



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for South Arbor 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 Monica Rem for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/southarbor/> 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/HsfE6m>.

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.

Unlike most schools in our area, we did exceedingly well on state testing in the 2016-17 school year. Our teachers attend to time on task and sticking with the state standards so that learning is focused. We prepared our students in advance for the online tools that they would be able to use on the assessment. As soon as teachers noticed learning gaps through formative assessments or classroom summative assessments, they were adjusting instruction for their students.

In 2016-17, our math proficiency was at 72%, ELA proficiency was at 78%, Science proficiency was at 54%, and Social Studies proficiency was at 58%. These scores are both above all local districts and above state averages.

Based on the data that we did receive, we will make some adjustments moving forward. Going into the 2018-19 school year, we will be focusing on K-2 literacy instruction and 3-5 math stories (a method for students explaining their math reasoning with story problems).

State law requires that we also report additional information.



## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2016-2017

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

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


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

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

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

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

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are



still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

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

2016-2017

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

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

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2017, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- 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**

*ELA*

- ELL subgroup will increase 20 percentage points in ELA on state tests by 2020 (moving from 57% proficient to at least 77% proficient).
  - This subgroup has risen by 11 percentage points so far, going from 57% in 2014-15 to 68% in 2016-17.

### Math

- Free lunch subgroup will increase 10 percentage points in Math on state tests by 2020 (moving from 69% proficient to at least 72% proficient)
  - At this time, this subgroup has declined by 15 percentage points to 54%.

### Social Studies

- African American subgroup will increase 11 percentage points in Social Studies on state tests by 2020 (moving from 37% proficient to at least 48% proficient)
  - This subgroup has risen by 6 percentage points so far, going from 37% in 2014-15 to 43% in 2016-17.

### Science


- African American subgroup will increase 7 percentage points in Science on state tests by 2020 (moving from 23% proficient to at least 30% proficient)
  - At this time, this subgroup has declined by 1 percentage point to 22%.

### Status of the School Improvement Plan:

We also had two data-specific goals that we were working to attain in the 2016-17 school year.

- 1) **Academic Proficiency:** Our goal was to have 2<sup>nd</sup>-8<sup>th</sup> grade students enrolled for three or more years to be at or above the grade-level target as measured on the NWEA MAP test. CMU provided us with MAP College Readiness Targets (Reading 2nd-190, 3rd-201, 4th-208, 5th-215, 6th-218, 7th-222, 8th-227; Math 2nd-191, 3rd-204, 4th-214, 5th-224, 6th-229, 7th-236, 8th-242). Our results are shown below:

Subject	Grade	Goal	Average Score achieved by all students (not just 3+ year students)
READING	2	190	203
	3	201	207
	4	208	218
	5	215	229
	6	218	230
	7	222	235
	8	227	238
	MATH	2	191
3		204	212
4		214	224
5		224	240
6		229	241
7		236	250
8		242	261

- 
- 2) **Academic Growth:** Our academic growth goals are based on the percent of students that met or exceeded their Spring NWEA growth targets. CMU's expectation is that the academic growth of all students in grades 3-8 at the Academy will be assessed using the following metrics and growth targets. In grades 3-8: Students fall-to-spring growth on average will demonstrate measureable progress towards the grade level achievement targets for reading and math.

When we look at academic growth, we can see that overall our students are doing well. In grades 4-8 on the Reading portion of the NWEA assessment, our students are in the moderate to high range of student growth percentiles. In grades 5-8 on the Math portion of the NWEA assessment, our students are in the moderate to high range of student growth percentiles. In general, the longer that our students stay with us, the better that they tend to do.

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

Proudly, we can say that we met many of our goals. Our ELA and Social Studies subgroup goals are seeing positive gains. We know that we still have room to grow in math and science, but we feel that we have implemented changes to help all students. We also did very well in Academic Proficiency and Academic Growth.


The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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

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

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

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



2015-2016

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

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- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
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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**

*ELA*

- ELL subgroup will increase 20 percentage points in ELA on state tests by 2020 (moving from 57% proficient to at least 77% proficient).

*Math*

- Free lunch subgroup will increase 10 percentage points in Math on state tests by 2020 (moving from 62% proficient to at least 72% proficient)

*Social Studies*

- African American subgroup will increase 15 percentage points in Social Studies on state tests by 2020 (moving from 33% proficient to at least 48% proficient)

*Science*

- African American subgroup will increase 10 percentage points in Science on state tests by 2020 (moving from 20% proficient to at least 30% proficient)

The state has not yet released data for the 2015-16 school year that show subgroup growth.

### Status of the School Improvement Plan:

We also had two data-specific goals that we were working to attain in the 2015-2016 school year.

- 3) **Academic Proficiency:** Our goal was to have 2<sup>nd</sup>-8<sup>th</sup> grade students enrolled for three or more years to be at or above the grade-level target as measured on the NWEA MAP test. CMU provided us with MAP College Readiness Targets (Reading 2nd-190, 3rd-201, 4th-208, 5th-215, 6th-218, 7th-222, 8th-227; Math 2nd-191, 3rd-204, 4th-214, 5th-224, 6th-229, 7th-236, 8th-242). Our results are shown below:

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4		214	228
5		224	245
6		229	240
7		236	255
8		242	259

- 4) **Academic Growth:** Our academic growth goals are based on the percent of students that met or exceeded their Spring NWEA growth targets. CMU's expectation is that the academic growth of all students in grades 3-8 at the Academy will be assessed using the following metrics and growth targets. In grades 3-8: Students fall-to-spring growth on average will demonstrate measurable progress towards the grade level achievement targets for reading and math.

Subject	Grade	% Change from Fall to Spring Scores
READING	3	+9.7%
	4	+8.1%
	5	+6.6%
	6	+4.2%
	7	+4.8%



	8	+3.4%
MATH	3	+12.9%
	4	+13%
	5	+17.4%
	6	+8.4%
	7	+10.9%
	8	+9%

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

Proudly, we can say that we met many of our goals. We don't have all of the subgroup data information for the state testing, but we feel that we have implemented changes to help all students. We also did very well in Academic Proficiency and Academic Growth.

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.

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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.

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



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

#### 2016-2017

South Arbor Charter Academy is authorized by Central Michigan University. The school was founded in 1999 and is managed by National Heritage Academies. South Arbor first opened its doors on October 13th, 1999, to 153 students in grades Kindergarten through 5th grade. Since then, we have become a fully-enrolled Young Fives through 8th grade school with a total enrollment of 799 students.


We offer a full-day Young Fives program, three full-day Kindergarten classrooms, and three classrooms each for grades 1<sup>st</sup> through 8<sup>th</sup>. In addition we offer a combined 5<sup>th</sup>/6<sup>th</sup> and a combined 7<sup>th</sup>/8<sup>th</sup> Accelerated Learning classroom. The average class size for our classrooms is 26-28 students in grades 1-8, 25 students in Kindergarten, and 21 students in the Young Fives classroom.

South Arbor Charter Academy is a diverse school. We serve students from sixteen different school districts whose parents have entrusted South Arbor Charter Academy to better educate their children. Our student population is made up of approximately 56% Caucasian, 20% African American, 18% Asian, 5% Hispanic, and 1% other. We offer full Special Education services, including Speech, Occupational Therapy, Resource Room, and Social Work. Special Education students comprise approximately 9% of our population. Free and reduced lunch students comprise approximately 18% of our population.

The 2016-2017 Parent Satisfaction Survey results revealed South Arbor parents to be a highly loyal and committed set of stakeholders in the school's mission to *Challenge each child to achieve* with 98% being satisfied with the school. 97% of our parents score our school at an "A" level. 95% of our parents would recommend our school to others. 96% of our parents are likely to re-enroll their children for the following school year. 96% of our parents judge South Arbor to offer one of the best academic programs in the area to deliver on our promise of moral guidance, to provide a safe environment, and setting uncompromising academic and behavioral expectations for students. In 2016, South Arbor Charter Academy's M-STEP results placed us 1st among the state's charter schools and 1<sup>st</sup> among all public schools in the state. For the 2016 state testing, we were ranked #1 for all schools in Washtenaw County and exceeded all state averages by a large amount. In the fall of 2016, we were again named a Michigan Reward School for our efforts for achievement, improvement, and reducing the gap between our highest and lowest students.

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We offer a full-day Young Fives program, three full-day Kindergarten classrooms, and three classrooms each for grades 1<sup>st</sup> through 8<sup>th</sup>. In addition we offer a combined 5<sup>th</sup>/6<sup>th</sup> and a combined 7<sup>th</sup>/8<sup>th</sup> Accelerated Learning classroom. The average class size for our classrooms is 26-28 students in grades 1-8, 25 students in Kindergarten, and 21 students in the Young Fives classroom.

South Arbor Charter Academy is a diverse school. We serve students from sixteen different school districts whose parents have entrusted South Arbor Charter Academy to better educate their children. Our student population is made up of approximately 60% Caucasian, 13% African American, 14% Asian, 12% Multi-Racial, and 1% American Indian. We offer full Special Education services, including Speech, Occupational Therapy, Resource Room, Physical Therapy, and Social Work. Special Education students comprise approximately 5% of our population. Free and reduced lunch students comprise approximately 16% of our population.


The 2015-2016 Parent Satisfaction Survey results revealed South Arbor parents to be a highly loyal and committed set of stakeholders in the school's mission to *Challenge each child to achieve* with 94% being satisfied with the school. 97% of our parents score our school at an "A" level. 95% of our parents would recommend our school to others. 95% of our parents are highly likely to re-enroll their children for the following school year. 99% of our parents judge South Arbor to offer one of the best academic programs in the area to deliver on our promise of moral guidance, to provide a safe environment, and setting uncompromising academic and behavioral expectations for students. In 2016, South Arbor Charter Academy's M-STEP results placed us 1st among the state's charter schools and 1<sup>st</sup> among all public schools in the state. For the 2016 state testing, we were ranked #1 for all schools in Washtenaw County and exceeded all state averages by a large amount. In the fall of 2016, we were again named a Michigan Reward School for our efforts for achievement, improvement, and reducing the gap between our highest and lowest students.

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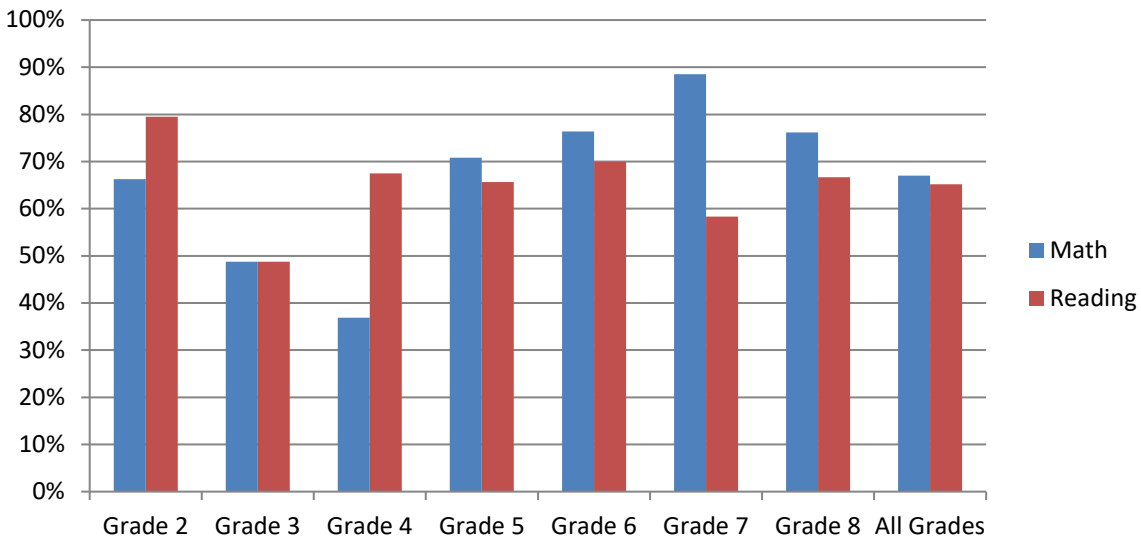
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

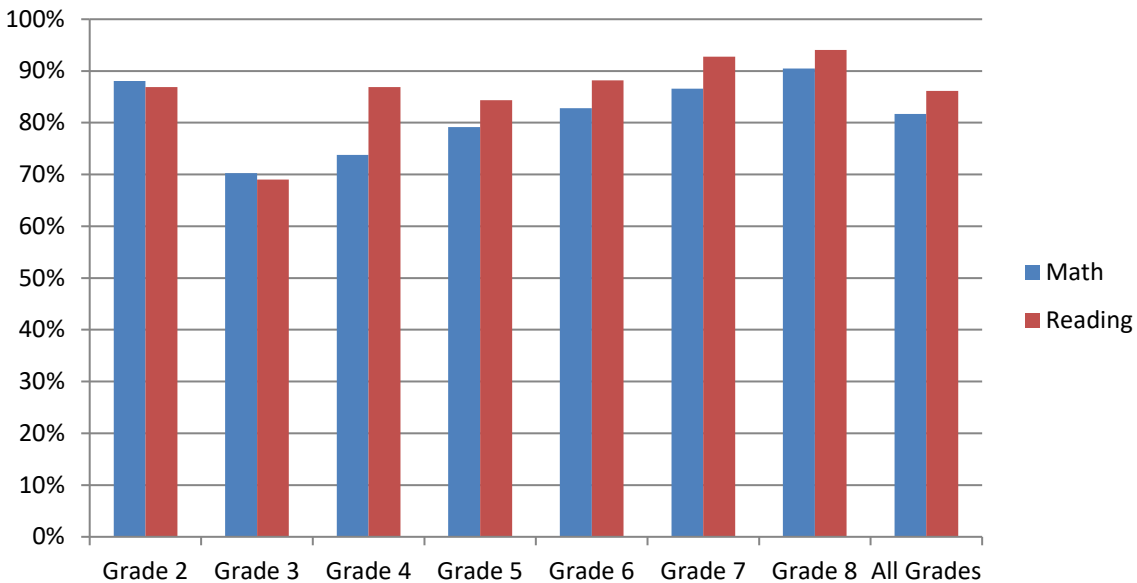
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

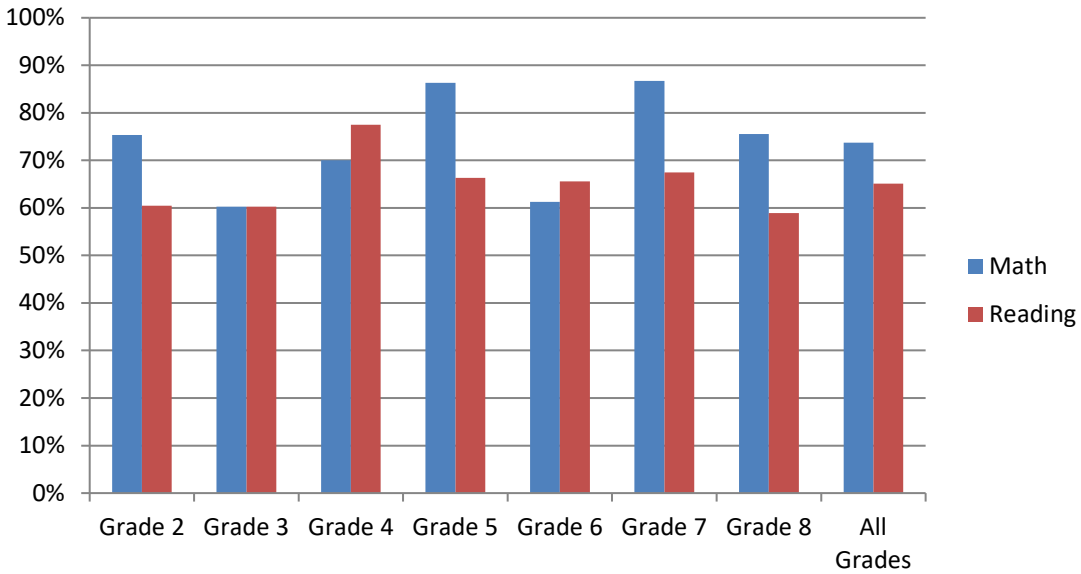


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

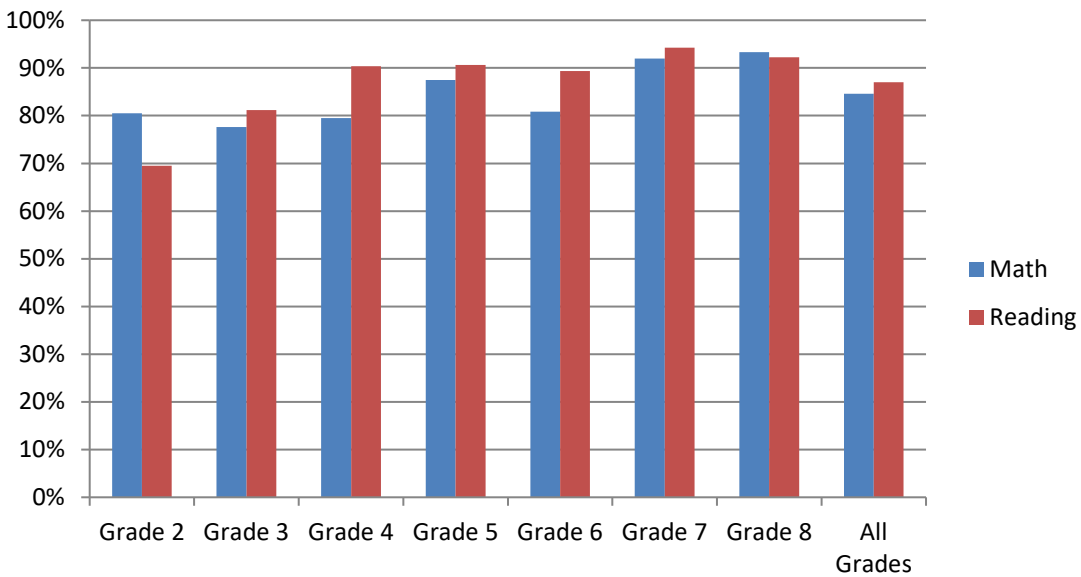


2015-2016

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	788	99.0%
<b>Spring 2017</b>	K-8	774	97.0%

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	783	98.6%
<b>Spring 2016</b>	K-8	759	95.2%

7. SCHOOL YEAR HIGHLIGHTS

- Continued high Academic Proficiency –Our results continued to be strong as we fully teach our state standards.
- Strong enrollment continued in this school year. Even as new charter schools have opened in our area and School of Choice becomes more competitive, we have remained fully enrolled.
- Three of our teachers were honored to be recognized as finalists for National Heritage Academies' Teacher of the Year.





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

Sincerely,

*Kimberly A. Bondy*

Kimberly Bondy  
School Principal  
South Arbor Charter Academy  
8200 Carpenter Road  
Ypsilanti, MI 48197  
734-528-2821

**BOARD OF DIRECTORS:**

Christopher Andrews – President  
Vickie Castel – Vice President  
Stacy Peterson – Secretary  
Marcella Haghgoie – Treasurer  
William Soisson – Director

Annual Education Report  
 South Arbor Charter Academy (08741)

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%	75.0%	75.0%	46.4%	28.6%	14.3%	10.7%
ELA	3rd Grade Content	All Students	2016-17	44.1%	53.6%	53.6%	33.3%	20.2%	25.0%	21.4%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	84.6%	84.6%	53.8%	30.8%	15.4%	0.0%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	33.3%	33.3%	26.7%	6.7%	20.0%	46.7%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	46.2%	46.2%	23.1%	23.1%	38.5%	15.4%
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%	85.4%	85.4%	52.1%	33.3%	10.4%	4.2%
ELA	3rd Grade Content	White	2016-17	51.7%	52.0%	52.0%	32.0%	20.0%	24.0%	24.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Female	2015-16	49.5%	72.7%	72.7%	50.0%	22.7%	22.7%	4.5%
ELA	3rd Grade Content	Female	2016-17	47.7%	50.0%	50.0%	31.6%	18.4%	26.3%	23.7%
ELA	3rd Grade Content	Male	2015-16	42.6%	77.5%	77.5%	42.5%	35.0%	5.0%	17.5%
ELA	3rd Grade Content	Male	2016-17	40.7%	56.5%	56.5%	34.8%	21.7%	23.9%	19.6%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	65.0%	65.0%	20.0%	45.0%	15.0%	20.0%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	29.4%	29.4%	29.4%	0.0%	35.3%	35.3%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	57.1%	57.1%	33.3%	23.8%	28.6%	14.3%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	88.0%	88.0%	65.1%	22.9%	8.4%	3.6%
ELA	4th Grade Content	All Students	2016-17	44.2%	73.8%	73.8%	53.6%	20.2%	13.1%	13.1%
ELA	4th Grade Content	Asian	2015-16	67.8%	100.0%	100.0%	76.9%	23.1%	0.0%	0.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Asian	2016-17	66.9%	90.0%	90.0%	60.0%	30.0%	10.0%	0.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	91.7%	91.7%	66.7%	25.0%	0.0%	8.3%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	50.0%	50.0%	21.4%	28.6%	7.1%	42.9%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	81.6%	81.6%	61.2%	20.4%	14.3%	4.1%
ELA	4th Grade Content	White	2016-17	51.5%	73.9%	73.9%	58.7%	15.2%	17.4%	8.7%
ELA	4th Grade Content	Female	2015-16	50.9%	92.5%	92.5%	72.5%	20.0%	5.0%	2.5%
ELA	4th Grade Content	Female	2016-17	48.6%	69.8%	69.8%	53.5%	16.3%	20.9%	9.3%
ELA	4th Grade Content	Male	2015-16	41.8%	83.7%	83.7%	58.1%	25.6%	11.6%	4.7%

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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	4th Grade Content	Male	2016-17	39.9%	78.0%	78.0%	53.7%	24.4%	4.9%	17.1%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	82.4%	82.4%	47.1%	35.3%	5.9%	11.8%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	57.9%	57.9%	42.1%	15.8%	21.1%	21.1%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	68.8%	68.8%	43.8%	25.0%	6.3%	25.0%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	86.5%	86.5%	55.2%	31.3%	10.4%	3.1%
ELA	5th Grade Content	All Students	2016-17	51.1%	86.5%	86.5%	54.2%	32.3%	9.4%	4.2%
ELA	5th Grade Content	Asian	2015-16	74.7%	87.5%	87.5%	68.8%	18.8%	12.5%	0.0%
ELA	5th Grade Content	Asian	2016-17	73.2%	100.0%	100.0%	73.3%	26.7%	0.0%	0.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	75.0%	75.0%	37.5%	37.5%	18.8%	6.3%

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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	5th Grade Content	Black or African American	2016-17	24.8%	75.0%	75.0%	50.0%	25.0%	18.8%	6.3%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	90.7%	90.7%	55.6%	35.2%	7.4%	1.9%
ELA	5th Grade Content	White	2016-17	58.6%	84.6%	84.6%	51.9%	32.7%	11.5%	3.8%
ELA	5th Grade Content	Female	2015-16	55.8%	93.2%	93.2%	63.6%	29.5%	4.5%	2.3%
ELA	5th Grade Content	Female	2016-17	56.0%	95.7%	95.7%	66.0%	29.8%	2.1%	2.1%
ELA	5th Grade Content	Male	2015-16	45.5%	80.8%	80.8%	48.1%	32.7%	15.4%	3.8%
ELA	5th Grade Content	Male	2016-17	46.2%	77.6%	77.6%	42.9%	34.7%	16.3%	6.1%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	66.7%	66.7%	33.3%	33.3%	20.0%	13.3%

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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	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	78.3%	78.3%	30.4%	47.8%	8.7%	13.0%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
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%	85.1%	85.1%	51.1%	34.0%	10.6%	4.3%
ELA	6th Grade Content	All Students	2016-17	43.6%	80.6%	80.6%	44.1%	36.6%	12.9%	6.5%
ELA	6th Grade Content	Asian	2015-16	70.4%	100.0%	100.0%	77.8%	22.2%	0.0%	0.0%
ELA	6th Grade Content	Asian	2016-17	69.5%	91.7%	91.7%	58.3%	33.3%	8.3%	0.0%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	73.3%	73.3%	26.7%	46.7%	20.0%	6.7%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	55.6%	55.6%	22.2%	33.3%	27.8%	16.7%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	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
ELA	6th Grade Content	White	2015-16	51.9%	86.3%	86.3%	49.0%	37.3%	9.8%	3.9%
ELA	6th Grade Content	White	2016-17	50.3%	86.8%	86.8%	47.2%	39.6%	9.4%	3.8%
ELA	6th Grade Content	Female	2015-16	49.8%	87.0%	87.0%	67.4%	19.6%	13.0%	0.0%
ELA	6th Grade Content	Female	2016-17	48.7%	87.5%	87.5%	50.0%	37.5%	10.0%	2.5%
ELA	6th Grade Content	Male	2015-16	40.4%	83.3%	83.3%	35.4%	47.9%	8.3%	8.3%
ELA	6th Grade Content	Male	2016-17	38.7%	75.5%	75.5%	39.6%	35.8%	15.1%	9.4%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	78.6%	78.6%	35.7%	42.9%	21.4%	0.0%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	68.8%	68.8%	31.3%	37.5%	12.5%	18.8%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Learners	2016-17	14.0%	<10	<10	<10	<10	<10	<10



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ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	60.0%	60.0%	0.0%	60.0%	10.0%	30.0%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	81.2%	81.2%	48.2%	32.9%	15.3%	3.5%
ELA	7th Grade Content	All Students	2016-17	44.8%	81.4%	81.4%	38.1%	43.3%	13.4%	5.2%
ELA	7th Grade Content	Asian	2015-16	71.6%	86.7%	86.7%	80.0%	6.7%	13.3%	0.0%
ELA	7th Grade Content	Asian	2016-17	70.0%	100.0%	100.0%	63.2%	36.8%	0.0%	0.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	76.9%	76.9%	30.8%	46.2%	23.1%	0.0%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	68.8%	68.8%	18.8%	50.0%	25.0%	6.3%
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

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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	White	2015-16	53.7%	82.0%	82.0%	42.0%	40.0%	12.0%	6.0%
ELA	7th Grade Content	White	2016-17	51.0%	78.0%	78.0%	38.0%	40.0%	16.0%	6.0%
ELA	7th Grade Content	Female	2015-16	53.8%	86.7%	86.7%	53.3%	33.3%	11.1%	2.2%
ELA	7th Grade Content	Female	2016-17	50.9%	88.0%	88.0%	46.0%	42.0%	10.0%	2.0%
ELA	7th Grade Content	Male	2015-16	40.6%	75.0%	75.0%	42.5%	32.5%	20.0%	5.0%
ELA	7th Grade Content	Male	2016-17	39.1%	74.5%	74.5%	29.8%	44.7%	17.0%	8.5%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	60.0%	60.0%	20.0%	40.0%	30.0%	10.0%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	64.3%	64.3%	14.3%	50.0%	28.6%	7.1%
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%	40.0%	40.0%	10.0%	30.0%	20.0%	40.0%
ELA	8th Grade Content	All Students	2015-16	48.9%	92.3%	92.3%	63.7%	28.6%	6.6%	1.1%

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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	8th Grade Content	All Students	2016-17	48.0%	92.8%	92.8%	45.8%	47.0%	6.0%	1.2%
ELA	8th Grade Content	American Indian or Alaska Native	2015-16	37.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2016-17	73.0%	93.3%	93.3%	66.7%	26.7%	6.7%	0.0%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	100.0%	100.0%	53.8%	46.2%	0.0%	0.0%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	100.0%	100.0%	21.4%	78.6%	0.0%	0.0%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	89.7%	89.7%	60.3%	29.3%	8.6%	1.7%

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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	White	2016-17	53.9%	91.7%	91.7%	45.8%	45.8%	6.3%	2.1%
ELA	8th Grade Content	Female	2015-16	54.9%	92.9%	92.9%	73.8%	19.0%	7.1%	0.0%
ELA	8th Grade Content	Female	2016-17	54.9%	89.4%	89.4%	48.9%	40.4%	10.6%	0.0%
ELA	8th Grade Content	Male	2015-16	43.0%	91.8%	91.8%	55.1%	36.7%	6.1%	2.0%
ELA	8th Grade Content	Male	2016-17	41.4%	97.2%	97.2%	41.7%	55.6%	0.0%	2.8%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	100.0%	100.0%	53.3%	46.7%	0.0%	0.0%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	86.7%	86.7%	40.0%	46.7%	6.7%	6.7%
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%	72.6%	72.6%	47.6%	25.0%	17.9%	9.5%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	65.5%	65.5%	34.5%	31.0%	14.3%	20.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	92.3%	92.3%	69.2%	23.1%	7.7%	0.0%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	40.0%	40.0%	13.3%	26.7%	20.0%	40.0%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	61.5%	61.5%	23.1%	38.5%	15.4%	23.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	75.0%	75.0%	56.3%	18.8%	22.9%	2.1%
Mathematics	3rd Grade Content	White	2016-17	54.8%	66.0%	66.0%	30.0%	36.0%	12.0%	22.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	68.2%	68.2%	47.7%	20.5%	22.7%	9.1%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	57.9%	57.9%	34.2%	23.7%	18.4%	23.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Male	2015-16	46.6%	77.5%	77.5%	47.5%	30.0%	12.5%	10.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	71.7%	71.7%	34.8%	37.0%	10.9%	17.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	65.0%	65.0%	25.0%	40.0%	10.0%	25.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	58.8%	58.8%	17.6%	41.2%	17.6%	23.5%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	81.0%	81.0%	52.4%	28.6%	9.5%	9.5%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	78.3%	78.3%	51.8%	26.5%	19.3%	2.4%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	71.4%	71.4%	40.5%	31.0%	21.4%	7.1%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	100.0%	100.0%	69.2%	30.8%	0.0%	0.0%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	100.0%	100.0%	60.0%	40.0%	0.0%	0.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	66.7%	66.7%	41.7%	25.0%	25.0%	8.3%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	35.7%	35.7%	0.0%	35.7%	28.6%	35.7%
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	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	75.5%	75.5%	49.0%	26.5%	22.4%	2.0%
Mathematics	4th Grade Content	White	2016-17	49.7%	73.9%	73.9%	43.5%	30.4%	23.9%	2.2%
Mathematics	4th Grade Content	Female	2015-16	42.1%	82.5%	82.5%	55.0%	27.5%	15.0%	2.5%
Mathematics	4th Grade Content	Female	2016-17	39.6%	62.8%	62.8%	37.2%	25.6%	30.2%	7.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	74.4%	74.4%	48.8%	25.6%	23.3%	2.3%
Mathematics	4th Grade Content	Male	2016-17	44.2%	80.5%	80.5%	43.9%	36.6%	12.2%	7.3%

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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	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	64.7%	64.7%	23.5%	41.2%	29.4%	5.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	57.9%	57.9%	21.1%	36.8%	31.6%	10.5%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	56.3%	56.3%	37.5%	18.8%	31.3%	12.5%
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	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	79.2%	79.2%	54.2%	25.0%	14.6%	6.3%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	68.8%	68.8%	50.0%	18.8%	22.9%	8.3%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	87.5%	87.5%	87.5%	0.0%	12.5%	0.0%
Mathematics	5th Grade Content	Asian	2016-17	65.4%	86.7%	86.7%	73.3%	13.3%	13.3%	0.0%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	50.0%	50.0%	31.3%	18.8%	37.5%	12.5%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	68.8%	68.8%	37.5%	31.3%	25.0%	6.3%



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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	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	85.2%	85.2%	51.9%	33.3%	9.3%	5.6%
Mathematics	5th Grade Content	White	2016-17	42.4%	63.5%	63.5%	50.0%	13.5%	26.9%	9.6%
Mathematics	5th Grade Content	Female	2015-16	31.7%	79.5%	79.5%	50.0%	29.5%	13.6%	6.8%
Mathematics	5th Grade Content	Female	2016-17	32.6%	74.5%	74.5%	57.4%	17.0%	23.4%	2.1%
Mathematics	5th Grade Content	Male	2015-16	35.8%	78.8%	78.8%	57.7%	21.2%	15.4%	5.8%
Mathematics	5th Grade Content	Male	2016-17	37.4%	63.3%	63.3%	42.9%	20.4%	22.4%	14.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	46.7%	46.7%	33.3%	13.3%	26.7%	26.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	52.2%	52.2%	30.4%	21.7%	30.4%	17.4%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10

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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%	73.4%	73.4%	53.2%	20.2%	17.0%	9.6%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	73.1%	73.1%	51.6%	21.5%	19.4%	7.5%
Mathematics	6th Grade Content	Asian	2015-16	64.5%	88.9%	88.9%	83.3%	5.6%	11.1%	0.0%
Mathematics	6th Grade Content	Asian	2016-17	65.9%	83.3%	83.3%	75.0%	8.3%	16.7%	0.0%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	46.7%	46.7%	33.3%	13.3%	40.0%	13.3%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	33.3%	33.3%	27.8%	5.6%	44.4%	22.2%
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

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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%	76.5%	76.5%	49.0%	27.5%	15.7%	7.8%
Mathematics	6th Grade Content	White	2016-17	41.0%	83.0%	83.0%	52.8%	30.2%	13.2%	3.8%
Mathematics	6th Grade Content	Female	2015-16	31.4%	82.6%	82.6%	54.3%	28.3%	15.2%	2.2%
Mathematics	6th Grade Content	Female	2016-17	33.1%	75.0%	75.0%	52.5%	22.5%	17.5%	7.5%
Mathematics	6th Grade Content	Male	2015-16	34.1%	64.6%	64.6%	52.1%	12.5%	18.8%	16.7%
Mathematics	6th Grade Content	Male	2016-17	35.2%	71.7%	71.7%	50.9%	20.8%	20.8%	7.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	64.3%	64.3%	35.7%	28.6%	21.4%	14.3%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	62.5%	62.5%	37.5%	25.0%	18.8%	18.8%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	30.0%	30.0%	10.0%	20.0%	30.0%	40.0%
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<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	7th Grade Content	All Students	2015-16	35.3%	85.9%	85.9%	63.5%	22.4%	9.4%	4.7%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	73.2%	73.2%	51.5%	21.6%	19.6%	7.2%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Mathematics	7th Grade Content	Asian	2016-17	67.0%	94.7%	94.7%	84.2%	10.5%	5.3%	0.0%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	76.9%	76.9%	61.5%	15.4%	15.4%	7.7%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	50.0%	50.0%	25.0%	25.0%	43.8%	6.3%
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%	84.0%	84.0%	56.0%	28.0%	12.0%	4.0%
Mathematics	7th Grade Content	White	2016-17	42.9%	72.0%	72.0%	50.0%	22.0%	18.0%	10.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Female	2015-16	34.5%	82.2%	82.2%	60.0%	22.2%	13.3%	4.4%
Mathematics	7th Grade Content	Female	2016-17	35.1%	78.0%	78.0%	56.0%	22.0%	20.0%	2.0%
Mathematics	7th Grade Content	Male	2015-16	36.1%	90.0%	90.0%	67.5%	22.5%	5.0%	5.0%
Mathematics	7th Grade Content	Male	2016-17	37.3%	68.1%	68.1%	46.8%	21.3%	19.1%	12.8%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	70.0%	70.0%	40.0%	30.0%	20.0%	10.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	57.1%	57.1%	35.7%	21.4%	28.6%	14.3%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	<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%	40.0%	40.0%	10.0%	30.0%	30.0%	30.0%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	87.9%	87.9%	74.7%	13.2%	8.8%	3.3%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	79.5%	79.5%	60.2%	19.3%	15.7%	4.8%

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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	8th Grade Content	American Indian or Alaska Native	2015-16	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	100.0%	100.0%	93.3%	6.7%	0.0%	0.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	92.3%	92.3%	69.2%	23.1%	7.7%	0.0%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	71.4%	71.4%	35.7%	35.7%	21.4%	7.1%
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%	84.5%	84.5%	70.7%	13.8%	12.1%	3.4%
Mathematics	8th Grade Content	White	2016-17	39.2%	75.0%	75.0%	56.3%	18.8%	18.8%	6.3%

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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	8th Grade Content	Female	2015-16	34.1%	88.1%	88.1%	78.6%	9.5%	7.1%	4.8%
Mathematics	8th Grade Content	Female	2016-17	35.2%	76.6%	76.6%	53.2%	23.4%	17.0%	6.4%
Mathematics	8th Grade Content	Male	2015-16	31.4%	87.8%	87.8%	71.4%	16.3%	10.2%	2.0%
Mathematics	8th Grade Content	Male	2016-17	31.8%	83.3%	83.3%	69.4%	13.9%	13.9%	2.8%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	86.7%	86.7%	80.0%	6.7%	13.3%	0.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	60.0%	60.0%	46.7%	13.3%	26.7%	13.3%
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%	55.4%	55.4%	32.5%	22.9%	26.5%	18.1%
Science	4th Grade Content	All Students	2016-17	14.6%	45.2%	45.2%	26.2%	19.0%	25.0%	29.8%
Science	4th Grade Content	Asian	2015-16	28.4%	84.6%	84.6%	46.2%	38.5%	7.7%	7.7%

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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
Science	4th Grade Content	Asian	2016-17	27.8%	70.0%	70.0%	20.0%	50.0%	30.0%	0.0%
Science	4th Grade Content	Black or African American	2015-16	2.4%	41.7%	41.7%	25.0%	16.7%	33.3%	25.0%
Science	4th Grade Content	Black or African American	2016-17	2.8%	7.1%	7.1%	0.0%	7.1%	14.3%	78.6%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	53.1%	53.1%	36.7%	16.3%	24.5%	22.4%
Science	4th Grade Content	White	2016-17	18.2%	52.2%	52.2%	30.4%	21.7%	23.9%	23.9%
Science	4th Grade Content	Female	2015-16	13.0%	62.5%	62.5%	37.5%	25.0%	22.5%	15.0%
Science	4th Grade Content	Female	2016-17	12.6%	44.2%	44.2%	23.3%	20.9%	23.3%	32.6%
Science	4th Grade Content	Male	2015-16	16.4%	48.8%	48.8%	27.9%	20.9%	30.2%	20.9%



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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
Science	4th Grade Content	Male	2016-17	16.5%	46.3%	46.3%	29.3%	17.1%	26.8%	26.8%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	29.4%	29.4%	11.8%	17.6%	41.2%	29.4%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	31.6%	31.6%	21.1%	10.5%	31.6%	36.8%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	31.3%	31.3%	25.0%	6.3%	25.0%	43.8%
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%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	56.5%	56.5%	38.8%	17.6%	21.2%	22.4%
Science	7th Grade Content	All Students	2016-17	22.7%	60.8%	60.8%	25.8%	35.1%	20.6%	18.6%
Science	7th Grade Content	Asian	2015-16	41.9%	73.3%	73.3%	66.7%	6.7%	20.0%	6.7%
Science	7th Grade Content	Asian	2016-17	41.3%	84.2%	84.2%	36.8%	47.4%	5.3%	10.5%
Science	7th Grade Content	Black or African American	2015-16	5.4%	30.8%	30.8%	23.1%	7.7%	38.5%	30.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Black or African American	2016-17	5.1%	25.0%	25.0%	12.5%	12.5%	50.0%	25.0%
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%	56.0%	56.0%	38.0%	18.0%	18.0%	26.0%
Science	7th Grade Content	White	2016-17	27.5%	64.0%	64.0%	28.0%	36.0%	18.0%	18.0%
Science	7th Grade Content	Female	2015-16	22.6%	57.8%	57.8%	37.8%	20.0%	20.0%	22.2%
Science	7th Grade Content	Female	2016-17	21.2%	68.0%	68.0%	30.0%	38.0%	22.0%	10.0%
Science	7th Grade Content	Male	2015-16	25.1%	55.0%	55.0%	40.0%	15.0%	22.5%	22.5%
Science	7th Grade Content	Male	2016-17	24.3%	53.2%	53.2%	21.3%	31.9%	19.1%	27.7%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	30.0%	30.0%	20.0%	10.0%	30.0%	40.0%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	42.9%	42.9%	14.3%	28.6%	14.3%	42.9%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	<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%	20.0%	20.0%	0.0%	20.0%	10.0%	70.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	40.6%	40.6%	7.3%	33.3%	53.1%	6.3%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	51.0%	51.0%	11.5%	39.6%	41.7%	7.3%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	68.8%	68.8%	18.8%	50.0%	25.0%	6.3%
Social Studies	5th Grade Content	Asian	2016-17	38.0%	66.7%	66.7%	6.7%	60.0%	33.3%	0.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	25.0%	25.0%	0.0%	25.0%	62.5%	12.5%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	43.8%	43.8%	0.0%	43.8%	43.8%	12.5%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<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	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	38.9%	38.9%	7.4%	31.5%	57.4%	3.7%
Social Studies	5th Grade Content	White	2016-17	26.7%	53.8%	53.8%	15.4%	38.5%	38.5%	7.7%
Social Studies	5th Grade Content	Female	2015-16	16.7%	45.5%	45.5%	6.8%	38.6%	50.0%	4.5%
Social Studies	5th Grade Content	Female	2016-17	19.3%	53.2%	53.2%	12.8%	40.4%	42.6%	4.3%
Social Studies	5th Grade Content	Male	2015-16	21.0%	36.5%	36.5%	7.7%	28.8%	55.8%	7.7%
Social Studies	5th Grade Content	Male	2016-17	23.9%	49.0%	49.0%	10.2%	38.8%	40.8%	10.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	13.3%	13.3%	0.0%	13.3%	60.0%	26.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	34.8%	34.8%	0.0%	34.8%	47.8%	17.4%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<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	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	75.8%	75.8%	35.2%	40.7%	19.8%	4.4%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	65.1%	65.1%	22.9%	42.2%	33.7%	1.2%
Social Studies	8th Grade Content	American Indian or Alaska Native	2015-16	21.6%	<10	<10	<10	<10	<10	<10
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%	80.0%	80.0%	53.3%	26.7%	20.0%	0.0%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	69.2%	69.2%	30.8%	38.5%	30.8%	0.0%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	35.7%	35.7%	7.1%	28.6%	64.3%	0.0%
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

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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	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%	74.1%	74.1%	32.8%	41.4%	20.7%	5.2%
Social Studies	8th Grade Content	White	2016-17	37.1%	68.8%	68.8%	16.7%	52.1%	29.2%	2.1%
Social Studies	8th Grade Content	Female	2015-16	26.0%	71.4%	71.4%	33.3%	38.1%	23.8%	4.8%
Social Studies	8th Grade Content	Female	2016-17	28.6%	61.7%	61.7%	17.0%	44.7%	38.3%	0.0%
Social Studies	8th Grade Content	Male	2015-16	32.6%	79.6%	79.6%	36.7%	42.9%	16.3%	4.1%
Social Studies	8th Grade Content	Male	2016-17	34.0%	69.4%	69.4%	30.6%	38.9%	27.8%	2.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	80.0%	80.0%	26.7%	53.3%	20.0%	0.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	46.7%	46.7%	6.7%	40.0%	46.7%	6.7%
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

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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	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	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	Male	2015-16	75.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2016-17	82.3%	<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	8th Grade Content	All Students	2016-17	63.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2016-17	41.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2016-17	85.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2016-17	67.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2016-17	46.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2016-17	66.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2016-17	42.1%	<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 South Arbor Charter Academy (08741)

### 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%	100.0%	78.4%	100.0%	78.4%
All Students	Mathematics	98.7%	39.1%	100.0%	72.2%	100.0%	72.2%
All Students	Science	97.9%	24.9%	100.0%	53.9%	100.0%	53.9%
All Students	Social Studies	97.8%	33.7%	100.0%	58.4%	100.0%	58.4%
Bottom 30%	ELA	N/A	3.8%	N/A	27.9%	N/A	27.9%
Bottom 30%	Mathematics	N/A	1.5%	N/A	8.9%	N/A	8.9%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	100.0%	94.0%	100.0%	94.0%
Asian	Mathematics	99.3%	68.9%	100.0%	92.8%	100.0%	92.8%
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	100.0%	73.3%	100.0%	73.3%
Black or African American	ELA	97.6%	25.0%	100.0%	65.9%	100.0%	65.9%
Black or African American	Mathematics	97.5%	14.2%	100.0%	52.8%	100.0%	52.8%
Black or African American	Science	96.0%	7.0%	100.0%	16.7%	100.0%	16.7%
Black or African American	Social Studies	95.9%	11.2%	100.0%	40.0%	100.0%	40.0%
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

### South Arbor Charter Academy (08741)

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	100.0%	73.2%	100.0%	73.2%
Two or More Races	Mathematics	98.6%	35.1%	100.0%	70.7%	100.0%	70.7%
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%	100.0%	78.1%	100.0%	78.1%
White	Mathematics	99.0%	45.6%	100.0%	73.0%	100.0%	73.0%
White	Science	98.4%	29.7%	100.0%	59.6%	100.0%	59.6%
White	Social Studies	98.3%	39.7%	100.0%	62.6%	100.0%	62.6%
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	64.7%	100.0%	64.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	100.0%	57.8%	100.0%	57.8%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	37.5%	100.0%	37.5%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	39.5%	100.0%	39.5%

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	100.0%	67.2%	100.0%	67.2%
English Learners	Mathematics	99.0%	23.0%	100.0%	67.2%	100.0%	67.2%
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%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	<30	<30	<30	<30
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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## Accountability Details Graduation Data

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

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



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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	93.64%	93.64%

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

## Annual Education Report

## South Arbor Charter Academy (08741)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
South Arbor Charter Academy	100.00	100.00	N/A	86.94	96.46	100.00	78.20	97.76

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## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	22	23	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	0.0%

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	20.0%

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## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 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	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

# 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), 2017 Reading Assessment.

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South Arbor Charter Academy (08741)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 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	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9