64.6%	64.6%	22.0%	42.7%	23.2%	12.2%
ELA	6th Grade Content	Asian	2015-16	70.4%	87.5%	87.5%	46.9%	40.6%	12.5%	0.0%
ELA	6th Grade Content	Asian	2016-17	69.5%	83.3%	83.3%	30.0%	53.3%	13.3%	3.3%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	50.0%	50.0%	33.3%	16.7%	25.0%	25.0%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	48.1%	48.1%	14.8%	33.3%	33.3%	18.5%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10

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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	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	61.5%	61.5%	28.2%	33.3%	28.2%	10.3%
ELA	6th Grade Content	White	2016-17	50.3%	59.1%	59.1%	18.2%	40.9%	22.7%	18.2%
ELA	6th Grade Content	Female	2015-16	49.8%	78.0%	78.0%	39.0%	39.0%	19.5%	2.4%
ELA	6th Grade Content	Female	2016-17	48.7%	68.9%	68.9%	26.7%	42.2%	24.4%	6.7%
ELA	6th Grade Content	Male	2015-16	40.4%	60.5%	60.5%	32.6%	27.9%	25.6%	14.0%
ELA	6th Grade Content	Male	2016-17	38.7%	59.5%	59.5%	16.2%	43.2%	21.6%	18.9%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	55.0%	55.0%	25.0%	30.0%	25.0%	20.0%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	40.0%	40.0%	15.0%	25.0%	35.0%	25.0%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Learners	2016-17	14.0%	66.7%	66.7%	16.7%	50.0%	22.2%	11.1%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10

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ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	81.0%	81.0%	32.1%	48.8%	15.5%	3.6%
ELA	7th Grade Content	All Students	2016-17	44.8%	68.3%	68.3%	37.8%	30.5%	23.2%	8.5%
ELA	7th Grade Content	Asian	2015-16	71.6%	91.7%	91.7%	62.5%	29.2%	8.3%	0.0%
ELA	7th Grade Content	Asian	2016-17	70.0%	82.1%	82.1%	50.0%	32.1%	17.9%	0.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	73.7%	73.7%	21.1%	52.6%	21.1%	5.3%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	68.8%	68.8%	37.5%	31.3%	18.8%	12.5%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	<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	2015-16	53.7%	80.0%	80.0%	17.1%	62.9%	17.1%	2.9%
ELA	7th Grade Content	White	2016-17	51.0%	58.3%	58.3%	30.6%	27.8%	27.8%	13.9%

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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	7th Grade Content	Female	2015-16	53.8%	86.3%	86.3%	35.3%	51.0%	13.7%	0.0%
ELA	7th Grade Content	Female	2016-17	50.9%	72.7%	72.7%	36.4%	36.4%	25.0%	2.3%
ELA	7th Grade Content	Male	2015-16	40.6%	72.7%	72.7%	27.3%	45.5%	18.2%	9.1%
ELA	7th Grade Content	Male	2016-17	39.1%	63.2%	63.2%	39.5%	23.7%	21.1%	15.8%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	57.1%	57.1%	21.4%	35.7%	28.6%	14.3%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	42.9%	42.9%	14.3%	28.6%	42.9%	14.3%
ELA	7th Grade Content	English Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Learners	2016-17	15.8%	56.3%	56.3%	31.3%	25.0%	43.8%	0.0%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	85.2%	85.2%	38.3%	46.9%	12.3%	2.5%
ELA	8th Grade Content	All Students	2016-17	48.0%	79.8%	79.8%	36.9%	42.9%	19.0%	1.2%
ELA	8th Grade Content	Asian	2015-16	73.6%	94.4%	94.4%	44.4%	50.0%	5.6%	0.0%

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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	8th Grade Content	Asian	2016-17	73.0%	88.0%	88.0%	64.0%	24.0%	12.0%	0.0%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	76.5%	76.5%	41.2%	35.3%	23.5%	0.0%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	68.4%	68.4%	26.3%	42.1%	31.6%	0.0%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	<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	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	72.7%	72.7%	31.8%	40.9%	18.2%	9.1%
ELA	8th Grade Content	White	2016-17	53.9%	82.4%	82.4%	20.6%	61.8%	14.7%	2.9%
ELA	8th Grade Content	Female	2015-16	54.9%	95.0%	95.0%	50.0%	45.0%	5.0%	0.0%
ELA	8th Grade Content	Female	2016-17	54.9%	85.7%	85.7%	42.9%	42.9%	14.3%	0.0%
ELA	8th Grade Content	Male	2015-16	43.0%	75.6%	75.6%	26.8%	48.8%	19.5%	4.9%

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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	8th Grade Content	Male	2016-17	41.4%	71.4%	71.4%	28.6%	42.9%	25.7%	2.9%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	76.2%	76.2%	19.0%	57.1%	23.8%	0.0%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	50.0%	50.0%	16.7%	33.3%	44.4%	5.6%
ELA	8th Grade Content	English Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2016-17	21.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	67.1%	67.1%	35.3%	31.8%	16.5%	16.5%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	72.4%	72.4%	36.8%	35.6%	19.5%	8.0%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	77.8%	77.8%	40.7%	37.0%	18.5%	3.7%
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	78.8%	78.8%	42.4%	36.4%	12.1%	9.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	41.2%	41.2%	5.9%	35.3%	23.5%	35.3%

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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
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	53.3%	53.3%	13.3%	40.0%	40.0%	6.7%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	73.5%	73.5%	47.1%	26.5%	11.8%	14.7%
Mathematics	3rd Grade Content	White	2016-17	54.8%	75.8%	75.8%	42.4%	33.3%	18.2%	6.1%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	69.8%	69.8%	32.6%	37.2%	16.3%	14.0%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	65.3%	65.3%	36.7%	28.6%	22.4%	12.2%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	64.3%	64.3%	38.1%	26.2%	16.7%	19.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	81.6%	81.6%	36.8%	44.7%	15.8%	2.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	50.0%	50.0%	9.1%	40.9%	22.7%	27.3%

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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
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	47.1%	47.1%	17.6%	29.4%	35.3%	17.6%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	73.3%	73.3%	26.7%	46.7%	20.0%	6.7%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	78.1%	78.1%	50.0%	28.1%	18.8%	3.1%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	80.2%	80.2%	51.2%	29.1%	17.4%	2.3%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	66.7%	66.7%	41.4%	25.3%	23.0%	10.3%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	89.6%	89.6%	64.6%	25.0%	10.4%	0.0%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	83.3%	83.3%	56.7%	26.7%	13.3%	3.3%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	80.0%	80.0%	30.0%	50.0%	10.0%	10.0%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	29.4%	29.4%	5.9%	23.5%	58.8%	11.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10

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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
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	59.1%	59.1%	36.4%	22.7%	36.4%	4.5%
Mathematics	4th Grade Content	White	2016-17	49.7%	75.0%	75.0%	46.9%	28.1%	12.5%	12.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	81.4%	81.4%	51.2%	30.2%	16.3%	2.3%
Mathematics	4th Grade Content	Female	2016-17	39.6%	66.0%	66.0%	40.4%	25.5%	25.5%	8.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	79.1%	79.1%	51.2%	27.9%	18.6%	2.3%
Mathematics	4th Grade Content	Male	2016-17	44.2%	67.5%	67.5%	42.5%	25.0%	20.0%	12.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	62.5%	62.5%	31.3%	31.3%	31.3%	6.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	48.0%	48.0%	16.0%	32.0%	40.0%	12.0%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	69.2%	69.2%	23.1%	46.2%	30.8%	0.0%
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	86.4%	86.4%	63.6%	22.7%	4.5%	9.1%

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Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	68.2%	68.2%	40.0%	28.2%	22.4%	9.4%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	83.7%	83.7%	67.4%	16.3%	11.6%	4.7%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	80.6%	80.6%	58.3%	22.2%	16.7%	2.8%
Mathematics	5th Grade Content	Asian	2016-17	65.4%	93.2%	93.2%	79.5%	13.6%	6.8%	0.0%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	47.6%	47.6%	23.8%	23.8%	23.8%	28.6%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	54.5%	54.5%	36.4%	18.2%	36.4%	9.1%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<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	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10

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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
Mathematics	5th Grade Content	White	2015-16	41.0%	66.7%	66.7%	29.2%	37.5%	29.2%	4.2%
Mathematics	5th Grade Content	White	2016-17	42.4%	76.0%	76.0%	56.0%	20.0%	12.0%	12.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	66.7%	66.7%	35.6%	31.1%	26.7%	6.7%
Mathematics	5th Grade Content	Female	2016-17	32.6%	84.4%	84.4%	64.4%	20.0%	11.1%	4.4%
Mathematics	5th Grade Content	Male	2015-16	35.8%	70.0%	70.0%	45.0%	25.0%	17.5%	12.5%
Mathematics	5th Grade Content	Male	2016-17	37.4%	82.9%	82.9%	70.7%	12.2%	12.2%	4.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	52.2%	52.2%	21.7%	30.4%	21.7%	26.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	81.3%	81.3%	68.8%	12.5%	12.5%	6.3%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	45.5%	45.5%	18.2%	27.3%	45.5%	9.1%
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	88.5%	88.5%	80.8%	7.7%	7.7%	3.8%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	61.9%	61.9%	41.7%	20.2%	29.8%	8.3%

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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
Mathematics	6th Grade Content	All Students	2016-17	34.2%	45.1%	45.1%	22.0%	23.2%	34.1%	20.7%
Mathematics	6th Grade Content	Asian	2015-16	64.5%	81.3%	81.3%	62.5%	18.8%	15.6%	3.1%
Mathematics	6th Grade Content	Asian	2016-17	65.9%	66.7%	66.7%	30.0%	36.7%	30.0%	3.3%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	41.7%	41.7%	41.7%	0.0%	41.7%	16.7%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	22.2%	22.2%	11.1%	11.1%	33.3%	44.4%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	53.8%	53.8%	25.6%	28.2%	35.9%	10.3%
Mathematics	6th Grade Content	White	2016-17	41.0%	45.5%	45.5%	22.7%	22.7%	36.4%	18.2%
Mathematics	6th Grade Content	Female	2015-16	31.4%	63.4%	63.4%	41.5%	22.0%	29.3%	7.3%
Mathematics	6th Grade Content	Female	2016-17	33.1%	37.8%	37.8%	17.8%	20.0%	42.2%	20.0%

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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
Mathematics	6th Grade Content	Male	2015-16	34.1%	60.5%	60.5%	41.9%	18.6%	30.2%	9.3%
Mathematics	6th Grade Content	Male	2016-17	35.2%	54.1%	54.1%	27.0%	27.0%	24.3%	21.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	50.0%	50.0%	30.0%	20.0%	35.0%	15.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	25.0%	25.0%	5.0%	20.0%	30.0%	45.0%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	55.6%	55.6%	22.2%	33.3%	38.9%	5.6%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	64.3%	64.3%	36.9%	27.4%	23.8%	11.9%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	65.9%	65.9%	45.1%	20.7%	24.4%	9.8%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	83.3%	83.3%	58.3%	25.0%	16.7%	0.0%
Mathematics	7th Grade Content	Asian	2016-17	67.0%	82.1%	82.1%	75.0%	7.1%	7.1%	10.7%

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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
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	42.1%	42.1%	31.6%	10.5%	36.8%	21.1%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	56.3%	56.3%	25.0%	31.3%	25.0%	18.8%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	<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	2015-16	41.6%	60.0%	60.0%	22.9%	37.1%	25.7%	14.3%
Mathematics	7th Grade Content	White	2016-17	42.9%	61.1%	61.1%	33.3%	27.8%	33.3%	5.6%
Mathematics	7th Grade Content	Female	2015-16	34.5%	62.7%	62.7%	35.3%	27.5%	23.5%	13.7%
Mathematics	7th Grade Content	Female	2016-17	35.1%	63.6%	63.6%	40.9%	22.7%	29.5%	6.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	66.7%	66.7%	39.4%	27.3%	24.2%	9.1%
Mathematics	7th Grade Content	Male	2016-17	37.3%	68.4%	68.4%	50.0%	18.4%	18.4%	13.2%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	35.7%	35.7%	7.1%	28.6%	42.9%	21.4%

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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
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	35.7%	35.7%	28.6%	7.1%	50.0%	14.3%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	68.8%	68.8%	56.3%	12.5%	25.0%	6.3%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	74.4%	74.4%	54.9%	19.5%	18.3%	7.3%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	59.5%	59.5%	40.5%	19.0%	23.8%	16.7%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	91.9%	91.9%	78.4%	13.5%	8.1%	0.0%
Mathematics	8th Grade Content	Asian	2016-17	67.0%	80.0%	80.0%	72.0%	8.0%	12.0%	8.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	47.1%	47.1%	29.4%	17.6%	35.3%	17.6%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	47.4%	47.4%	21.1%	26.3%	15.8%	36.8%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10	<10

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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
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	<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	Two or More Races	2016-17	28.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	68.2%	68.2%	45.5%	22.7%	18.2%	13.6%
Mathematics	8th Grade Content	White	2016-17	39.2%	50.0%	50.0%	29.4%	20.6%	38.2%	11.8%
Mathematics	8th Grade Content	Female	2015-16	34.1%	77.5%	77.5%	57.5%	20.0%	15.0%	7.5%
Mathematics	8th Grade Content	Female	2016-17	35.2%	61.2%	61.2%	40.8%	20.4%	22.4%	16.3%
Mathematics	8th Grade Content	Male	2015-16	31.4%	71.4%	71.4%	52.4%	19.0%	21.4%	7.1%
Mathematics	8th Grade Content	Male	2016-17	31.8%	57.1%	57.1%	40.0%	17.1%	25.7%	17.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	71.4%	71.4%	38.1%	33.3%	14.3%	14.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	22.2%	22.2%	5.6%	16.7%	33.3%	44.4%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	<10	<10	<10	<10	<10	<10

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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
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	52.3%	52.3%	29.1%	23.3%	39.5%	8.1%
Science	4th Grade Content	All Students	2016-17	14.6%	24.4%	24.4%	7.0%	17.4%	48.8%	26.7%
Science	4th Grade Content	Asian	2015-16	28.4%	54.2%	54.2%	25.0%	29.2%	37.5%	8.3%
Science	4th Grade Content	Asian	2016-17	27.8%	26.7%	26.7%	10.0%	16.7%	56.7%	16.7%
Science	4th Grade Content	Black or African American	2015-16	2.4%	40.0%	40.0%	30.0%	10.0%	40.0%	20.0%
Science	4th Grade Content	Black or African American	2016-17	2.8%	12.5%	12.5%	0.0%	12.5%	25.0%	62.5%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	White	2015-16	18.4%	54.5%	54.5%	45.5%	9.1%	40.9%	4.5%
Science	4th Grade Content	White	2016-17	18.2%	28.1%	28.1%	9.4%	18.8%	56.3%	15.6%
Science	4th Grade Content	Female	2015-16	13.0%	41.9%	41.9%	25.6%	16.3%	48.8%	9.3%
Science	4th Grade Content	Female	2016-17	12.6%	19.1%	19.1%	0.0%	19.1%	55.3%	25.5%
Science	4th Grade Content	Male	2015-16	16.4%	62.8%	62.8%	32.6%	30.2%	30.2%	7.0%
Science	4th Grade Content	Male	2016-17	16.5%	30.8%	30.8%	15.4%	15.4%	41.0%	28.2%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	50.0%	50.0%	31.3%	18.8%	43.8%	6.3%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	8.3%	8.3%	4.2%	4.2%	50.0%	41.7%
Science	4th Grade Content	English Learners	2015-16	2.9%	15.4%	15.4%	7.7%	7.7%	61.5%	23.1%
Science	4th Grade Content	English Learners	2016-17	4.3%	18.2%	18.2%	9.1%	9.1%	68.2%	13.6%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	41.7%	41.7%	11.9%	29.8%	28.6%	29.8%

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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
Science	7th Grade Content	All Students	2016-17	22.7%	36.6%	36.6%	11.0%	25.6%	19.5%	43.9%
Science	7th Grade Content	Asian	2015-16	41.9%	62.5%	62.5%	20.8%	41.7%	16.7%	20.8%
Science	7th Grade Content	Asian	2016-17	41.3%	50.0%	50.0%	21.4%	28.6%	28.6%	21.4%
Science	7th Grade Content	Black or African American	2015-16	5.4%	21.1%	21.1%	0.0%	21.1%	31.6%	47.4%
Science	7th Grade Content	Black or African American	2016-17	5.1%	37.5%	37.5%	6.3%	31.3%	25.0%	37.5%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	<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	2015-16	28.9%	37.1%	37.1%	11.4%	25.7%	37.1%	25.7%
Science	7th Grade Content	White	2016-17	27.5%	27.8%	27.8%	5.6%	22.2%	11.1%	61.1%
Science	7th Grade Content	Female	2015-16	22.6%	43.1%	43.1%	11.8%	31.4%	35.3%	21.6%
Science	7th Grade Content	Female	2016-17	21.2%	31.8%	31.8%	4.5%	27.3%	25.0%	43.2%

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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
Science	7th Grade Content	Male	2015-16	25.1%	39.4%	39.4%	12.1%	27.3%	18.2%	42.4%
Science	7th Grade Content	Male	2016-17	24.3%	42.1%	42.1%	18.4%	23.7%	13.2%	44.7%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	21.4%	21.4%	21.4%	0.0%	28.6%	50.0%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	21.4%	21.4%	0.0%	21.4%	7.1%	71.4%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	25.0%	25.0%	6.3%	18.8%	25.0%	50.0%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	43.5%	43.5%	11.8%	31.8%	52.9%	3.5%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	64.0%	64.0%	17.4%	46.5%	34.9%	1.2%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	63.9%	63.9%	16.7%	47.2%	33.3%	2.8%
Social Studies	5th Grade Content	Asian	2016-17	38.0%	72.7%	72.7%	18.2%	54.5%	27.3%	0.0%

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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
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	19.0%	19.0%	4.8%	14.3%	76.2%	4.8%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	45.5%	45.5%	9.1%	36.4%	45.5%	9.1%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	29.2%	29.2%	12.5%	16.7%	70.8%	0.0%
Social Studies	5th Grade Content	White	2016-17	26.7%	52.0%	52.0%	24.0%	28.0%	48.0%	0.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	44.4%	44.4%	11.1%	33.3%	55.6%	0.0%
Social Studies	5th Grade Content	Female	2016-17	19.3%	64.4%	64.4%	13.3%	51.1%	33.3%	2.2%
Social Studies	5th Grade Content	Male	2015-16	21.0%	42.5%	42.5%	12.5%	30.0%	50.0%	7.5%
Social Studies	5th Grade Content	Male	2016-17	23.9%	63.4%	63.4%	22.0%	41.5%	36.6%	0.0%

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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
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	30.4%	30.4%	0.0%	30.4%	60.9%	8.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	43.8%	43.8%	12.5%	31.3%	56.3%	0.0%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	9.1%	9.1%	0.0%	9.1%	72.7%	18.2%
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	61.5%	61.5%	23.1%	38.5%	38.5%	0.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	61.0%	61.0%	18.3%	42.7%	30.5%	8.5%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	54.8%	54.8%	9.5%	45.2%	39.3%	6.0%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	73.0%	73.0%	21.6%	51.4%	21.6%	5.4%
Social Studies	8th Grade Content	Asian	2016-17	53.4%	84.0%	84.0%	12.0%	72.0%	16.0%	0.0%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	52.9%	52.9%	11.8%	41.2%	35.3%	11.8%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	26.3%	26.3%	0.0%	26.3%	57.9%	15.8%

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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
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	<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	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	45.5%	45.5%	22.7%	22.7%	40.9%	13.6%
Social Studies	8th Grade Content	White	2016-17	37.1%	50.0%	50.0%	14.7%	35.3%	44.1%	5.9%
Social Studies	8th Grade Content	Female	2015-16	26.0%	62.5%	62.5%	22.5%	40.0%	35.0%	2.5%
Social Studies	8th Grade Content	Female	2016-17	28.6%	55.1%	55.1%	4.1%	51.0%	40.8%	4.1%
Social Studies	8th Grade Content	Male	2015-16	32.6%	59.5%	59.5%	14.3%	45.2%	26.2%	14.3%
Social Studies	8th Grade Content	Male	2016-17	34.0%	54.3%	54.3%	17.1%	37.1%	37.1%	8.6%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	57.1%	57.1%	4.8%	52.4%	38.1%	4.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	16.7%	16.7%	0.0%	16.7%	66.7%	16.7%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10

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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
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<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

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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	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	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
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	80.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2015-16	78.6%	<10	<10	<10	<10	<10

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MI -Access Supported Independence

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

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	59.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	52.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	41.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	29.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	63.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	56.8%	<10	<10	<10	<10	<10

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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	98.6%	49.5%	99.8%	71.0%	99.8%	71.0%
All Students	Mathematics	98.7%	39.1%	99.8%	66.1%	99.8%	66.1%
All Students	Science	97.9%	24.9%	99.4%	30.8%	99.4%	30.8%
All Students	Social Studies	97.8%	33.7%	100.0%	59.2%	100.0%	59.2%
Bottom 30%	ELA	N/A	3.8%	N/A	4.0%	N/A	4.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	3.3%	N/A	3.3%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	100.0%	81.4%	100.0%	81.4%
Asian	Mathematics	99.3%	68.9%	100.0%	81.9%	100.0%	81.9%
Asian	Science	99.1%	41.4%	100.0%	37.9%	100.0%	37.9%
Asian	Social Studies	98.9%	51.9%	100.0%	76.1%	100.0%	76.1%
Black or African American	ELA	97.6%	25.0%	100.0%	59.1%	100.0%	59.1%
Black or African American	Mathematics	97.5%	14.2%	100.0%	41.9%	100.0%	41.9%
Black or African American	Science	96.0%	7.0%	97.0%	25.0%	97.0%	25.0%
Black or African American	Social Studies	95.9%	11.2%	100.0%	35.5%	100.0%	35.5%
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

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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**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	99.5%	67.8%	99.5%	67.8%
White	Mathematics	99.0%	45.6%	99.5%	64.5%	99.5%	64.5%
White	Science	98.4%	29.7%	100.0%	29.0%	100.0%	29.0%
White	Social Studies	98.3%	39.7%	100.0%	50.9%	100.0%	50.9%
Economically Disadvantaged	ELA	98.2%	33.5%	99.1%	51.9%	99.1%	51.9%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.1%	43.5%	99.1%	43.5%
Economically Disadvantaged	Science	97.2%	13.0%	97.4%	13.2%	97.4%	13.2%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	27.3%	100.0%	27.3%

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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**
English Learners	ELA	98.6%	24.0%	100.0%	69.4%	100.0%	69.4%
English Learners	Mathematics	99.0%	23.0%	100.0%	76.9%	100.0%	76.9%
English Learners	Science	98.4%	5.0%	100.0%	21.1%	100.0%	21.1%
English Learners	Social Studies	98.2%	7.8%	100.0%	60.6%	100.0%	60.6%
Students With Disabilities	ELA	97.5%	26.0%	100.0%	26.5%	100.0%	26.5%
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	29.4%	100.0%	29.4%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	93.25%	93.25%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
South Canton Scholars Charter Academy	90.75	98.10	N/A	100.00	95.82	100.00	72.58	95.35

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	21	19	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%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	24.4%

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NAEP Grade 4 Math

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

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

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NAEP Grade 8 Math

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

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

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black 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	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.

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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.

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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.

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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.

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NAEP Participation Data

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