



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Detroit Merit 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 Kenya Morris for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/detroitmerit> 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: <http://bit.ly/2HgHCjB>.

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.


* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Detroit Merit has increased in proficiency according to the 2017-18 M-STEP assessment results in 8th grade ELA and in 5th, 6th and 8th grade math. In other subjects and grades they either stayed the same or decreased. In comparison to our city district Detroit Merit outperforms them in all of the categories tested except for 5th grade social studies in which we tied our peer district's performance. We also outperform all charters in 57% of the categories tested and 14.3% of tested categories statewide. In addition, in analyzing our progress with our bottom 30%, we have not made the same growth with these students compared to the rest of our student body. In response Detroit Merit has dedicated additional time for our most needy students to work on individualized intervention plans with qualified support staff.



We have restructured our staffing model to ensure our most needy students have time with certified interventionists throughout the day.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2017-2018

Detroit Merit 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. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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 order to be considered in the lottery.



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

2017-2018


<https://www.nhaschools.com/schools/detroit-merit-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 2018, 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 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

The school's School Improvement Team, comprised of various committee chairs, leadership team members, and parents, reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2018, the entire staff 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, criterion-referenced assessments (M-STEP), and interim, common assessments and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

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

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 supported the academic goals and objectives developed by the team, although adjustments will need to be made along with continued close monitoring of the SIP goals. ELA proficiency was 45% (a 3-point decrease) and math was 40% (a 1-point increase). There was no data for science for the 2017-18 school year and social studies declined by 1%. Detroit Merit continues to strive for growth as a school and work to develop incremental SIP goals and various action plans to be implemented throughout the year.

The School Improvement Team formally reviewed progress against its 2017-18 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-19 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.

2016-2017


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

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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 supported the academic goals and objectives developed by the team, although adjustments will need to be made along with continued close monitoring of the SIP goals, ELA proficiency was 48% (a 3 point decrease) and math was 30% (just over a 2 point increase). According to NWEA-MAP results in the spring of 2017, students in grades 2-8 were 58% proficient in Reading, and 44% proficient in math. Of the students in grades 2- 8, 51% in reading, and 49% in math made their typical spring to spring growth targets. Student in grades K-1 had 62% combined reading and math make their typical fall to spring growth targets with a combined rate of growth of 115% according to the NWEA-MAP test. Detroit Merit continues to strive for growth as a school.

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.



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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018


At Detroit Merit Charter Academy, our staff is committed to educating the students of Detroit based on four key values: Academic Excellence, Student Responsibility, Moral Focus and a Partnership with Parents. It is our mission to challenge each child of Detroit Merit Charter Academy to achieve their full potential through our rigorous curriculum, values and individualized attention.

We offer an excellent academic curriculum monitored by the leadership within the building, our governing board, our management company (NHA), and our authorizer (GVSU). Our teachers are held accountable to teaching the well-structured curriculum set forth by the curriculum team at our service center, to ensure our students receive the best education. Our staff is committed to creating the best urban school in the country and believes this can be achieved through the hard work of all of our stakeholders. We strive to achieve academic excellence for each child in our school family, and thus it is important that we treat every child as an individual who is expected to be his/her very best and nothing short. The school creates individualized instruction to meet all students at their level, giving extra support or challenge as needed.

We believe students will be successful if they are held to high expectations. In setting high educational and behavioral expectations, we create an environment where each child will grow and learn.

2016-2017

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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

2017-2018

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.

2016-2017

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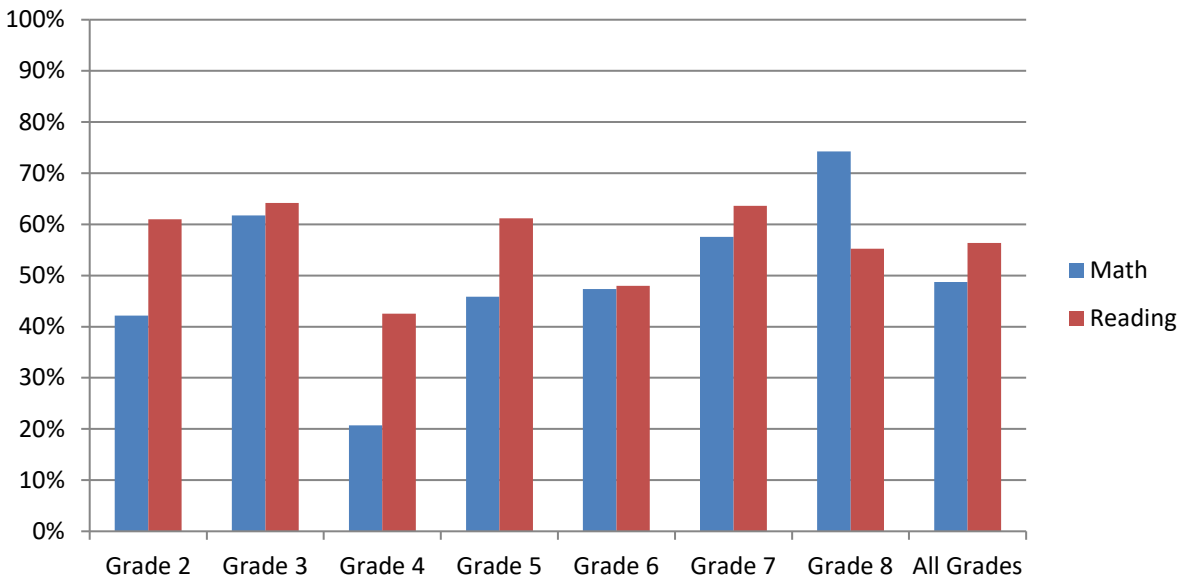
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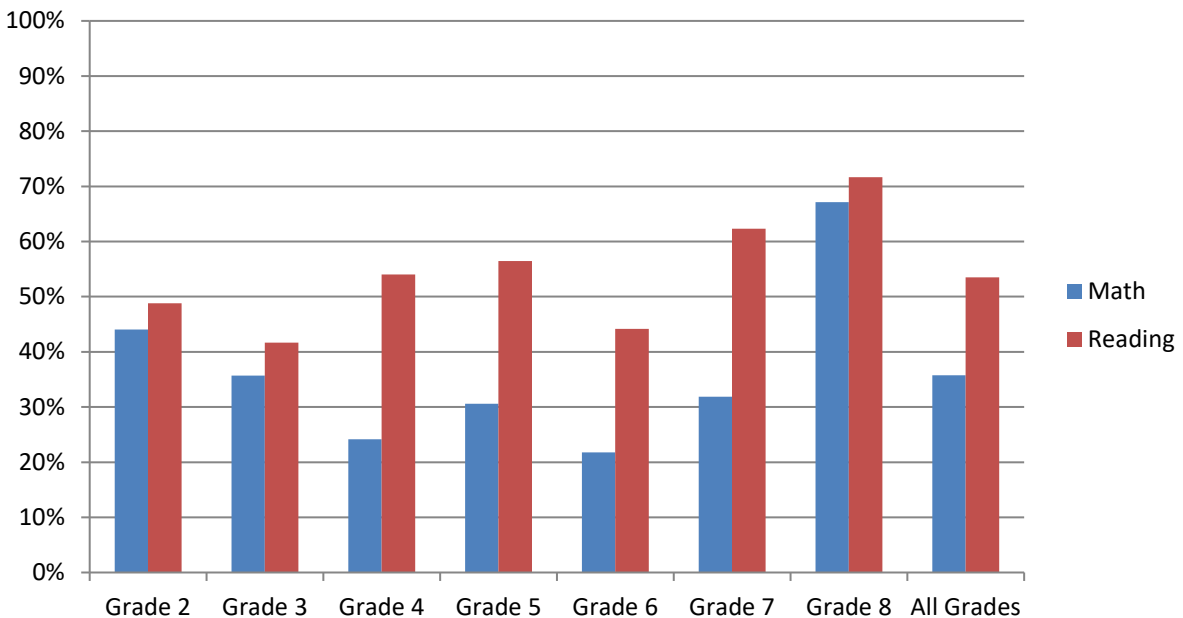
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2017 to spring 2018.

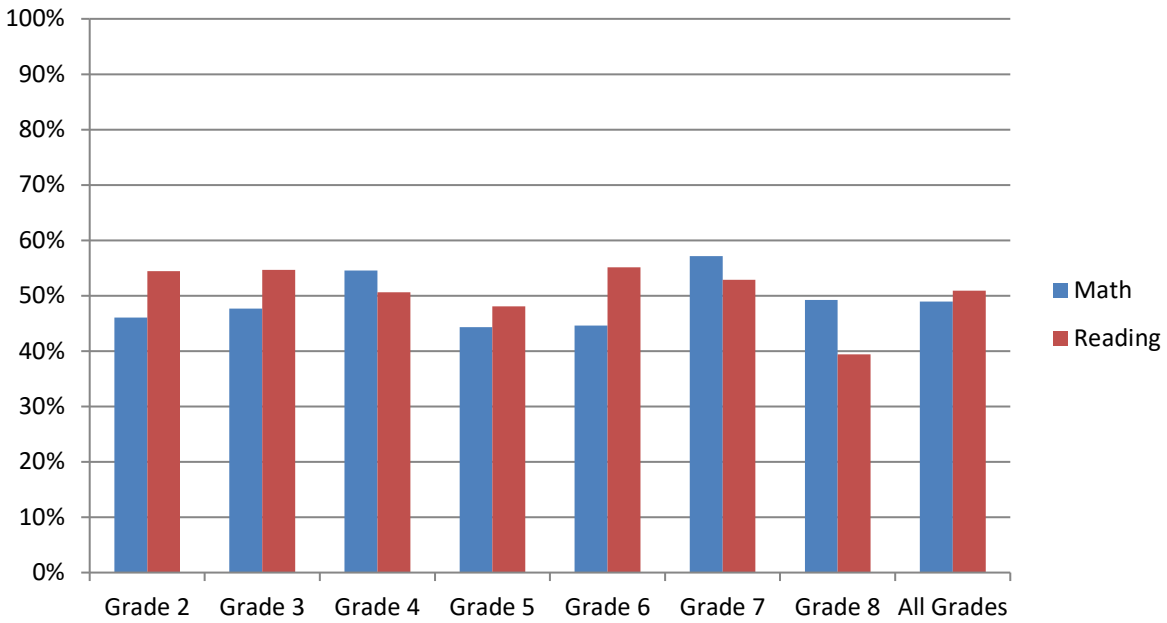


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

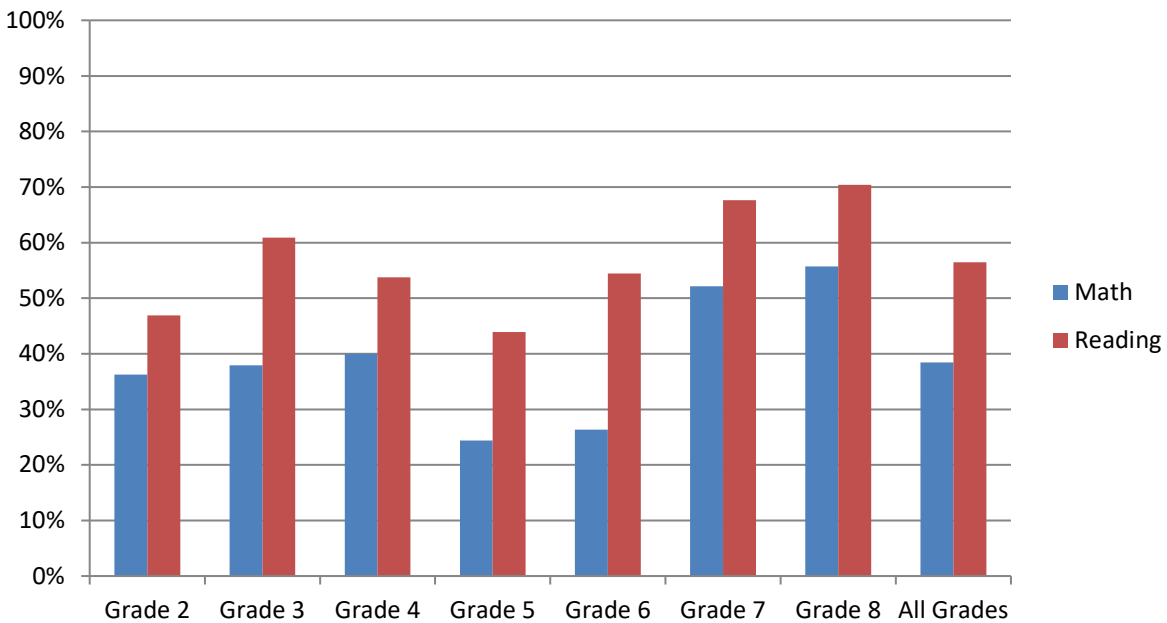


2016-2017

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



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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	752	100.0%
Spring 2018	K-8	743	100.0%

2016-2017

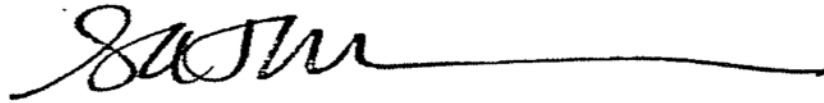
Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	753	100.0%
Spring 2017	K-8	733	100.0%

7. SCHOOL YEAR HIGHLIGHTS

- 100% of all graduating eighth graders were placed into their high school of choice with almost 1/3 receiving academic scholarships to elite private high schools
- Eagle award recipients two years in a row of the 5 Star School of Excellence award – one of a handful of NHA schools to receive this prestigious award
- Students have an opportunity in 4th grade to travel to Mackinac Island, in 5th grade to Washington, D.C., and in middle school to various Michigan colleges for campus tours
- Offered a free after school tutoring program and club program for all students, along with athletics for grades four and up

We are looking forward to another rewarding and successful school year in 2019-20!

Sincerely,



Sandra Terry-Martin
School Principal
Detroit Merit Charter Academy
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Detroit, MI 48215
313-331-3328

BOARD OF DIRECTORS:

Robert Farhat – President
William Beddoes – Vice President
Janis Ramsey – Treasurer
Bill Triplett – Secretary
Paul Schaap – Director

New Annual Education Report Detroit Merit Charter Academy (09102)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	36.5%	31	36.5%	31	17.6%	15	18.8%	16	21.2%	18	42.4%	36
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	22.6%	19	22.6%	19	7.1%	6	15.5%	13	20.2%	17	57.1%	48
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	36.5%	31	36.5%	31	17.6%	15	18.8%	16	21.2%	18	42.4%	36
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	23.2%	19	23.2%	19	7.3%	6	15.9%	13	20.7%	17	56.1%	46
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	44.4%	20	44.4%	20	20.0%	9	24.4%	11	20.0%	9	35.6%	16
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	17.5%	7	17.5%	7	10%	<3	*	*	17.5%	7	65.0%	26
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	27.5%	11	27.5%	11	15.0%	6	12.5%	5	22.5%	9	50.0%	20
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	27.3%	12	27.3%	12	10%	4	*	8	22.7%	10	50.0%	22

New Annual Education Report Detroit Merit Charter Academy (09102)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	38.2%	29	38.2%	29	17.1%	13	21.1%	16	21.1%	16	40.8%	31
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	19.8%	16	19.8%	16	7.4%	6	12.3%	10	21.0%	17	59.3%	48
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	34.6%	27	34.6%	27	10.3%	8	24.4%	19	23.1%	18	42.3%	33
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	33.7%	29	33.7%	29	16.3%	14	17.4%	15	23.3%	20	43.0%	37

New Annual Education Report Detroit Merit Charter Academy (09102)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	34.6%	27	34.6%	27	10.3%	8	24.4%	19	23.1%	18	42.3%	33
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	33.7%	29	33.7%	29	16.3%	14	17.4%	15	23.3%	20	43.0%	37
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	38.5%	15	38.5%	15	15.4%	6	23.1%	9	25.6%	10	35.9%	14
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	40.0%	18	40.0%	18	20.0%	9	20.0%	9	22.2%	10	37.8%	17
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	30.8%	12	30.8%	12	10%	<3	*	*	20.5%	8	48.7%	19
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	26.8%	11	26.8%	11	12.2%	5	14.6%	6	24.4%	10	48.8%	20
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	32.9%	23	32.9%	23	10.0%	7	22.9%	16	22.9%	16	44.3%	31
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	32.1%	25	32.1%	25	15.4%	12	16.7%	13	24.4%	19	43.6%	34

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	45.6%	36	45.6%	36	8.9%	7	36.7%	29	24.1%	19	30.4%	24
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	44.0%	37	44.0%	37	11.9%	10	32.1%	27	21.4%	18	34.5%	29
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	44.9%	35	44.9%	35	9.0%	7	35.9%	28	24.4%	19	30.8%	24
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	44.6%	37	44.6%	37	12.0%	10	32.5%	27	20.5%	17	34.9%	29

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	51.2%	22	51.2%	22	11.6%	5	39.5%	17	27.9%	12	20.9%	9
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	55.6%	25	55.6%	25	13.3%	6	42.2%	19	17.8%	8	26.7%	12
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	38.9%	14	38.9%	14	10%	<3	*	*	19.4%	7	41.7%	15
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	30.8%	12	30.8%	12	10.3%	4	20.5%	8	25.6%	10	43.6%	17
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	39.1%	27	39.1%	27	5%	<3	*	*	26.1%	18	34.8%	24
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	43.2%	32	43.2%	32	12.2%	9	31.1%	23	23.0%	17	33.8%	25
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	44.9%	35	44.9%	35	10.3%	8	34.6%	27	21.8%	17	33.3%	26
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	39.2%	31	39.2%	31	5%	3	*	28	25.3%	20	35.4%	28
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	44.0%	33	44.0%	33	10.7%	8	33.3%	25	22.7%	17	33.3%	25
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	38.5%	30	38.5%	30	5%	3	*	27	25.6%	20	35.9%	28
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	52.3%	23	52.3%	23	13.6%	6	38.6%	17	15.9%	7	31.8%	14
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	47.6%	20	47.6%	20	10%	<3	*	*	19.0%	8	33.3%	14
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	35.3%	12	35.3%	12	10%	<3	*	*	29.4%	10	35.3%	12
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	29.7%	11	29.7%	11	10%	<3	*	*	32.4%	12	37.8%	14
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	46.1%	35	46.1%	35	10.5%	8	35.5%	27	22.4%	17	31.6%	24
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	33.8%	24	33.8%	24	5%	<3	*	*	26.8%	19	39.4%	28
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	8
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Foster Care	2017-18	17.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	50.7%	36	50.7%	36	23.9%	17	26.8%	19	29.6%	21	19.7%	14
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	40.6%	28	40.6%	28	10.1%	7	30.4%	21	33.3%	23	26.1%	18
ELA	7th Grade Content	American Indian or Alaska Native	2016-17	33.8%	243	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	50.0%	35	50.0%	35	22.9%	16	27.1%	19	30.0%	21	20.0%	14
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	40.6%	28	40.6%	28	10.1%	7	30.4%	21	33.3%	23	26.1%	18
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	65.7%	23	65.7%	23	31.4%	11	34.3%	12	*	9	10%	3
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	45.9%	17	45.9%	17	16.2%	6	29.7%	11	35.1%	13	18.9%	7

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	36.1%	13	36.1%	13	16.7%	6	19.4%	7	33.3%	12	30.6%	11
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	34.4%	11	34.4%	11	10%	<3	*	*	31.3%	10	34.4%	11
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	46.8%	29	46.8%	29	17.7%	11	29.0%	18	32.3%	20	21.0%	13
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	40.6%	26	40.6%	26	10.9%	7	29.7%	19	31.3%	20	28.1%	18
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	7
ELA	7th Grade Content	Homeless	2017-18	21.4%	392	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	60.0%	42	60.0%	42	15.7%	11	44.3%	31	24.3%	17	15.7%	11

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	61.8%	42	61.8%	42	19.1%	13	42.6%	29	19.1%	13	19.1%	13
ELA	8th Grade Content	American Indian or Alaska Native	2017-18	32.5%	239	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	60.3%	41	60.3%	41	16.2%	11	44.1%	30	25.0%	17	14.7%	10
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	61.2%	41	61.2%	41	17.9%	12	43.3%	29	19.4%	13	19.4%	13
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	61.1%	22	61.1%	22	22.2%	8	38.9%	14	27.8%	10	11.1%	4
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	75.0%	24	75.0%	24	18.8%	6	56.3%	18	*	*	10%	2

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	58.8%	20	58.8%	20	10%	3	*	17	20.6%	7	20.6%	7
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	50.0%	18	50.0%	18	19.4%	7	30.6%	11	19.4%	7	30.6%	11
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	57.4%	35	57.4%	35	13.1%	8	44.3%	27	26.2%	16	16.4%	10
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	59.4%	38	59.4%	38	18.8%	12	40.6%	26	20.3%	13	20.3%	13
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	36.9%	31	36.9%	31	9.5%	8	27.4%	23	29.8%	25	33.3%	28
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	26.2%	22	26.2%	22	5%	3	*	19	27.4%	23	46.4%	39

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	36.9%	31	36.9%	31	9.5%	8	27.4%	23	29.8%	25	33.3%	28
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	26.8%	22	26.8%	22	5%	3	*	19	25.6%	21	47.6%	39
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	33.3%	15	33.3%	15	10%	3	*	12	35.6%	16	31.1%	14
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	17.5%	7	17.5%	7	10%	<3	*	*	35.0%	14	47.5%	19
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	41.0%	16	41.0%	16	12.8%	5	28.2%	11	23.1%	9	35.9%	14
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	34.1%	15	34.1%	15	10%	3	*	12	20.5%	9	45.5%	20
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	36.0%	27	36.0%	27	8.0%	6	28.0%	21	32.0%	24	32.0%	24

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	24.7%	20	24.7%	20	5%	<3	*	*	27.2%	22	48.1%	39
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	26.9%	21	26.9%	21	7.7%	6	19.2%	15	46.2%	36	26.9%	21
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	16.3%	14	16.3%	14	5%	4	*	10	41.9%	36	41.9%	36
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	26.9%	21	26.9%	21	7.7%	6	19.2%	15	46.2%	36	26.9%	21

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	16.3%	14	16.3%	14	5%	4	*	10	41.9%	36	41.9%	36
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	23.1%	9	23.1%	9	10.3%	4	12.8%	5	53.8%	21	23.1%	9
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	15.6%	7	15.6%	7	10%	<3	*	*	48.9%	22	35.6%	16
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	30.8%	12	30.8%	12	10%	<3	*	*	38.5%	15	30.8%	12
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	17.1%	7	17.1%	7	10%	3	10%	4	34.1%	14	48.8%	20
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	24.3%	17	24.3%	17	8.6%	6	15.7%	11	47.1%	33	28.6%	20
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	14.1%	11	14.1%	11	5%	<3	*	*	43.6%	34	42.3%	33
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	19.0%	15	19.0%	15	5%	3	*	12	34.2%	27	46.8%	37
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	20.2%	17	20.2%	17	5%	3	*	14	29.8%	25	50.0%	42
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	19.2%	15	19.2%	15	5%	3	*	12	33.3%	26	47.4%	37
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	20.5%	17	20.5%	17	5%	3	*	14	30.1%	25	49.4%	41
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	14.0%	6	14.0%	6	10%	<3	10%	*	46.5%	20	39.5%	17
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	24.4%	11	24.4%	11	10%	3	*	8	35.6%	16	40.0%	18
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	25.0%	9	25.0%	9	10%	<3	*	*	19.4%	7	55.6%	20
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	15.4%	6	15.4%	6	10%	<3	*	*	23.1%	9	61.5%	24
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	11.6%	8	11.6%	8	5%	<3	*	*	36.2%	25	52.2%	36
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	21.6%	16	21.6%	16	5%	<3	*	*	27.0%	20	51.4%	38
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	17.9%	14	17.9%	14	9.0%	7	9.0%	7	23.1%	18	59.0%	46
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	22.8%	18	22.8%	18	6.3%	5	16.5%	13	30.4%	24	46.8%	37
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	18.7%	14	18.7%	14	9.3%	7	9.3%	7	24.0%	18	57.3%	43
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	23.1%	18	23.1%	18	6.4%	5	16.7%	13	29.5%	23	47.4%	37
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	27.3%	12	27.3%	12	11.4%	5	15.9%	7	18.2%	8	54.5%	24

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	23.8%	10	23.8%	10	10%	3	*	7	28.6%	12	47.6%	20
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	22
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	21.6%	8	21.6%	8	10%	<3	*	*	32.4%	12	45.9%	17
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	18.4%	14	18.4%	14	9.2%	7	9.2%	7	23.7%	18	57.9%	44
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	16.9%	12	16.9%	12	5%	<3	*	*	31.0%	22	52.1%	37
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Foster Care	2017-18	11.7%	61	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	43.7%	31	43.7%	31	8.5%	6	35.2%	25	21.1%	15	35.2%	25
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	21.7%	15	21.7%	15	14.5%	10	7.2%	5	26.1%	18	52.2%	36
Mathematics	7th Grade Content	American Indian or Alaska Native	2016-17	23.6%	169	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	42.9%	30	42.9%	30	8.6%	6	34.3%	24	21.4%	15	35.7%	25
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	21.7%	15	21.7%	15	14.5%	10	7.2%	5	26.1%	18	52.2%	36
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	48.6%	17	48.6%	17	11.4%	4	37.1%	13	17.1%	6	34.3%	12
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	29.7%	11	29.7%	11	*	8	10%	3	24.3%	9	45.9%	17
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	38.9%	14	38.9%	14	10%	<3	*	*	25.0%	9	36.1%	13

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	12.5%	4	12.5%	4	10%	<3	10%	<3	28.1%	9	59.4%	19
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	38.7%	24	38.7%	24	6.5%	4	32.3%	20	21.0%	13	40.3%	25
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	21.9%	14	21.9%	14	15.6%	10	6.3%	4	23.4%	15	54.7%	35
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Mathematics	7th Grade Content	Homeless	2017-18	13.6%	250	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	38.6%	27	38.6%	27	17.1%	12	21.4%	15	20.0%	14	41.4%	29
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	39.7%	27	39.7%	27	25.0%	17	14.7%	10	26.5%	18	33.8%	23

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	American Indian or Alaska Native	2017-18	22.6%	166	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	38.2%	26	38.2%	26	16.2%	11	22.1%	15	20.6%	14	41.2%	28
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	38.8%	26	38.8%	26	25.4%	17	13.4%	9	26.9%	18	34.3%	23
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	38.9%	14	38.9%	14	13.9%	5	25.0%	9	19.4%	7	41.7%	15
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	46.9%	15	46.9%	15	25.0%	8	21.9%	7	25.0%	8	28.1%	9
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	38.2%	13	38.2%	13	20.6%	7	17.6%	6	20.6%	7	41.2%	14

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	33.3%	12	33.3%	12	*	9	10%	3	27.8%	10	38.9%	14
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	34.4%	21	34.4%	21	16.4%	10	18.0%	11	23.0%	14	42.6%	26
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	35.9%	23	35.9%	23	23.4%	15	12.5%	8	28.1%	18	35.9%	23
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	<3	5%	*	5%	<3	5%	<3	*	18	*	59
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	5%	<3	5%	*	5%	<3	5%	<3	*	18	*	58
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	31
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	<3	10%	*	10%	<3	10%	<3	*	11	*	28
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	5%	<3	5%	*	5%	<3	5%	<3	*	13	*	56
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	14.1%	10	14.1%	10	5.6%	4	8.5%	6	25.4%	18	60.6%	43
Science	7th Grade Content	American Indian or Alaska Native	2016-17	16.6%	120	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	12.9%	9	12.9%	9	5.7%	4	7.1%	5	25.7%	18	61.4%	43
Science	7th Grade Content	Female	2016-17	21.2%	11,397	17.1%	6	17.1%	6	10%	<3	*	*	28.6%	10	54.3%	19

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Male	2016-17	24.3%	13,684	11.1%	4	11.1%	4	10%	<3	10%	<3	22.2%	8	66.7%	24
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	11.3%	7	11.3%	7	5%	<3	*	*	25.8%	16	62.9%	39
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5.1%	4	5.1%	4	5%	<3	*	*	49.4%	39	45.6%	36
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	5%	4	5%	4	5%	<3	5%	*	*	46	*	34
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	5.1%	4	5.1%	4	5%	<3	*	*	48.7%	38	46.2%	36
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	5%	4	5%	4	5%	<3	5%	*	*	45	*	34
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	4	10%	4	10%	<3	10%	*	*	19	*	20
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	3	10%	3	10%	<3	10%	*	*	23	*	19
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	<3	10%	<3	10%	<3	*	20	*	16
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	*	10%	<3	10%	<3	*	23	*	15
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5%	<3	5%	*	5%	<3	5%	<3	*	33	*	35
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	5.4%	4	5.4%	4	5%	<3	*	*	56.8%	42	37.8%	28
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	20.3%	14	20.3%	14	5%	<3	*	*	42.0%	29	37.7%	26
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	19.7%	13	19.7%	13	5%	<3	*	*	42.4%	28	37.9%	25
Social Studies	8th Grade Content	American Indian or Alaska Native	2017-18	20.9%	153	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	19.4%	13	19.4%	13	5%	<3	*	*	43.3%	29	37.3%	25
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	18.5%	12	18.5%	12	5%	<3	*	*	43.1%	28	38.5%	25
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	17.1%	6	17.1%	6	10%	<3	*	*	42.9%	15	40.0%	14
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	18.8%	6	18.8%	6	10%	<3	*	*	53.1%	17	28.1%	9
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	23.5%	8	23.5%	8	10%	<3	*	*	41.2%	14	35.3%	12
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	20.6%	7	20.6%	7	10%	<3	*	*	32.4%	11	47.1%	16
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	18.3%	11	18.3%	11	10%	<3	*	*	41.7%	25	40.0%	24
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	17.7%	11	17.7%	11	5%	<3	*	*	41.9%	26	40.3%	25
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*

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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	3rd Grade Content	All Students	2016-17	69.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	60.6%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	82.7%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	68.3%	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	54.4%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2016-17	77.5%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	45.2%	*	*	*	*	*

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Female	2016-17	85.8%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	65.6%	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	54.0%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	81.8%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	57.4%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	38.5%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	32.0%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	78.1%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	74.9%	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	40.6%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2017-18	26.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2017-18	31.4%	*	*	*	*	*
ELA	5th Grade Content	Male	2016-17	80.4%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2016-17	59.2%	*	*	*	*	*
Social Studies	5th Grade Content	Male	2016-17	39.0%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

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
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	32.6%	*	*	*	*	*
ELA	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2017-18	77.2%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	50.8%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	78.3%	*	*	*	*	*

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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	Black or African American	2016-17	56.6%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	58.0%	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	41.2%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	*	*	*	*	*

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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

New Annual Education Report Detroit Merit Charter Academy (09102)

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
No Data to Display									

No Data to Display

New Annual Education Report Detroit Merit Charter Academy (09102)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	475	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	470	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	244	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	231	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	437	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	38	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	475	<10	*	*	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Migrant	2017-18	475	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	45	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	430	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	470	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	472	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	475	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	474	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	469	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	243	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	231	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	436	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	38	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	474	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	474	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	45	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	429	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Homeless	2017-18	469	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	474	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	74	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	139	<10	*	*	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	14	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	11	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	142	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	153	<10	*	*	*	*	*	*	*

New Annual Education Report Detroit Merit Charter Academy (09102)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	99.2%	0.0%	N/A	99.2%	0.0%	40.73%
All Students	Mathematics	98.8%	1.2%	38.72%	99.2%	0.8%	N/A	99.2%	0.8%	24.78%
All Students	Science	97.8%	2.2%	N/A	99.3%	0.7%	N/A	99.3%	0.7%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	99.3%	0.7%	N/A	99.3%	0.7%	11.26%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	<10	<10	<10
Asian	ELA	98.9%	1.2%	69.51%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	99.2%	0.0%	N/A	99.2%	0.0%	40.74%
Black or African American	Mathematics	98.0%	2.0%	13.99%	99.2%	0.8%	N/A	99.2%	0.8%	24.84%
Black or African American	Science	96.1%	3.9%	N/A	99.3%	0.7%	N/A	99.3%	0.7%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	99.3%	0.7%	N/A	99.3%	0.7%	10.74%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	<10	<10	<10	<10	<10	<10

New Annual Education Report Detroit Merit Charter Academy (09102)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	<10	<10	<10	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	<10	<10	<10	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	N/A	N/A	N/A	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	<10	<10	<10	<10	<10	<10
White	Mathematics	99.0%	1.0%	45.19%	<10	<10	<10	<10	<10	<10
White	Science	98.2%	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	Social Studies	98.1%	1.9%	38.15%	N/A	N/A	N/A	N/A	N/A	N/A
Female	ELA	98.8%	0.1%	51.36%	98.4%	0.0%	N/A	98.4%	0.0%	47.06%

New Annual Education Report Detroit Merit Charter Academy (09102)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	98.4%	1.6%	N/A	98.4%	1.6%	26.05%
Female	Science	98.0%	2.0%	N/A	98.7%	1.3%	N/A	98.7%	1.3%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	11.39%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	34.07%
Male	Mathematics	98.7%	1.3%	40.26%	100.0%	0.0%	N/A	100.0%	0.0%	23.45%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.6%	1.4%	N/A	98.6%	1.4%	11.11%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	99.3%	0.0%	N/A	99.3%	0.0%	38.50%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.3%	0.7%	N/A	99.3%	0.7%	23.00%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.3%	0.7%	N/A	99.3%	0.7%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	99.3%	0.7%	N/A	99.3%	0.7%	10.95%
English Learners	ELA	98.4%	1.8%	23.27%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Mathematics	98.9%	1.1%	23.08%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Science	98.1%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	9.09%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	4.55%
Students With Disabilities	Science	94.6%	5.4%	N/A	90.9%	9.1%	N/A	90.9%	9.1%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Detroit Merit Charter Academy (09102)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

New Annual Education Report Detroit Merit Charter Academy (09102)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

New Annual Education Report Detroit Merit Charter Academy (09102)
Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	67.00%

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

New Annual Education Report Detroit Merit Charter Academy (09102)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	40.73%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	38.50%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	9.09%	37.15%	46.29%	60.00%
African American	ELA	23.26%	40.74%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	24.78%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	23.00%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	4.55%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	24.84%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

New Annual Education Report Detroit Merit Charter Academy (09102)

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	Accountability Status	Reason for Identification
Detroit Merit Charter Academy	47.18	53.35	N/A	N/A	69.11	100.00	N/A	55.06	N/A	N/A

New Annual Education Report Detroit Merit Charter Academy (09102)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Detroit Merit Charter Academy (09102)	0	22	17	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Merit Charter Academy (09102)	39.00	20.00	51.3%	20.00	51.3%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Merit Charter Academy (09102)	5.01	2.00	39.9%	2.00	39.9%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Merit Charter Academy (09102)	39.00	4.00	10.3%	4.00	10.3%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Merit Charter Academy (09102)	39.00	5.00	12.8%	5.00	12.8%	N/A	N/A

New Annual Education Report Detroit Merit Charter Academy (09102)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

New Annual Education Report Detroit Merit Charter Academy (09102)

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	‡	‡	‡	‡	‡
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.

New Annual Education Report Detroit Merit Charter Academy (09102)

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.

New Annual Education Report Detroit Merit Charter Academy (09102)

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	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	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.

New Annual Education Report Detroit Merit Charter Academy (09102)

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.

New Annual Education Report Detroit Merit Charter Academy (09102)

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