



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 Triumph 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 Carol Smith for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/triumph/> 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/NNip9G>

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.

Key challenges included:

- A. Increasing proficiency in math school-wide addressing problem solving and transfer of concrete knowledge to abstract problems.
- B. Addressing Reading Fluency and Comprehension K-3 by implementing components of the Michigan Reading Law.
- C. Increase expectations for Reading Instruction and strengthening our K-8 Reading program by implementing vertical team collaboration times with focused professional development K-3 and 4-8.

State law requires that we also report additional information.



## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2016-2017

Triumph 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/triumph-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:

- 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**

Data analyzed in the SIP indicated goals to be developed around Student Ownership, Effective Intervention Planning, and Student Attendance. Additional goals focused on increasing proficiency in ELA, Math, Science, and Social Studies were also completed.

**Outcome Goal #1: Student Ownership**

Teachers will provide resources and support students to track their progress through the use of student portfolios.

- Grade level teams will plan on components and expectations for completions of portfolios.
- Grade level teams will find/gather all materials for completion of portfolios
- Students are taught how to goal set, track growth on goals, gather appropriate work samples.
- Students taught how to be reflective, have a growth mindset, and communicate growth

**Outcome Goal #2: Developing Student Plans**

An intervention plan will be developed for each identified Tier 2 and Tier 3 students in Reading.

- A student plan document will be developed with all components to satisfy 3<sup>rd</sup> grade Reading Law (IRIP)
- Documentation plans will be reviewed with corresponding progress monitoring during O3s.
- Documentation reviewed at monthly T2/T3 meetings with IAT
- Communication of intervention plan and progress to be sent home to parents/guardians.

**Outcome Goal # 3: Student Attendance**


- Teachers will motivate students to come to school through classroom challenges/activities.
- Parent education about the effects of attendance on student achievement will be given in flyer form.
- Encouraging parents to have high student attendance given in phone reaches
- Encouraging parents to have high student attendance given in teacher weekly newsletters.

**Academic Achievement Goals:**

School-wide: M-Step Reading: 65%  
M-Step Math: 56%  
M-Step Science: 30%  
M-Step Social Studies: 55%

**Action Plans:**

- Continuing vertical collaboration in Writing, Science, and Social Studies
- Addition of vertical collaboration in Reading and Math

- 
- Use of pre-assessments in the formation of unit instruction driven by interims.
  - SMART Achievement goals set in K-2 in preparation for state testing in 3<sup>rd</sup> grade.
  - Implementation of 3<sup>rd</sup> grade Reading Law initiatives.
  - Implementation of Student Portfolios to increase student ownership of learning.

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

Over the last several years, we have continued to increase scores in Parent Engagement, Staff Engagement, and Academic Achievement. The goals and action plans that have been developed to focus on school improvement has benefited our growth in these 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/triumph-academy/en/school-operations>

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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**

Data analyzed in the SIP indicated a gap among our at risk and special education student group. As such our SIP goals were focused on improving achievement in both of these sub-groups. Triumph Academy will continue to focus on closing the achievement gap, while also challenging our highest learners. To accomplish this goal, Triumph will:

1. Focus on the implementation of an effective systematic intervention program with the following components:
  - a. Implementing a benchmarking and progress monitoring system for Reading and Math for Tier 2 and Tier 3 students.
  - b. Improving our intervention program by implementing achievement grouping during intervention workshops in K-5<sup>th</sup> grades and intervention electives in 6<sup>th</sup>-8<sup>th</sup> grades.
  - c. Implementing an after school tutoring program aimed at accelerating learning of our Tier 2 and Tier 3 students.
2. Focus on Improving performance among Special Education by:
  - a. Implementing a benchmarking and progress monitoring system for all special education students in Reading and Math.
  - b. Analyzing state data and creating a plan to meet proficiency goals.
  - c. Evaluate instructional practices to ensure correlation between IEP goals and proficiency standards.



- d. Collaborating with intervention and grade level teams to ensure connections to core instruction.
3. Provide professional development to staff centered around improving the effectiveness of small group instruction.
4. Use of Instructional Framework to guide the use of instructional best practices.
5. Leverage Deans as instructional leaders through consistent observations, coaching opportunities, effective feedback and goal-setting.

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

While no longer a focus school, Triumph continues to have an achievement gap for our bottom 30th percentile students. Results do show that students who remain at Triumph for 3 or more years have higher proficiency percentages than those who have been with Triumph under 3 years.

School Name	Academic Year	Assessment	Grade	Subject	Cohort	N Count	Proficiency
Triumph (MI:04)	2015-2016	M-STEP	3	ELA	< 3 Years	31	35%
Triumph (MI:04)	2015-2016	M-STEP	3	ELA	3+ years	51	45%
Triumph (MI:04)	2015-2016	M-STEP	3	Math	< 3 Years	31	42%
Triumph (MI:04)	2015-2016	M-STEP	3	Math	3+ years	51	45%
Triumph (MI:04)	2015-2016	M-STEP	4	ELA	< 3 Years	24	38%
Triumph (MI:04)	2015-2016	M-STEP	4	ELA	3+ years	53	62%
Triumph (MI:04)	2015-2016	M-STEP	4	Math	< 3 Years	24	38%
Triumph (MI:04)	2015-2016	M-STEP	4	Math	3+ years	54	46%
Triumph (MI:04)	2015-2016	M-STEP	4	Science	< 3 Years	24	8%
Triumph (MI:04)	2015-2016	M-STEP	4	Science	3+ years	54	31%



Triumph (MI:04)	2015-2016	M-STEP	5	ELA	< 3 Years	29	24%
Triumph (MI:04)	2015-2016	M-STEP	5	ELA	3+ years	53	58%
Triumph (MI:04)	2015-2016	M-STEP	5	Math	< 3 Years	29	28%
Triumph (MI:04)	2015-2016	M-STEP	5	Math	3+ years	53	38%
Triumph (MI:04)	2015-2016	M-STEP	5	Social Studies	< 3 Years	29	17%
Triumph (MI:04)	2015-2016	M-STEP	5	Social Studies	3+ years	53	36%
Triumph (MI:04)	2015-2016	M-STEP	6	ELA	< 3 Years	24	38%
Triumph (MI:04)	2015-2016	M-STEP	6	ELA	3+ years	53	58%
Triumph (MI:04)	2015-2016	M-STEP	6	Math	< 3 Years	24	21%
Triumph (MI:04)	2015-2016	M-STEP	6	Math	3+ years	53	47%
Triumph (MI:04)	2015-2016	M-STEP	7	ELA	< 3 Years	16	44%
Triumph (MI:04)	2015-2016	M-STEP	7	ELA	3+ years	56	64%
Triumph (MI:04)	2015-2016	M-STEP	7	Math	< 3 Years	16	31%
Triumph (MI:04)	2015-2016	M-STEP	7	Math	3+ years	55	67%
Triumph (MI:04)	2015-2016	M-STEP	7	Science	< 3 Years	16	6%
Triumph (MI:04)	2015-2016	M-STEP	7	Science	3+ years	55	29%
Triumph (MI:04)	2015-2016	M-STEP	8	ELA	< 3 Years	10	70%
Triumph (MI:04)	2015-2016	M-STEP	8	ELA	3+ years	43	81%
Triumph (MI:04)	2015-2016	M-STEP	8	Math	< 3 Years	10	30%
Triumph (MI:04)	2015-2016	M-STEP	8	Math	3+ years	43	67%

Triumph (MI:04)	2015-2016	M-STEP	8	Social Studies	< 3 Years	10	30%
Triumph (MI:04)	2015-2016	M-STEP	8	Social Studies	3+ years	43	40%

Our results also show that special education students have not reach proficiency goals and we will continue to focus on both special education and the bottom 30th percentile students, while still emphasizing challenging each child to succeed.

Science, Writing, and Social Studies also continue to be a focus to ensure continued growth in those subject areas. Staff work monthly in vertical teams K through 8 to ensure consistent, rigorous, and scaffolded instruction throughout the whole school.

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.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

2016-2017

Triumph Academy is a K-8 school located in Monroe County serving approximately 712 students. Triumph Academy has worked to become the top performing elementary and middle school in Monroe County. This year our MStep data has shown that we have outperformed the state and our local districts in all subject areas. Our school's AQM has increased from the 71<sup>st</sup>

percentile (68<sup>th</sup> percentile academic growth, 76<sup>th</sup> percentile academic proficiency) in 2015-2016 to the 78<sup>th</sup> percentile (77<sup>th</sup> percentile academic growth, 81<sup>st</sup> percentile academic proficiency) in 2016-17.

2015-2016

Triumph Academy is a K-8 school located in Monroe County serving approximately 712 students. Triumph Academy has worked to be successfully removed as one of Michigan’s Focus Schools. This year our MStep data has shown that we have outperformed the state and our local districts in all subject areas. Our top to bottom percentile has increased over the last 2 years from 57<sup>th</sup> percentile in the 2013-2014 school year to 74<sup>th</sup> in the 2015-2016 school year.


Grade	Subject	Triumph Academy			Monroe Public Schools		Jefferson Schools (Monroe)		Statewide	
		2012-13	2013-14	2014-15	2014-15	+/-	2014-15	+/-	2014-15	+/-
All	ELA			57%	42%	14%	50%	6%	48%	9%
All	Math	47%	47%	49%	24%	24%	36%	13%	37%	12%
All	Reading	73%	74%							
All	Science	10%	19%	18%	14%	4%	17%	0%	18%	0%
All	Social Studies	39%	25%	39%	21%	18%	27%	12%	26%	13%
All	Writing	54%	57%							
Averages (Grades 3-8) >>				47%	29%	18%	38%	9%	37%	10%
Total Categories (Grades 3-8) >>				16	16	16	16	16	16	16
Categories Met or Exceeded (Grades 3-8) >>						16		13		16
Percent of Categories Met or Exceeded (Grades 3-8) >>						100%		81%		100%

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.

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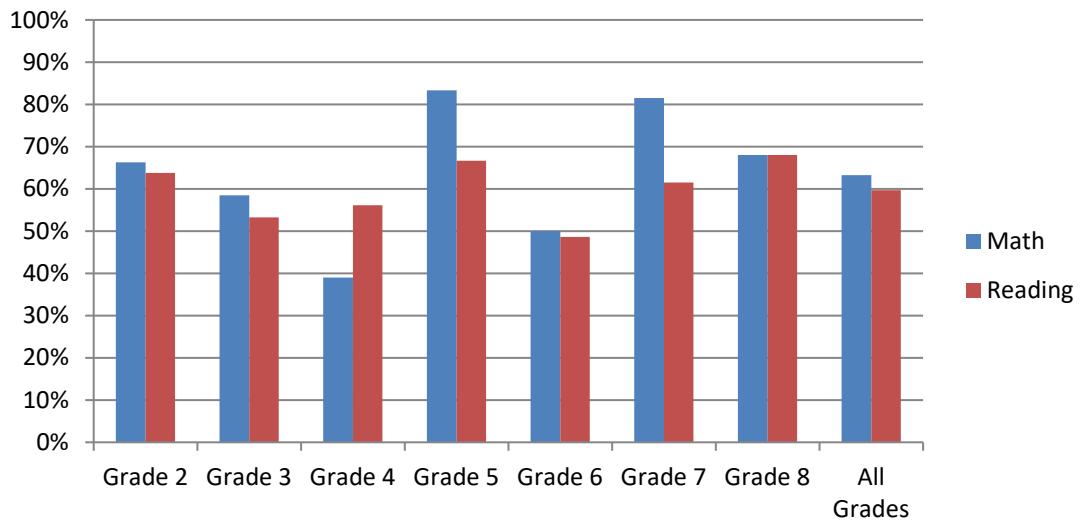
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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.

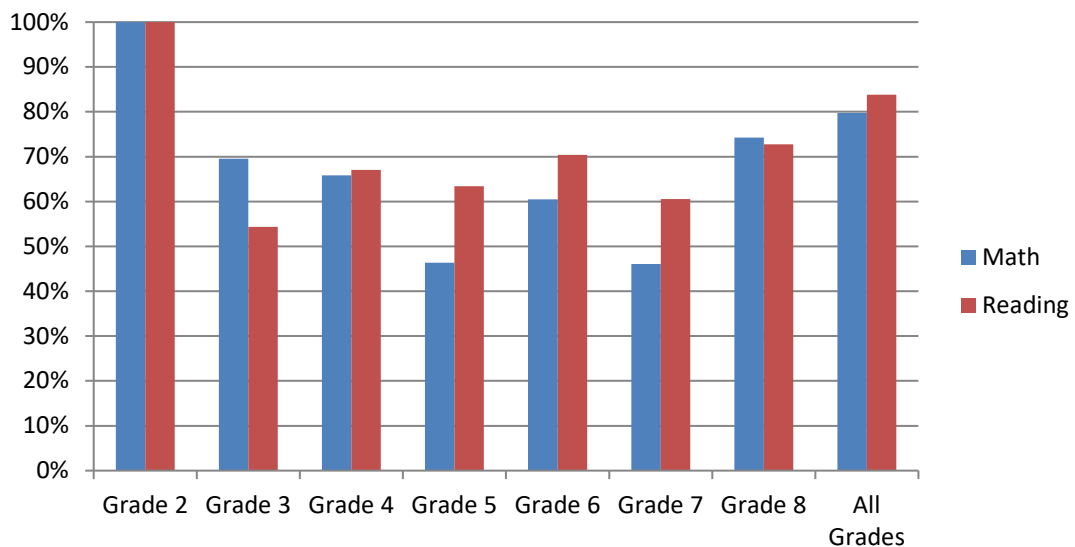
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

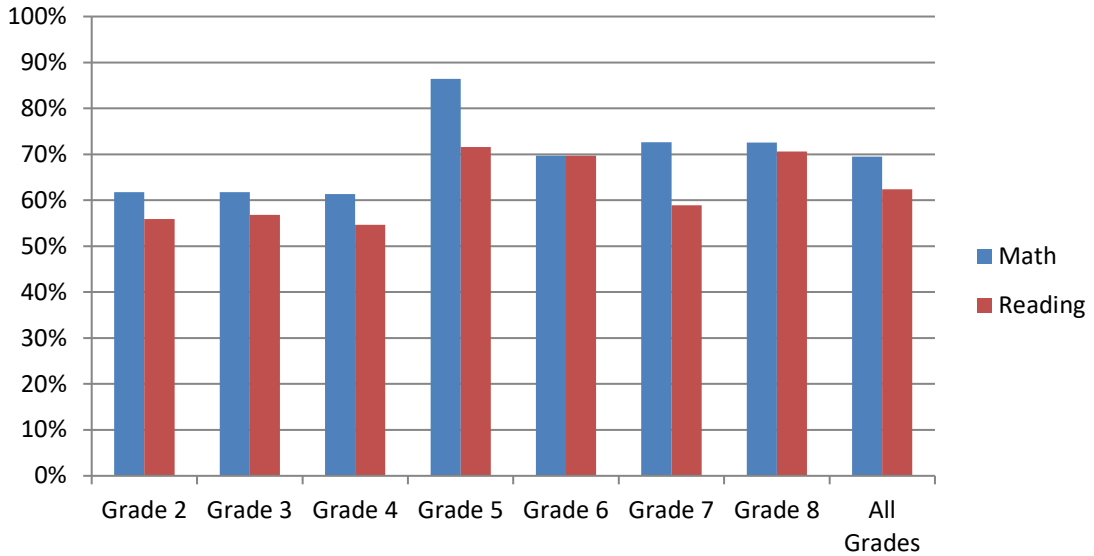


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

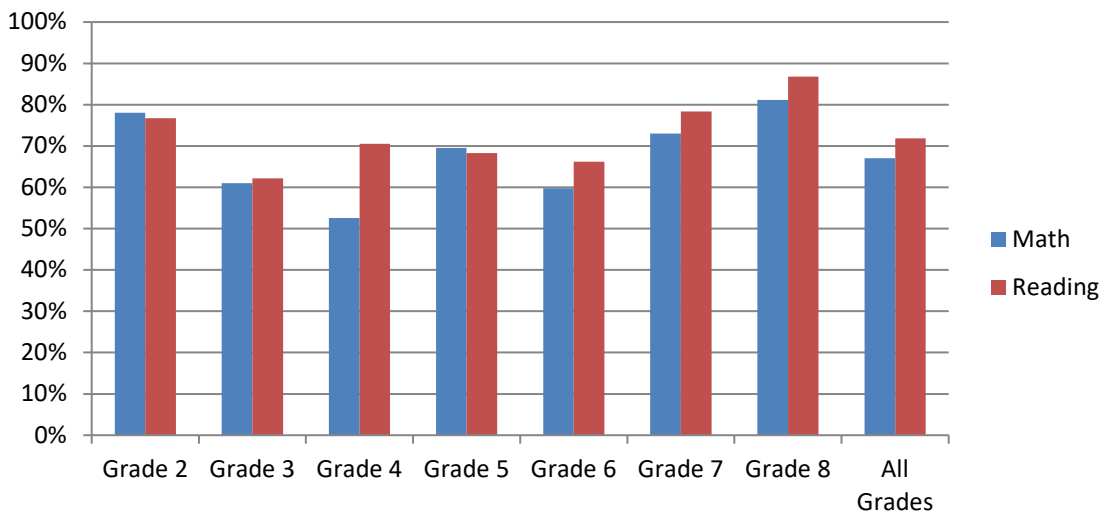


2015-2016

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

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2016</b>	K-8	699	98.0%
<b>Spring 2017</b>	K-8	709	99.0%

2015-2016

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2015</b>	K-8	686	99.6%
<b>Spring 2016</b>	K-8	653	94.8%

## 7. SCHOOL YEAR HIGHLIGHTS

- Triumph has earned the recognition of top performing elementary and middle school according to Niche.com report.
- Triumph earned a prestigious NHA Eagle Award for Employee Engagement.
- 96% of Triumph parents reported to be satisfied or highly satisfied with their children's educational experience at Triumph on the spring 2017 Voice of the Parent Survey, with an overall top box score of 70% (increase of 3% from previous year).
- Many middle school students attended class trips including the 6th grade Chicago Trip, 7th grade Springhill Camp trip, and the 8th grade East Coast trip.
- 34 8th graders graduated this spring who had attended an NHA school from Kindergarten through 8th grade.
- Triumph students in every grade level participated in service learning projects which supported our emphasis on moral focus virtues.

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

Sincerely,



Amy Tansel  
School Principal  
Triumph Academy  
3000 Vivian Road  
Monroe, MI 48162  
734-240-2610

### BOARD OF DIRECTORS:

Bob Polk – President  
Mary O'Neill – Vice President  
Derek Fuciarelli – Treasurer  
Andrew Pride – Secretary

Annual Education Report  
Triumph Academy (09452)

## 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%	41.5%	41.5%	18.3%	23.2%	40.2%	18.3%
ELA	3rd Grade Content	All Students	2016-17	44.1%	50.0%	50.0%	20.7%	29.3%	29.3%	20.7%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
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%	42.6%	42.6%	19.1%	23.5%	38.2%	19.1%
ELA	3rd Grade Content	White	2016-17	51.7%	46.5%	46.5%	19.7%	26.8%	32.4%	21.1%
ELA	3rd Grade Content	Female	2015-16	49.5%	44.7%	44.7%	21.3%	23.4%	40.4%	14.9%

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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	3rd Grade Content	Female	2016-17	47.7%	59.0%	59.0%	23.1%	35.9%	23.1%	17.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	37.1%	37.1%	14.3%	22.9%	40.0%	22.9%
ELA	3rd Grade Content	Male	2016-17	40.7%	41.9%	41.9%	18.6%	23.3%	34.9%	23.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	21.6%	21.6%	8.1%	13.5%	45.9%	32.4%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	47.8%	47.8%	15.2%	32.6%	28.3%	23.9%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
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%	54.5%	54.5%	28.6%	26.0%	19.5%	26.0%
ELA	4th Grade Content	All Students	2016-17	44.2%	49.4%	49.4%	25.9%	23.5%	19.8%	30.9%
ELA	4th Grade Content	American Indian or Alaska Native	2016-17	34.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<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	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	<10	<10	<10	<10	<10	<10
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	Native Hawaiian or Other Pacific Islander	2015-16	51.7%	<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%	55.4%	55.4%	30.8%	24.6%	20.0%	24.6%
ELA	4th Grade Content	White	2016-17	51.5%	51.6%	51.6%	27.4%	24.2%	19.4%	29.0%
ELA	4th Grade Content	Female	2015-16	50.9%	55.8%	55.8%	27.9%	27.9%	20.9%	23.3%

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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
ELA	4th Grade Content	Female	2016-17	48.6%	62.2%	62.2%	33.3%	28.9%	13.3%	24.4%
ELA	4th Grade Content	Male	2015-16	41.8%	52.9%	52.9%	29.4%	23.5%	17.6%	29.4%
ELA	4th Grade Content	Male	2016-17	39.9%	33.3%	33.3%	16.7%	16.7%	27.8%	38.9%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	50.0%	50.0%	17.9%	32.1%	10.7%	39.3%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	35.0%	35.0%	10.0%	25.0%	22.5%	42.5%
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%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
ELA	5th Grade Content	All Students	2015-16	50.6%	46.3%	46.3%	20.7%	25.6%	26.8%	26.8%
ELA	5th Grade Content	All Students	2016-17	51.1%	55.0%	55.0%	26.3%	28.8%	23.8%	21.3%
ELA	5th Grade Content	Asian	2016-17	73.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	24.8%	<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	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	Native Hawaiian or Other Pacific Islander	2016-17	59.3%	<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%	50.0%	50.0%	22.7%	27.3%	30.3%	19.7%
ELA	5th Grade Content	White	2016-17	58.6%	55.4%	55.4%	27.7%	27.7%	24.6%	20.0%
ELA	5th Grade Content	Female	2015-16	55.8%	55.6%	55.6%	25.0%	30.6%	25.0%	19.4%
ELA	5th Grade Content	Female	2016-17	56.0%	57.1%	57.1%	26.2%	31.0%	26.2%	16.7%
ELA	5th Grade Content	Male	2015-16	45.5%	39.1%	39.1%	17.4%	21.7%	28.3%	32.6%
ELA	5th Grade Content	Male	2016-17	46.2%	52.6%	52.6%	26.3%	26.3%	21.1%	26.3%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	37.5%	37.5%	22.5%	15.0%	35.0%	27.5%



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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%	48.4%	48.4%	9.7%	38.7%	19.4%	32.3%
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10
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%	51.9%	51.9%	33.8%	18.2%	24.7%	23.4%
ELA	6th Grade Content	All Students	2016-17	43.6%	50.7%	50.7%	18.7%	32.0%	28.0%	21.3%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2016-17	19.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
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	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<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	White	2015-16	51.9%	56.1%	56.1%	39.4%	16.7%	24.2%	19.7%
ELA	6th Grade Content	White	2016-17	50.3%	50.0%	50.0%	22.6%	27.4%	30.6%	19.4%
ELA	6th Grade Content	Female	2015-16	49.8%	57.1%	57.1%	45.2%	11.9%	31.0%	11.9%
ELA	6th Grade Content	Female	2016-17	48.7%	61.8%	61.8%	23.5%	38.2%	20.6%	17.6%
ELA	6th Grade Content	Male	2015-16	40.4%	45.7%	45.7%	20.0%	25.7%	17.1%	37.1%
ELA	6th Grade Content	Male	2016-17	38.7%	41.5%	41.5%	14.6%	26.8%	34.1%	24.4%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	22.2%	22.2%	13.9%	8.3%	41.7%	36.1%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	45.0%	45.0%	7.5%	37.5%	25.0%	30.0%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
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%	59.7%	59.7%	25.0%	34.7%	29.2%	11.1%
ELA	7th Grade Content	All Students	2016-17	44.8%	62.1%	62.1%	22.7%	39.4%	18.2%	19.7%

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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	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2016-17	21.1%	<10	<10	<10	<10	<10	<10
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	Two or More Races	2016-17	42.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	64.4%	64.4%	27.1%	37.3%	25.4%	10.2%
ELA	7th Grade Content	White	2016-17	51.0%	67.3%	67.3%	26.9%	40.4%	11.5%	21.2%
ELA	7th Grade Content	Female	2015-16	53.8%	69.2%	69.2%	33.3%	35.9%	20.5%	10.3%
ELA	7th Grade Content	Female	2016-17	50.9%	73.0%	73.0%	32.4%	40.5%	18.9%	8.1%
ELA	7th Grade Content	Male	2015-16	40.6%	48.5%	48.5%	15.2%	33.3%	39.4%	12.1%

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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	Male	2016-17	39.1%	48.3%	48.3%	10.3%	37.9%	17.2%	34.5%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	37.0%	37.0%	3.7%	33.3%	40.7%	22.2%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	40.0%	40.0%	4.0%	36.0%	28.0%	32.0%
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%	<10	<10	<10	<10	<10	<10
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%	79.2%	79.2%	30.2%	49.1%	15.1%	5.7%
ELA	8th Grade Content	All Students	2016-17	48.0%	83.6%	83.6%	31.5%	52.1%	9.6%	6.8%
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2016-17	73.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<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	8th Grade Content	Black or African American	2016-17	24.0%	<10	<10	<10	<10	<10	<10
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%	80.5%	80.5%	31.7%	48.8%	12.2%	7.3%
ELA	8th Grade Content	White	2016-17	53.9%	86.2%	86.2%	32.8%	53.4%	6.9%	6.9%
ELA	8th Grade Content	Female	2015-16	54.9%	76.9%	76.9%	30.8%	46.2%	19.2%	3.8%
ELA	8th Grade Content	Female	2016-17	54.9%	87.2%	87.2%	30.8%	56.4%	5.1%	7.7%
ELA	8th Grade Content	Male	2015-16	43.0%	81.5%	81.5%	29.6%	51.9%	11.1%	7.4%
ELA	8th Grade Content	Male	2016-17	41.4%	79.4%	79.4%	32.4%	47.1%	14.7%	5.9%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	77.8%	77.8%	25.9%	51.9%	18.5%	3.7%

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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	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	76.9%	76.9%	0.0%	76.9%	11.5%	11.5%
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%	43.9%	43.9%	15.9%	28.0%	39.0%	17.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	61.0%	61.0%	15.9%	45.1%	23.2%	15.9%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
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

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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	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%	45.6%	45.6%	16.2%	29.4%	39.7%	14.7%
Mathematics	3rd Grade Content	White	2016-17	54.8%	59.2%	59.2%	11.3%	47.9%	22.5%	18.3%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	46.8%	46.8%	12.8%	34.0%	42.6%	10.6%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	66.7%	66.7%	12.8%	53.8%	15.4%	17.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	40.0%	40.0%	20.0%	20.0%	34.3%	25.7%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	55.8%	55.8%	18.6%	37.2%	30.2%	14.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	35.1%	35.1%	10.8%	24.3%	43.2%	21.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	56.5%	56.5%	15.2%	41.3%	28.3%	15.2%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	10.0%	10.0%	0.0%	10.0%	20.0%	70.0%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<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	All Students	2015-16	44.0%	43.6%	43.6%	21.8%	21.8%	41.0%	15.4%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	39.5%	39.5%	13.6%	25.9%	40.7%	19.8%
Mathematics	4th Grade Content	American Indian or Alaska Native	2016-17	31.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	52.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<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	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	47.0%	47.0%	24.2%	22.7%	39.4%	13.6%
Mathematics	4th Grade Content	White	2016-17	49.7%	40.3%	40.3%	14.5%	25.8%	45.2%	14.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	39.5%	39.5%	18.6%	20.9%	48.8%	11.6%
Mathematics	4th Grade Content	Female	2016-17	39.6%	44.4%	44.4%	11.1%	33.3%	44.4%	11.1%
Mathematics	4th Grade Content	Male	2015-16	45.8%	48.6%	48.6%	25.7%	22.9%	31.4%	20.0%
Mathematics	4th Grade Content	Male	2016-17	44.2%	33.3%	33.3%	16.7%	16.7%	36.1%	30.6%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	34.5%	34.5%	17.2%	17.2%	41.4%	24.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	25.0%	25.0%	10.0%	15.0%	47.5%	27.5%
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%	10.0%	10.0%	0.0%	10.0%	20.0%	70.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	34.1%	34.1%	20.7%	13.4%	46.3%	19.5%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	42.5%	42.5%	25.0%	17.5%	31.3%	26.3%

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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	5th Grade Content	Asian	2016-17	65.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	<10	<10	<10	<10	<10	<10
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	Native Hawaiian or Other Pacific Islander	2016-17	43.0%	<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
Mathematics	5th Grade Content	White	2015-16	41.0%	39.4%	39.4%	24.2%	15.2%	45.5%	15.2%
Mathematics	5th Grade Content	White	2016-17	42.4%	46.2%	46.2%	26.2%	20.0%	29.2%	24.6%
Mathematics	5th Grade Content	Female	2015-16	31.7%	33.3%	33.3%	22.2%	11.1%	55.6%	11.1%

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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	Female	2016-17	32.6%	38.1%	38.1%	21.4%	16.7%	35.7%	26.2%
Mathematics	5th Grade Content	Male	2015-16	35.8%	34.8%	34.8%	19.6%	15.2%	39.1%	26.1%
Mathematics	5th Grade Content	Male	2016-17	37.4%	47.4%	47.4%	28.9%	18.4%	26.3%	26.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	37.5%	37.5%	20.0%	17.5%	35.0%	27.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	25.8%	25.8%	12.9%	12.9%	35.5%	38.7%
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10
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%	39.0%	39.0%	13.0%	26.0%	41.6%	19.5%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	33.3%	33.3%	20.0%	13.3%	45.3%	21.3%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	<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	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	2015-16	29.1%	<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%	43.9%	43.9%	15.2%	28.8%	40.9%	15.2%
Mathematics	6th Grade Content	White	2016-17	41.0%	35.5%	35.5%	22.6%	12.9%	43.5%	21.0%
Mathematics	6th Grade Content	Female	2015-16	31.4%	40.5%	40.5%	14.3%	26.2%	45.2%	14.3%
Mathematics	6th Grade Content	Female	2016-17	33.1%	35.3%	35.3%	14.7%	20.6%	47.1%	17.6%
Mathematics	6th Grade Content	Male	2015-16	34.1%	37.1%	37.1%	11.4%	25.7%	37.1%	25.7%
Mathematics	6th Grade Content	Male	2016-17	35.2%	31.7%	31.7%	24.4%	7.3%	43.9%	24.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	22.2%	22.2%	8.3%	13.9%	47.2%	30.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	30.0%	30.0%	12.5%	17.5%	42.5%	27.5%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<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
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%	59.2%	59.2%	23.9%	35.2%	22.5%	18.3%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	43.9%	43.9%	19.7%	24.2%	40.9%	15.2%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	<10	<10	<10	<10	<10	<10
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	Two or More Races	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	63.8%	63.8%	27.6%	36.2%	22.4%	13.8%

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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
Mathematics	7th Grade Content	White	2016-17	42.9%	50.0%	50.0%	23.1%	26.9%	40.4%	9.6%
Mathematics	7th Grade Content	Female	2015-16	34.5%	63.2%	63.2%	26.3%	36.8%	23.7%	13.2%
Mathematics	7th Grade Content	Female	2016-17	35.1%	45.9%	45.9%	21.6%	24.3%	43.2%	10.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	54.5%	54.5%	21.2%	33.3%	21.2%	24.2%
Mathematics	7th Grade Content	Male	2016-17	37.3%	41.4%	41.4%	17.2%	24.1%	37.9%	20.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	34.6%	34.6%	7.7%	26.9%	26.9%	38.5%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	36.0%	36.0%	20.0%	16.0%	36.0%	28.0%
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%	<10	<10	<10	<10	<10	<10
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%	60.4%	60.4%	30.2%	30.2%	26.4%	13.2%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	55.4%	55.4%	32.4%	23.0%	25.7%	18.9%

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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
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10	<10
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%	61.0%	61.0%	31.7%	29.3%	26.8%	12.2%
Mathematics	8th Grade Content	White	2016-17	39.2%	57.6%	57.6%	32.2%	25.4%	23.7%	18.6%
Mathematics	8th Grade Content	Female	2015-16	34.1%	50.0%	50.0%	26.9%	23.1%	34.6%	15.4%
Mathematics	8th Grade Content	Female	2016-17	35.2%	56.4%	56.4%	28.2%	28.2%	25.6%	17.9%



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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
Mathematics	8th Grade Content	Male	2015-16	31.4%	70.4%	70.4%	33.3%	37.0%	18.5%	11.1%
Mathematics	8th Grade Content	Male	2016-17	31.8%	54.3%	54.3%	37.1%	17.1%	25.7%	20.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	51.9%	51.9%	22.2%	29.6%	37.0%	11.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	33.3%	33.3%	11.1%	22.2%	29.6%	37.0%
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
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%	24.4%	24.4%	11.5%	12.8%	30.8%	44.9%
Science	4th Grade Content	All Students	2016-17	14.6%	20.0%	20.0%	12.5%	7.5%	37.5%	42.5%
Science	4th Grade Content	American Indian or Alaska Native	2016-17	10.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<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	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	<10	<10	<10	<10	<10	<10
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	Native Hawaiian or Other Pacific Islander	2015-16	20.5%	<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
Science	4th Grade Content	White	2015-16	18.4%	25.8%	25.8%	10.6%	15.2%	30.3%	43.9%
Science	4th Grade Content	White	2016-17	18.2%	23.0%	23.0%	14.8%	8.2%	36.1%	41.0%
Science	4th Grade Content	Female	2015-16	13.0%	20.9%	20.9%	4.7%	16.3%	30.2%	48.8%

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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	4th Grade Content	Female	2016-17	12.6%	15.9%	15.9%	9.1%	6.8%	47.7%	36.4%
Science	4th Grade Content	Male	2015-16	16.4%	28.6%	28.6%	20.0%	8.6%	31.4%	40.0%
Science	4th Grade Content	Male	2016-17	16.5%	25.0%	25.0%	16.7%	8.3%	25.0%	50.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	13.8%	13.8%	3.4%	10.3%	34.5%	51.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	12.8%	12.8%	5.1%	7.7%	33.3%	53.8%
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%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	All Students	2015-16	23.9%	23.9%	23.9%	5.6%	18.3%	32.4%	43.7%
Science	7th Grade Content	All Students	2016-17	22.7%	30.3%	30.3%	10.6%	19.7%	22.7%	47.0%
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2016-17	5.1%	<10	<10	<10	<10	<10	<10

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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	Two or More Races	2016-17	21.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	25.9%	25.9%	5.2%	20.7%	39.7%	34.5%
Science	7th Grade Content	White	2016-17	27.5%	34.6%	34.6%	13.5%	21.2%	23.1%	42.3%
Science	7th Grade Content	Female	2015-16	22.6%	21.1%	21.1%	7.9%	13.2%	34.2%	44.7%
Science	7th Grade Content	Female	2016-17	21.2%	32.4%	32.4%	16.2%	16.2%	21.6%	45.9%
Science	7th Grade Content	Male	2015-16	25.1%	27.3%	27.3%	3.0%	24.2%	30.3%	42.4%
Science	7th Grade Content	Male	2016-17	24.3%	27.6%	27.6%	3.4%	24.1%	24.1%	48.3%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	7.7%	7.7%	0.0%	7.7%	11.5%	80.8%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	8.0%	8.0%	0.0%	8.0%	28.0%	64.0%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10

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Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10
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%	29.3%	29.3%	8.5%	20.7%	61.0%	9.8%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	30.0%	30.0%	3.8%	26.3%	60.0%	10.0%
Social Studies	5th Grade Content	Asian	2016-17	38.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	<10	<10	<10	<10	<10	<10
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	Native Hawaiian or Other Pacific Islander	2016-17	26.9%	<10	<10	<10	<10	<10	<10

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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%	31.8%	31.8%	9.1%	22.7%	59.1%	9.1%
Social Studies	5th Grade Content	White	2016-17	26.7%	33.8%	33.8%	3.1%	30.8%	56.9%	9.2%
Social Studies	5th Grade Content	Female	2015-16	16.7%	33.3%	33.3%	13.9%	19.4%	58.3%	8.3%
Social Studies	5th Grade Content	Female	2016-17	19.3%	26.2%	26.2%	2.4%	23.8%	66.7%	7.1%
Social Studies	5th Grade Content	Male	2015-16	21.0%	26.1%	26.1%	4.3%	21.7%	63.0%	10.9%
Social Studies	5th Grade Content	Male	2016-17	23.9%	34.2%	34.2%	5.3%	28.9%	52.6%	13.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	32.5%	32.5%	15.0%	17.5%	65.0%	2.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	22.6%	22.6%	0.0%	22.6%	67.7%	9.7%
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<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	All Students	2015-16	29.3%	37.7%	37.7%	11.3%	26.4%	56.6%	5.7%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	48.6%	48.6%	10.8%	37.8%	37.8%	13.5%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2016-17	53.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	<10	<10	<10	<10	<10	<10
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%	39.0%	39.0%	12.2%	26.8%	53.7%	7.3%
Social Studies	8th Grade Content	White	2016-17	37.1%	52.5%	52.5%	10.2%	42.4%	33.9%	13.6%

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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	Female	2015-16	26.0%	34.6%	34.6%	7.7%	26.9%	57.7%	7.7%
Social Studies	8th Grade Content	Female	2016-17	28.6%	46.2%	46.2%	7.7%	38.5%	33.3%	20.5%
Social Studies	8th Grade Content	Male	2015-16	32.6%	40.7%	40.7%	14.8%	25.9%	55.6%	3.7%
Social Studies	8th Grade Content	Male	2016-17	34.0%	51.4%	51.4%	14.3%	37.1%	42.9%	5.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	25.9%	25.9%	11.1%	14.8%	70.4%	3.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	18.5%	18.5%	3.7%	14.8%	63.0%	18.5%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10
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
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	84.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	71.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<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
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<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	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	White	2016-17	83.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	62.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2016-17	42.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2016-17	53.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2016-17	37.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2016-17	76.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<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
ELA	6th Grade Content	White	2016-17	79.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	54.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2016-17	49.3%	<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
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	57.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<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
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No Data to Display

## Annual Education Report Triumph Academy (09452)

### 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%	99.1%	58.0%	99.1%	58.0%
All Students	Mathematics	98.7%	39.1%	99.4%	45.5%	99.4%	45.5%
All Students	Science	97.9%	24.9%	99.3%	24.8%	99.3%	24.8%
All Students	Social Studies	97.8%	33.7%	98.7%	38.7%	98.7%	38.7%
Bottom 30%	ELA	N/A	3.8%	N/A	0.8%	N/A	0.8%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
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%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	<30	<30
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%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	<30	<30
Black or African American	ELA	97.6%	25.0%	<30	<30	<30	<30
Black or African American	Mathematics	97.5%	14.2%	<30	<30	<30	<30
Black or African American	Science	96.0%	7.0%	<30	<30	<30	<30
Black or African American	Social Studies	95.9%	11.2%	<30	<30	<30	<30
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



## Annual Education Report Triumph Academy (09452)

### 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%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	<30	<30
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%	<30	<30	<30	<30
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%	98.9%	58.5%	98.9%	58.5%
White	Mathematics	99.0%	45.6%	99.2%	47.5%	99.2%	47.5%
White	Science	98.4%	29.7%	99.1%	28.1%	99.1%	28.1%
White	Social Studies	98.3%	39.7%	98.4%	42.5%	98.4%	42.5%
Economically Disadvantaged	ELA	98.2%	33.5%	98.1%	48.5%	98.1%	48.5%
Economically Disadvantaged	Mathematics	98.3%	23.3%	98.6%	35.3%	98.6%	35.3%
Economically Disadvantaged	Science	97.2%	13.0%	98.4%	11.1%	98.4%	11.1%
Economically Disadvantaged	Social Studies	97.0%	18.3%	96.7%	21.4%	96.7%	21.4%

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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%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	100.0%	23.4%	100.0%	23.4%
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	19.2%	100.0%	19.2%
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%	84.10%	84.10%

\* 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
Triumph Academy	78.01	73.86	N/A	N/A	86.34	100.00	N/A	78.26

## Annual Education Report Triumph Academy (09452)

### 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	17	21	0

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

### Teacher Quality - Class

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

### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	10.5%

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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	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	&#8225
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	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

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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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black 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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

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

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## NAEP Participation Data

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