



March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Regent Park 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 Leslie Riase-Mitchell for assistance.


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

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

Our school has not been given one of these labels.

Regent Park is located in a relatively high poverty, urban area. The Academy's student population is comprised of 99% African American students and less than 1% Hispanic and Caucasian population. Currently, more than 96% of Regent Park Scholars Charter Academy students qualify for free or reduced lunch. Some of the unique challenges that have affected Regent Park Scholars Charter Academy are the increase in unemployment, urban flight, neighborhood destruction, increased crime rates, and an increase in homelessness. In addition, the opportunity to develop community partnerships creates a challenge as the area experiences an increase in blight from homes and businesses.

Additional challenges we experience is in our academic achievement on state tests. Regent Park has consistently underperformed the state average in all tested content areas and grade levels (21% below proficiency on average). We had a significant number of students who were not proficient on the state assessment. The results were: 91% Math, 84% ELA, 95% Science,



94% SS. In addition, 8% of students new to Regent Park in state testing grades scored at or above grade level on the Fall NWEA assessment in math and 11% were proficient in the spring. The 8% of new students assessed, scored 17% proficient in the fall, and 15% were proficient in the spring. Our overall attendance rate was 90.2%, still under the state goal of 91%, but higher than the previous years' annual goal. This continues to be an area of improvement for Regent Park.

In addition, we are proud that we were able to significantly reduce the total number of suspensions and expulsions for the entire school year. We went from over 500 suspensions for the previous year, to a change of more than 100 this year. This is due to some mindset shifting regarding the best place for students to be for academic success: school.

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2015-2016

Regent Park 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 regularly scheduled hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.


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

2014-2015

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

2015-2016

<https://www.nhaschools.com/schools/regentpark/Lists/School%20Operations%20Documents/Regent%20Park%2016-17%20SIP.pdf>

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

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2016, the school



reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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


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

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

Grade level teams are working to analyze MSTEP data to create intentional teaching plans for science, reading, and math that align with the curricular tools and the district-wide interim assessment. Teachers are more comfortable with the ELA and Math curriculum tools introduced last school year. The new Math curriculum for the upcoming year – Math Expressions, is aligned to common core standards, and allows students to perform more critical thinking strategies. The Intervention program will be continued but tailored more to students in the bottom 10th percentile. Sylvan Learning continues to provide support with intervention during, after and in summer school. When students go to technology they practice their typing and reading skills through web-based programs.

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

The School Improvement Team reviewed progress against its goals and objectives as part of its preparation for the 2016-2017 school year. A review of student performance data and other data pertaining to the school's selected focus areas was conducted in order to evaluate progress toward meeting its goals. Specific data that was used to evaluate includes previous years' MEAP assessments, NWEA assessments, interim and unit assessments from the curriculum tools, 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. The initial results of this analysis indicate: Regent Park outperformed the local district in 75% of tested content areas and grade levels. We have continued to decrease the gap between our percent of student's proficient and the state average. As students become more familiar with performance tasks, and extended reading material as demonstrated by the new Michigan State Test for Educational Progress, (MSTEP), performance levels will increase in proficiency and the gap will close even more.



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

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

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

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

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


2014-2015

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Grade level teams are working to analyze MEAP data to create intentional teaching plans for science, reading, and math that align with Common Core, and NWEA DesCartes Ladders. Staff has begun implementing a new ELA curriculum tool – Reading Street which is better aligned to the Common Core and continue to encourage students to Write often. The new Math curriculum for the upcoming year – Math Expressions, will also align to common core standards, and allow students to perform more critical thinking strategies. The Intervention program will be continued but tailored more to students in the bottom quartile as the priority. Sylvan Learning continues to provide support with intervention during, after and in summer school. When students go to technology they practice their typing and reading skills through web-based programs.

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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 School Improvement plan is a detailed collaborative document. It is intended to help focus the school towards an increase in achievement for all students, especially those who are at-risk. The SIP met its intended purpose by demonstrating the areas where the achievement improved, and areas of additional need for growth.

The School Improvement Team formally reviewed progress against its 2014-15 SIP goals and objectives in Spring 2015, as part of its preparation for the 2015-16 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



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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2015-2016

The mission of Regent Park Scholars is to offer the families of Metro Detroit a K-8 public school with a challenging academic program and a school culture that values integrity, academic excellence, and accountability, where each student is given the opportunity for success. Regent Park Academy is a National Heritage Academy School, authorized by Lake Superior State University. The school is located on the eastside of Detroit, Michigan on East 7 Mile Rd. Regent Park Scholars Charter Academy opened in 2011, providing education to approximately 700 students in grades K-8. Current enrollment for 2015-16 includes 702 students in grades K-8.

2014-2015

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


2015-2016

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

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

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

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



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

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

2014-2015

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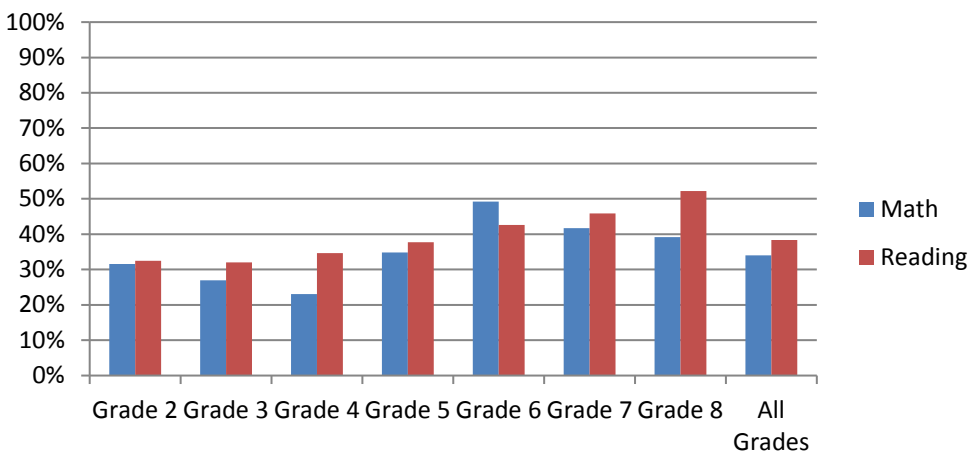
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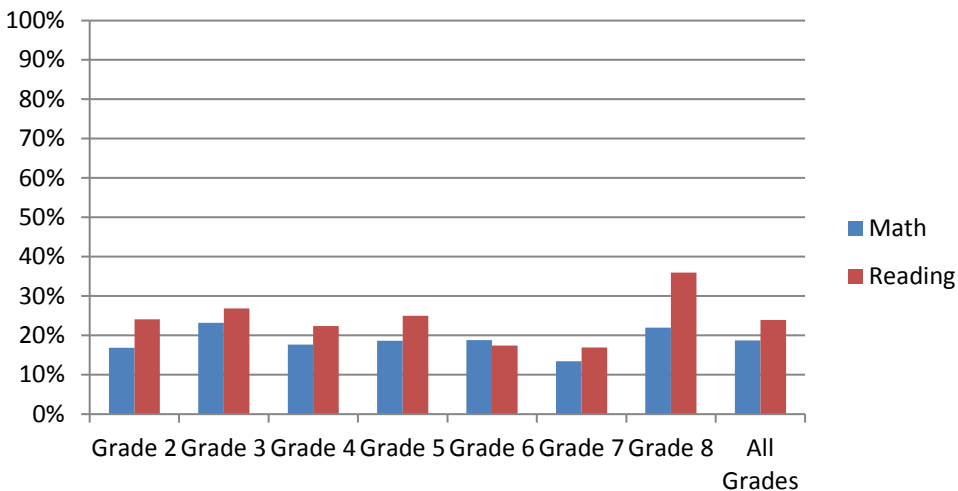
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2015-2016

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

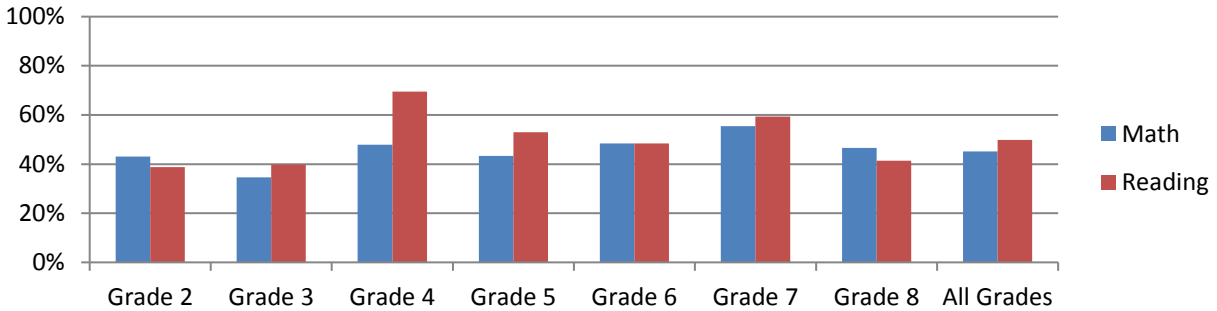


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

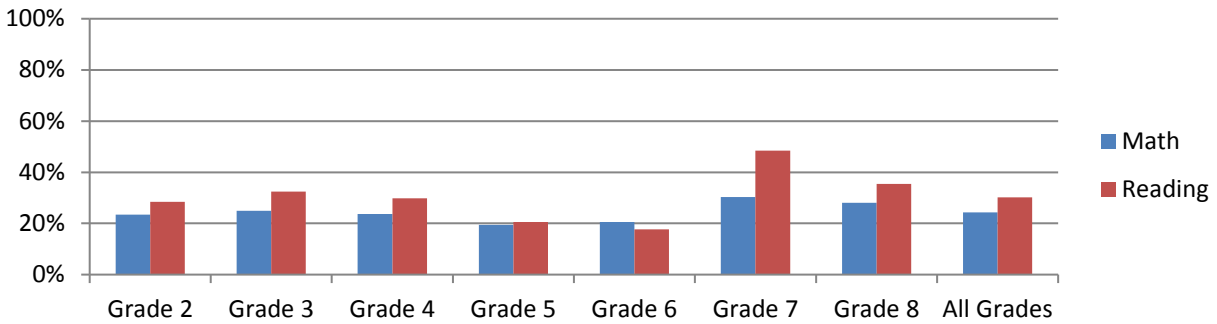


2014-2015

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



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

2015-2016


Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	526	76.6%
Spring 2016	K-8	510	73.2%

2014-2015

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2014	K-8	525	73.3%
Spring 2015	K-8	575	86.34%

7. SCHOOL YEAR HIGHLIGHTS

As we conclude the year, we reflect on the year as a team and take pride in the accomplishments we have achieved. This year, Regent Park celebrated its second graduating class of 8th graders. Many of the students who graduated were accepted into magnet and advanced high schools like Cass Technical High School, Martin Luther King and East English Village Academy. The students also participated in their first graduation celebration where they



were able to dress in their finest fashions, and enjoy a dinner at school. Our commencement speaker was one of our team members in the Intervention Services department. He is new to Regent Park this year. He was responsible for raising awareness about our black male students and increasing leadership opportunities for them. Our first Mentoring program took shape through his leadership, and accounted for beginning partnerships with Loyola High School in Detroit, as well as the Matrix Center on the east side of Detroit.

We continue our partnership with the local Detroit Police Department, as well as citizens in the community who watch out for our students when they are coming to and from school. The incidence of gun violence perpetuating our neighborhood and our student body continues due to the area and the devastation that is going on in the school community. However, we have created a safe haven for our students that provides, a safe, caring and acceptable environment for students to thrive morally, socially, and academically. Regent Park continues to sponsor Safety Awareness events to address gun safety.

Once again, Regent Park was honored to partner with The Leukemia and Lymphoma Society for our 2nd annual Pasta for Pennies fundraiser. Students donated spare change into classroom collection boxes during the month of March. A third grade class had the honor of receiving a pasta dinner from Olive Garden as the class with the highest donations. All donations were sent to The Leukemia and Lymphoma Society to help with their efforts to cure blood cancers. In the spring students participated in Field Day. The theme this year was “Superheroes”. Events included a bounce house, inflatable obstacle course, water games, tug-o-war and relays! This has been a running theme for the past two years, and has yielded our highest attendance. The student council community service projects this year included providing pre-cooked meals for 20 Regent Park families; our annual coat drive, and the Holiday Adopt a Family program. We were able to provide gifts for over 50 families and also provided coats for all students in need. We took this opportunity as an excellent way for our students to give back to their community and help to provide families with meal essentials for the holidays.

The 5th graders also took their annual team building trip to YMCA Camp Copneconic at the end of May. This nature camp gave 5th graders a time to bond in preparation for 6th grade, along with, enjoying the outdoors and learning about health and science too! The 5th graders have been working hard and having fun along the way! This trip has become an annual team building event for 5th graders.

Our middle school culture and climate has improved greatly, despite the staffing challenges we have experienced with teachers. The greatest challenge we’ve had this year is the amount of new students entering Regent Park who have not been acclimated to our school culture. We’ve also experienced some vandalism and inappropriate behaviors from former students that has

caused a disturbance to our growth and development. We have a great student leadership program that encourages students to take pride in their school and their surroundings. This has helped to keep the school a bit tidier during arrival, dismissal and during the day.

We've had two additions to the Regent Park leadership who provided the stability and the consistency our student body needed to be successful. We only wish we could have had the opportunity to bring them aboard a lot sooner. Both gentlemen have been outstanding support to the culture and climate of the building. The first new dean came in February to support 3rd – 5th grades. The new middle school dean came in the middle of March to support our Middle School climate. He has completely changed the perception of instructional coaching, relationships with teachers, and modeling effective relationships with students. Although one dean is new to NHA and Regent Park, he has been instrumental in placing tighter procedures around our Special Education process, safety in and around the building, as well as, screening for new staff.

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

Sincerely,



Crystal Byse
School Principal
Regent Park Scholars Charter Academy
15865 E. 7 Mile Road
Detroit, MI 48205
313-371-1300

BOARD OF DIRECTORS:

Jennifer Hayes – President
Susan Owens – Vice President
Barbara Bates – Treasurer
Keyshea Walker – Director

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	29.1%	29.1%	12.7%	16.5%	24.1%	46.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	17.1%	17.1%	3.7%	13.4%	20.7%	62.2%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	28.6%	28.6%	13.0%	15.6%	24.7%	46.8%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	17.1%	17.1%	3.7%	13.4%	20.7%	62.2%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	31.3%	31.3%	16.7%	14.6%	27.1%	41.7%
ELA	3rd Grade Content	Female	2015-16	49.5%	22.0%	22.0%	4.9%	17.1%	24.4%	53.7%
ELA	3rd Grade Content	Male	2014-15	45.5%	25.8%	25.8%	6.5%	19.4%	19.4%	54.8%
ELA	3rd Grade Content	Male	2015-16	42.6%	12.2%	12.2%	2.4%	9.8%	17.1%	70.7%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	27.6%	27.6%	11.8%	15.8%	25.0%	47.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	15.4%	15.4%	3.8%	11.5%	20.5%	64.1%

M-STEP Grades 3-11

ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	14.3%	14.3%	0.0%	14.3%	7.1%	78.6%
ELA	4th Grade Content	All Students	2014-15	46.6%	24.4%	24.4%	6.4%	17.9%	32.1%	43.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	8.6%	8.6%	4.9%	3.7%	21.0%	70.4%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	22.4%	22.4%	6.6%	15.8%	32.9%	44.7%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	7.5%	7.5%	5.0%	2.5%	21.3%	71.3%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<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	Female	2014-15	51.5%	30.0%	30.0%	7.5%	22.5%	30.0%	40.0%
ELA	4th Grade Content	Female	2015-16	50.9%	15.9%	15.9%	9.1%	6.8%	18.2%	65.9%
ELA	4th Grade Content	Male	2014-15	41.8%	18.4%	18.4%	5.3%	13.2%	34.2%	47.4%
ELA	4th Grade Content	Male	2015-16	41.8%	0.0%	0.0%	0.0%	0.0%	24.3%	75.7%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	25.0%	25.0%	6.6%	18.4%	31.6%	43.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	8.8%	8.8%	5.0%	3.8%	21.3%	70.0%

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ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
ELA	5th Grade Content	All Students	2014-15	48.7%	12.7%	12.7%	2.8%	9.9%	25.4%	62.0%
ELA	5th Grade Content	All Students	2015-16	50.6%	22.1%	22.1%	5.2%	16.9%	24.7%	53.2%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	11.6%	11.6%	2.9%	8.7%	26.1%	62.3%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	21.1%	21.1%	3.9%	17.1%	25.0%	53.9%
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	54.3%	13.2%	13.2%	5.3%	7.9%	31.6%	55.3%
ELA	5th Grade Content	Female	2015-16	55.8%	28.9%	28.9%	7.9%	21.1%	26.3%	44.7%
ELA	5th Grade Content	Male	2014-15	43.3%	12.1%	12.1%	0.0%	12.1%	18.2%	69.7%
ELA	5th Grade Content	Male	2015-16	45.5%	15.4%	15.4%	2.6%	12.8%	23.1%	61.5%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	11.8%	11.8%	1.5%	10.3%	25.0%	63.2%

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ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	22.4%	22.4%	5.3%	17.1%	23.7%	53.9%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
ELA	6th Grade Content	All Students	2014-15	44.7%	18.5%	18.5%	4.6%	13.8%	40.0%	41.5%
ELA	6th Grade Content	All Students	2015-16	45.0%	11.6%	11.6%	2.9%	8.7%	26.1%	62.3%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	18.8%	18.8%	4.7%	14.1%	40.6%	40.6%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	10.4%	10.4%	3.0%	7.5%	26.9%	62.7%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	32.1%	32.1%	10.7%	21.4%	50.0%	17.9%
ELA	6th Grade Content	Female	2015-16	49.8%	18.2%	18.2%	6.1%	12.1%	27.3%	54.5%
ELA	6th Grade Content	Male	2014-15	38.6%	8.1%	8.1%	0.0%	8.1%	32.4%	59.5%
ELA	6th Grade Content	Male	2015-16	40.4%	5.6%	5.6%	0.0%	5.6%	25.0%	69.4%

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ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	17.2%	17.2%	4.7%	12.5%	40.6%	42.2%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	11.8%	11.8%	2.9%	8.8%	26.5%	61.8%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	34.8%	34.8%	4.5%	30.3%	33.3%	31.8%
ELA	7th Grade Content	All Students	2015-16	47.1%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	34.8%	34.8%	4.5%	30.3%	33.3%	31.8%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%
ELA	7th Grade Content	Female	2014-15	56.3%	41.7%	41.7%	8.3%	33.3%	36.1%	22.2%
ELA	7th Grade Content	Female	2015-16	53.8%	25.0%	25.0%	4.2%	20.8%	41.7%	33.3%
ELA	7th Grade Content	Male	2014-15	42.2%	26.7%	26.7%	0.0%	26.7%	30.0%	43.3%
ELA	7th Grade Content	Male	2015-16	40.6%	6.9%	6.9%	0.0%	6.9%	31.0%	62.1%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	36.7%	36.7%	5.0%	31.7%	33.3%	30.0%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%

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ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
ELA	8th Grade Content	All Students	2014-15	47.6%	18.8%	18.8%	4.7%	14.1%	48.4%	32.8%
ELA	8th Grade Content	All Students	2015-16	48.9%	24.0%	24.0%	2.0%	22.0%	42.0%	34.0%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	19.7%	19.7%	4.9%	14.8%	49.2%	31.1%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	24.0%	24.0%	2.0%	22.0%	42.0%	34.0%
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	54.2%	25.7%	25.7%	5.7%	20.0%	48.6%	25.7%
ELA	8th Grade Content	Female	2015-16	54.9%	32.1%	32.1%	3.6%	28.6%	46.4%	21.4%
ELA	8th Grade Content	Male	2014-15	41.2%	10.3%	10.3%	3.4%	6.9%	48.3%	41.4%
ELA	8th Grade Content	Male	2015-16	43.0%	13.6%	13.6%	0.0%	13.6%	36.4%	50.0%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	16.7%	16.7%	5.0%	11.7%	50.0%	33.3%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	22.9%	22.9%	2.1%	20.8%	41.7%	35.4%

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ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	29.1%	29.1%	5.1%	24.1%	25.3%	45.6%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	12.2%	12.2%	2.7%	9.5%	33.8%	54.1%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	27.3%	27.3%	5.2%	22.1%	26.0%	46.8%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	12.2%	12.2%	2.7%	9.5%	33.8%	54.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	25.0%	25.0%	8.3%	16.7%	27.1%	47.9%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	10.5%	10.5%	0.0%	10.5%	39.5%	50.0%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	35.5%	35.5%	0.0%	35.5%	22.6%	41.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	13.9%	13.9%	5.6%	8.3%	27.8%	58.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	27.6%	27.6%	5.3%	22.4%	25.0%	47.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	11.4%	11.4%	2.9%	8.6%	32.9%	55.7%

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Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	17.9%	17.9%	1.3%	16.7%	42.3%	39.7%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	12.3%	12.3%	4.9%	7.4%	27.2%	60.5%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	17.1%	17.1%	0.0%	17.1%	42.1%	40.8%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	11.3%	11.3%	5.0%	6.3%	27.5%	61.3%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<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	Female	2014-15	40.3%	17.5%	17.5%	2.5%	15.0%	45.0%	37.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	20.5%	20.5%	9.1%	11.4%	20.5%	59.1%
Mathematics	4th Grade Content	Male	2014-15	42.4%	18.4%	18.4%	0.0%	18.4%	39.5%	42.1%
Mathematics	4th Grade Content	Male	2015-16	45.8%	2.7%	2.7%	0.0%	2.7%	35.1%	62.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	18.4%	18.4%	1.3%	17.1%	42.1%	39.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	12.5%	12.5%	5.0%	7.5%	26.3%	61.3%

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Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	10.0%	10.0%	0.0%	10.0%	10.0%	80.0%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	5.6%	5.6%	1.4%	4.2%	19.4%	75.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	7.7%	7.7%	0.0%	7.7%	29.2%	63.1%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	4.3%	4.3%	0.0%	4.3%	18.6%	77.1%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.3%	6.3%	0.0%	6.3%	29.7%	64.1%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	7.9%	7.9%	2.6%	5.3%	13.2%	78.9%
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.8%	8.8%	0.0%	8.8%	26.5%	64.7%
Mathematics	5th Grade Content	Male	2014-15	34.1%	2.9%	2.9%	0.0%	2.9%	26.5%	70.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	6.5%	6.5%	0.0%	6.5%	32.3%	61.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	4.3%	4.3%	1.4%	2.9%	18.8%	76.8%

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Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	7.8%	7.8%	0.0%	7.8%	28.1%	64.1%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	20.0%	20.0%	4.6%	15.4%	30.8%	49.2%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	5.9%	5.9%	0.0%	5.9%	20.6%	73.5%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	20.3%	20.3%	4.7%	15.6%	31.3%	48.4%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	4.5%	4.5%	0.0%	4.5%	21.2%	74.2%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	25.0%	25.0%	10.7%	14.3%	28.6%	46.4%
Mathematics	6th Grade Content	Female	2015-16	31.4%	6.1%	6.1%	0.0%	6.1%	18.2%	75.8%
Mathematics	6th Grade Content	Male	2014-15	32.5%	16.2%	16.2%	0.0%	16.2%	32.4%	51.4%
Mathematics	6th Grade Content	Male	2015-16	34.1%	5.7%	5.7%	0.0%	5.7%	22.9%	71.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	20.3%	20.3%	4.7%	15.6%	29.7%	50.0%

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Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	6.0%	6.0%	0.0%	6.0%	20.9%	73.1%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	7.7%	7.7%	0.0%	7.7%	15.4%	76.9%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	19.7%	19.7%	1.5%	18.2%	33.3%	47.0%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	19.7%	19.7%	1.5%	18.2%	33.3%	47.0%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%
Mathematics	7th Grade Content	Female	2014-15	33.0%	25.0%	25.0%	0.0%	25.0%	30.6%	44.4%
Mathematics	7th Grade Content	Female	2015-16	34.5%	16.7%	16.7%	0.0%	16.7%	20.8%	62.5%
Mathematics	7th Grade Content	Male	2014-15	33.5%	13.3%	13.3%	3.3%	10.0%	36.7%	50.0%
Mathematics	7th Grade Content	Male	2015-16	36.1%	3.4%	3.4%	0.0%	3.4%	6.9%	89.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	18.3%	18.3%	0.0%	18.3%	36.7%	45.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10

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Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	11.1%	11.1%	3.2%	7.9%	14.3%	74.6%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	0.0%	0.0%	0.0%	0.0%	26.0%	74.0%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	11.7%	11.7%	3.3%	8.3%	15.0%	73.3%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	0.0%	0.0%	0.0%	0.0%	26.0%	74.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	8.8%	8.8%	2.9%	5.9%	14.7%	76.5%
Mathematics	8th Grade Content	Female	2015-16	34.1%	0.0%	0.0%	0.0%	0.0%	32.1%	67.9%
Mathematics	8th Grade Content	Male	2014-15	31.8%	13.8%	13.8%	3.4%	10.3%	13.8%	72.4%
Mathematics	8th Grade Content	Male	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	11.9%	11.9%	3.4%	8.5%	13.6%	74.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10

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Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	2.6%	2.6%	0.0%	2.6%	15.6%	81.8%
Science	4th Grade Content	All Students	2015-16	14.7%	3.7%	3.7%	0.0%	3.7%	8.6%	87.7%
Science	4th Grade Content	Black or African American	2014-15	2.0%	2.7%	2.7%	0.0%	2.7%	14.7%	82.7%
Science	4th Grade Content	Black or African American	2015-16	2.4%	3.8%	3.8%	0.0%	3.8%	8.8%	87.5%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<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	Female	2014-15	10.4%	0.0%	0.0%	0.0%	0.0%	17.5%	82.5%
Science	4th Grade Content	Female	2015-16	13.0%	4.5%	4.5%	0.0%	4.5%	11.4%	84.1%
Science	4th Grade Content	Male	2014-15	14.3%	5.4%	5.4%	0.0%	5.4%	13.5%	81.1%
Science	4th Grade Content	Male	2015-16	16.4%	2.7%	2.7%	0.0%	2.7%	5.4%	91.9%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	2.7%	2.7%	0.0%	2.7%	14.7%	82.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	3.8%	3.8%	0.0%	3.8%	8.8%	87.5%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	7th Grade Content	All Students	2014-15	22.7%	4.9%	4.9%	0.0%	4.9%	9.8%	85.2%
Science	7th Grade Content	All Students	2015-16	23.9%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	Black or African American	2014-15	5.0%	4.9%	4.9%	0.0%	4.9%	9.8%	85.2%
Science	7th Grade Content	Black or African American	2015-16	5.4%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	Female	2014-15	20.8%	6.1%	6.1%	0.0%	6.1%	12.1%	81.8%
Science	7th Grade Content	Female	2015-16	22.6%	8.3%	8.3%	4.2%	4.2%	8.3%	83.3%
Science	7th Grade Content	Male	2014-15	24.6%	3.6%	3.6%	0.0%	3.6%	7.1%	89.3%
Science	7th Grade Content	Male	2015-16	25.1%	3.4%	3.4%	0.0%	3.4%	3.4%	93.1%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	5.5%	5.5%	0.0%	5.5%	10.9%	83.6%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	1.4%	1.4%	0.0%	1.4%	39.4%	59.2%

M-STEP Grades 3-11

Social Studies	5th Grade Content	All Students	2015-16	18.9%	1.3%	1.3%	0.0%	1.3%	39.0%	59.7%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	1.4%	1.4%	0.0%	1.4%	37.7%	60.9%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	39.5%	60.5%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<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	Female	2014-15	20.6%	2.6%	2.6%	0.0%	2.6%	34.2%	63.2%
Social Studies	5th Grade Content	Female	2015-16	16.7%	2.6%	2.6%	0.0%	2.6%	34.2%	63.2%
Social Studies	5th Grade Content	Male	2014-15	23.8%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	43.6%	56.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	1.5%	1.5%	0.0%	1.5%	38.2%	60.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	1.3%	1.3%	0.0%	1.3%	38.2%	60.5%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%

M-STEP Grades 3-11

Social Studies	8th Grade Content	All Students	2014-15	29.7%	9.7%	9.7%	1.6%	8.1%	32.3%	58.1%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	6.0%	6.0%	2.0%	4.0%	40.0%	54.0%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	10.2%	10.2%	1.7%	8.5%	33.9%	55.9%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	6.0%	6.0%	2.0%	4.0%	40.0%	54.0%
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	15.2%	15.2%	0.0%	15.2%	30.3%	54.5%
Social Studies	8th Grade Content	Female	2015-16	26.0%	10.7%	10.7%	3.6%	7.1%	42.9%	46.4%
Social Studies	8th Grade Content	Male	2014-15	34.0%	3.4%	3.4%	3.4%	0.0%	34.5%	62.1%
Social Studies	8th Grade Content	Male	2015-16	32.6%	0.0%	0.0%	0.0%	0.0%	36.4%	63.6%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	8.6%	8.6%	1.7%	6.9%	31.0%	60.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	6.3%	6.3%	2.1%	4.2%	39.6%	54.2%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10



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SAT

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

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	65.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	56.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	57.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	5th Grade Content	Black or African American	2014-15	30.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	64.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	6th Grade Content	Male	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	69.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	69.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	43.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	81.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	58.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	38.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	<10	<10	<10	<10	<10

MI-Access Supported Independence

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

MI-Access Participation

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



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	100.0%	40.0%	100.0%	40.0%
All Students	Mathematics	98.6%	62.1%	95.2%	30.0%	95.2%	30.0%
All Students	Science	98.1%	50.0%	100.0%	14.5%	100.0%	14.5%
All Students	Social Studies	98.1%	59.3%	100.0%	23.3%	100.0%	23.3%
Bottom 30%	ELA	N/A	25.1%	N/A	0.9%	N/A	0.9%
Bottom 30%	Mathematics	N/A	19.0%	N/A	0.9%	N/A	0.9%
Bottom 30%	Science	N/A	9.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	100.0%	39.6%	100.0%	39.6%
Black or African American	Mathematics	97.4%	37.3%	95.1%	29.5%	95.1%	29.5%
Black or African American	Science	96.5%	23.9%	100.0%	14.6%	100.0%	14.6%
Black or African American	Social Studies	96.6%	33.6%	100.0%	22.6%	100.0%	22.6%
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A	N/A	N/A



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	N/A	N/A	N/A	N/A
White	Mathematics	98.9%	68.4%	N/A	N/A	N/A	N/A
White	Science	98.6%	57.1%	N/A	N/A	N/A	N/A
White	Social Studies	98.5%	65.8%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	39.7%	100.0%	39.7%
Economically Disadvantaged	Mathematics	98.2%	48.5%	95.1%	29.2%	95.1%	29.2%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	14.6%	100.0%	14.6%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	22.1%	100.0%	22.1%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	100.0%	17.7%	100.0%	17.7%
Students With Disabilities	Mathematics	97.1%	36.5%	69.7%	23.8%	69.7%	23.8%
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30



Accountability Details Graduation Data

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

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	89.19%	89.19%

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



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Accountability Status District Data

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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Regent Park Scholars Charter Academy	Green	2	Green	2	Red	0	Green	2	Yellow	26



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	22	25	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.1%

NAEP Grade 4 Math

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

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



MI School Data

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

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

NAEP Grade 12 Math

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

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

NAEP Grade 4 Reading

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

Rounds to zero

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

NAEP Grade 8 Reading

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

Rounds to zero

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

NAEP Grade 12 Reading

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

Rounds to zero

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



NAEP Participation Data

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