



March 10, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Eagle Crest 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 Karen Prins for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/eaglecrest/> 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/N7usUT>.

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

Our school was identified as a Reward school.


Eagle Crest Charter Academy saw a downward trend in some of the major indicators of school success. Parent satisfaction, enrollment, and student achievement saw a downward trend from 2012-2014. However, in the 2014-2015 school year all three of these indicators improved a great deal and today Eagle Crest is one of the top performing schools in all of NHA.

State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2015-2016

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



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

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

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

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

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

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



## 2014-2015

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Should offered seats remain available after the close of Open Enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted by grade in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

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

2015-2016

<https://www.nhaschools.com/schools/eaglecrest/Lists/School%20Operations%20Documents/Eagle%20Crest%2016-17%20SIP.pdf>

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


The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2016, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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

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

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

During the 2015-2016 school year we continue to focus on the Common Core standards and establish an academic program of rigor and high expectations. We also continued our school



wide focus on engagement and the use of higher order questioning in daily instruction. Teachers utilized grade level common planning time to align expectations and instruction in each classroom at the same grade level. Previous implementation of reading workshop, writing workshop and Math Expressions has enabled us to meet these higher academic expectations. Additionally, our professional development has been focused upon these core curriculum content areas as well as improving systematic intervention support for our students.

Implementing this new Rtl process during the 2014-2015 school year was a major initiative that continued during the 2015-2016 school year. We continue to improve the way we provide intervention for our students and helping ALL students grow academically. Progress monitoring and utilizing best available resources and creating a culture of ownership for all students are important factors contributing to a more successful Rtl program. Resource room teachers and special education paraprofessionals worked one-on-one and in small groups with students with IEPs, scaffolding instruction according to individual needs. We also have two full time ELL teachers to help the classroom teachers in this process and support the ELL students by providing additional small group instruction.


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

Our school improvement goals are as follows:

1. A 5% increase in the number of economically disadvantaged students who are proficient on the 2016-2017 math M-STEP.
2. A 9% increase in the number of EL students who are proficient on the 2016-2017 ELA M-STEP
3. A 5% increase in the number of EL students who are proficient on the 2016-2017 social studies M-STEP
4. A 5% increase in the number of EL students who are proficient on the 2016-2017 science M-STEP

Eagle Crest was able to meet our past academic goals for improvement and in some cases exceed the school improvement goals. Eagle Crest was the top performing school district in the entire Holland/Zeeland area based upon data from the 2015-2016 M-STEP.

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



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

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

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

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

2014-2015

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**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**



During the 2014-2015 school year Eagle Crest continues to focus on the Common Core standards and establish an academic program of rigor and high expectations. Eagle Crest also continued its school wide focus on engagement and the use of higher order questioning in daily instruction. Teachers utilized grade level common planning time to align expectations and instruction in each classroom at the same grade level. Last year's implementation of reading workshop, writing workshop and Math Expressions has enabled the school to meet these higher academic expectations.

Implementing a new Rtl process during the 2014-15 school year was a major initiative that continued during the 15-16 school year. Eagle Crest continued to improve the way it provides intervention for its students and helping ALL students grow academically. Progress monitoring and utilizing the best resources are two important factors contributing to the success of our Rtl program. Resource room teachers and special education paraprofessionals worked one-on-one and in small groups with students with IEPs, scaffolding instruction according to individual needs. Eagle Crest also has two full time ELL teachers to help the classroom teachers in this process and support the ELL students by providing additional small group instruction.


Our school improvement goals are as follows:

5. A 5% increase in the number of economically disadvantaged students who are proficient on the 15-16 math M-STEP.
6. A 9% increase in the number of EL students who are proficient on the 15-16 reading M-STEP
7. A 10 percentile increase in the number of EL students who are proficient on the 15-16 writing M-STEP
8. A 5% increase in the number of EL students who are proficient on the 15-16 social studies M-STEP
9. A 5% increase in the number of EL students who are proficient on the 15-16 science M-STEP

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

Students at Eagle Crest were able to meet these academic goals and in some cases exceed the school improvement goals. Eagle Crest was the top performing school district in the entire Holland/Zeeland area based upon data from the 2014-2015 M-STEP.

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


2015-2016

The mission of Eagle Crest Charter Academy is for the staff, parents and Board members to accept the responsibility to develop students of high moral character, who attain mastery of academic skills, are superb communicators and have the foundation for lifelong learning. Opening our doors in the fall of 1997 to 136 students in grades K-5, we have grown to serve approximately 700 students in Young Fives - 8th grades. Our average class size is 24 students per class. Eagle Crest is comprised of 15% Asian American, 47% Caucasian, 30% Hispanic and 2% African American and 6% other ethnicities. Parent satisfaction has generally been high with 98% of respondents satisfied or highly satisfied with Eagle Crest, 96% likely to recommend Eagle Crest to other families and 97% of parents are proud that their student attends Eagle Crest. Our school is managed by National Heritage Academies and chartered through Central Michigan University.

2014-2015

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


2015-2016

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

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

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

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



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

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

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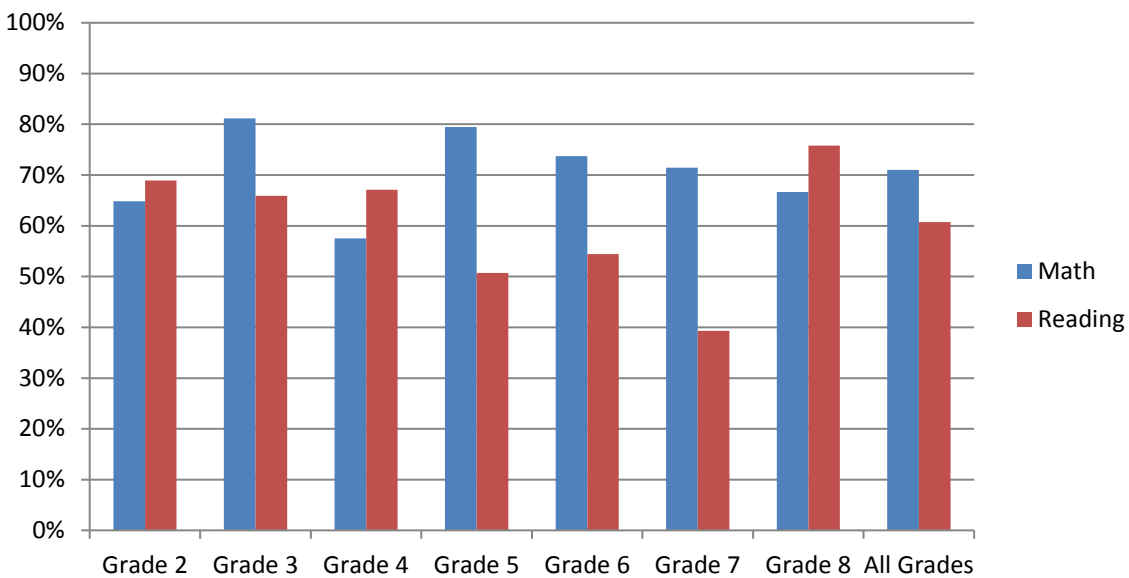
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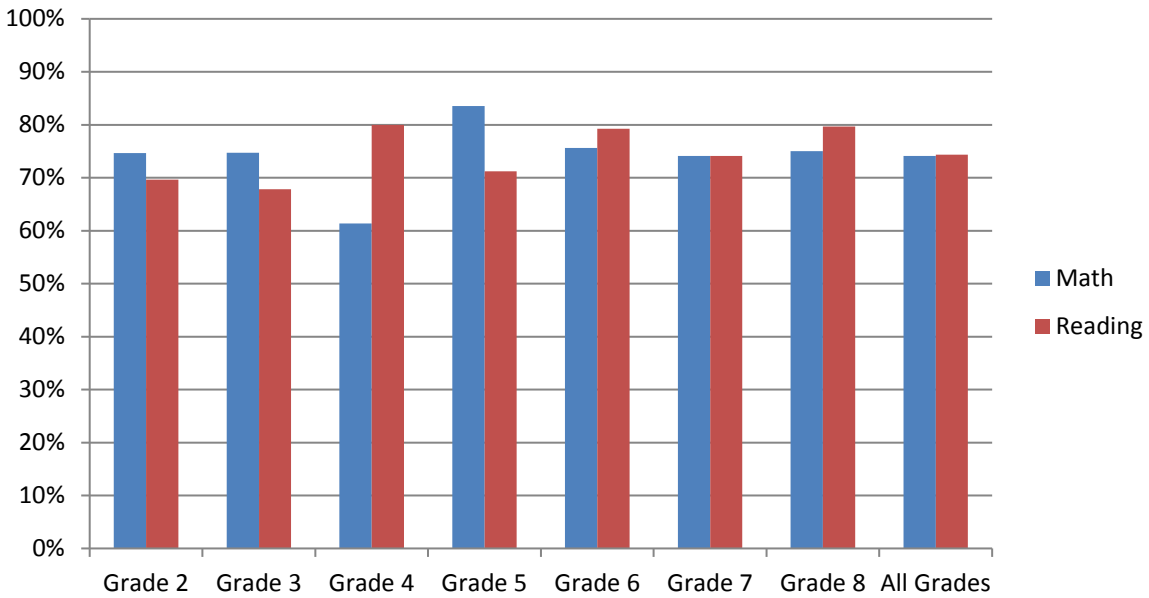
#### 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

##### 2015-2016

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

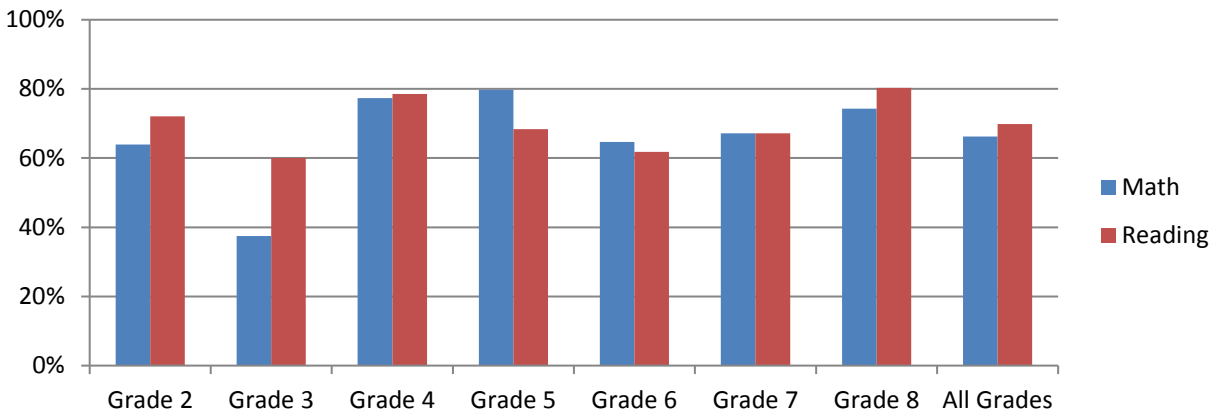


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

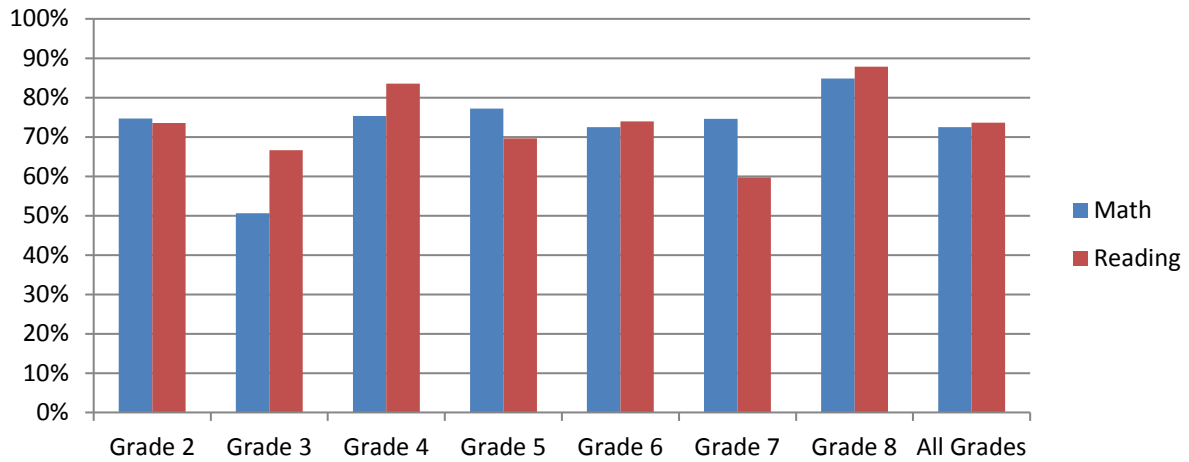


2014-2015

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



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

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	663	97.1%
Spring 2016	K-8	638	93.1%

2014-2015


<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2014</b>	K-8	700	97.6%
<b>Spring 2015</b>	K-8	688	97.87%

## 7. SCHOOL YEAR HIGHLIGHTS

Kindergarten-2nd grade teachers focused on instruction that was individualized and differentiated to meet the unique learning needs of their students. They transitioned their ELA intervention block to a small group interactive, hands-on learning structure. Students were grouped according to academic need and teachers planned learning stations that were differentiated to provide extra support as well as challenge opportunities for those who were ready. With these learning stations, teachers were intentional in their planning for meeting with their own small groups of students to give additional instruction in areas where intervention was needed. This was a big transition for these teachers; they worked hard to plan all of the elements for this intervention time for students, and students responded with highly engaged learning.

Along with our new ELA intervention structure, teachers implemented the reading benchmarking system, Fountas and Pinnell. Students were individually assessed for their reading level and were then instructed in the areas of decoding, fluency, and comprehension to move them forward in their learning. Teachers used the data to plan intervention groups and intentional differentiated learning opportunities structured toward student growth. Students read at their independent reading level every day as they grew in their use of reading and comprehension strategies through their reading of books at the appropriate level of rigor during reading workshop. It was a productive year of learning for our K-2 students.

The K-2 teachers and our math interventionist utilized the Delta Math assessment program to progress monitor students' proficiency in previous-year and current-year math standards. From the data collected, teachers and interventionists planned groups and instruction to reteach and shore up student proficiency in their required standards.



With our 3rd–5th Grade Book Challenge, students were inspired by their teachers to read across genres. Students explored who they are as readers, what interests they have, and developed a love of reading. Students focused on these CCSS targeting Range of Reading and Level of Text Complexity: RL.3-5.10 and RI.3-5.10. In third grade, 71 of 87 students met the book challenge and 32 students read 40 or more books. In fourth grade, 46 of 75 students met the Book Challenge and 14 students read 50 or more books. In fifth grade, 32 of 73 students met the book challenge and 11 students read 50 or more books this year.

2015-2016 was also the first year of utilizing the Math Expressions curriculum in grades 3-5. Math Expressions is a research-based curriculum tool aligned to the CCSS offering opportunities for student collaboration, problem-solving and critical thinking at a variety of differentiated levels. Along with our Delta screener results, teachers utilized the intervention opportunities during the scheduled math intervention time to reinforce skills needed for each student to progress in their math understanding. This year, through the use of common assessment data and classroom assessments, we are finding students better prepared for math content and thinking processes in the next grade level.

Our Middle School wing fully implemented an Academic Intervention block to provide additional support in reading and math. 30-40 minutes each day was set aside to provide additional support for students who were below grade level in reading or math. Teachers used a variety of data points (i.e. NWEA scores, Delta math; F&P scores) to determine which students would benefit from additional support and in what specific areas. Every 4-6 weeks the teachers would look at student progress and any new data they had in order to realign groups so they could address additional areas of concerns or provide support for new students. Students working at or above grade level were placed into enrichment groups. These students were challenged to excel and grow in a variety of ways such as hands on science projects, research based history projects, and literature circles using books at a challenging reading level.

Additionally the Middle School staff focused on their collective Professional Development through a book study. As a wing we read the book Fair Isn't Always Equal by Rick Wormeli. This book focused on assessing and grading “best practices.” The study pushed teachers’ “traditional” thinking grading and as a staff caused us to reflect on our own assessing and grading practices. After reading the book many teachers decided that they needed to shift not only their thinking about these topics but also change their actual practice. As a wing we decided to make sure that the grades that are entered into the gradebook truly show actual academic progress on a standard therefore creating an overall grade that truly reflects a student’s learning of the grade level content. For example students will no longer get an academic grade for “compliance” assignments like simply turning in a reading log. Additionally student do not lose points for turning work in late, but instead as the opportunity to earn full

credit if he/she works out a plan of completion with the teachers. These changes will be implemented during the 2016-17 school year.

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

Sincerely,

A handwritten signature in black ink that reads "Jack DeLeeuw". The signature is fluid and cursive, with the first name "Jack" being larger and more prominent than the last name "DeLeeuw".

Jack DeLeeuw  
School Principal  
Eagle Crest Charter Academy  
11950 Riley Street  
Holland, MI 49424  
616-786-2400

**BOARD OF DIRECTORS:**

Robyn Allison – President  
Blaine Newhouse – Vice President  
Susan Pierce – Treasurer  
Gwen Klemm – Secretary  
Rhonda Carter – Director



**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	81.0%	81.0%	44.3%	36.7%	12.7%	6.3%
ELA	3rd Grade Content	All Students	2015-16	46.0%	71.6%	71.6%	51.1%	20.5%	19.3%	9.1%
ELA	3rd Grade Content	Asian	2014-15	69.7%	72.7%	72.7%	54.5%	18.2%	27.3%	0.0%
ELA	3rd Grade Content	Asian	2015-16	65.9%	76.9%	76.9%	69.2%	7.7%	15.4%	7.7%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	83.3%	83.3%	44.4%	38.9%	0.0%	16.7%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	48.1%	48.1%	25.9%	22.2%	29.6%	22.2%
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<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	White	2014-15	58.2%	86.0%	86.0%	41.9%	44.2%	9.3%	4.7%
ELA	3rd Grade Content	White	2015-16	53.9%	87.2%	87.2%	66.7%	20.5%	10.3%	2.6%

**M-STEP Grades 3-11**

ELA	3rd Grade Content	Female	2014-15	54.7%	81.1%	81.1%	51.4%	29.7%	8.1%	10.8%
ELA	3rd Grade Content	Female	2015-16	49.5%	73.8%	73.8%	57.1%	16.7%	19.0%	7.1%
ELA	3rd Grade Content	Male	2014-15	45.5%	81.0%	81.0%	38.1%	42.9%	16.7%	2.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	69.6%	69.6%	45.7%	23.9%	19.6%	10.9%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	75.8%	75.8%	30.3%	45.5%	15.2%	9.1%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	69.8%	69.8%	47.2%	22.6%	22.6%	7.5%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	66.7%	66.7%	33.3%	33.3%	26.7%	6.7%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	48.0%	48.0%	40.0%	8.0%	36.0%	16.0%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	45.5%	45.5%	27.3%	18.2%	27.3%	27.3%
ELA	4th Grade Content	All Students	2014-15	46.6%	80.2%	80.2%	51.9%	28.4%	11.1%	8.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	75.3%	75.3%	41.1%	34.2%	20.5%	4.1%
ELA	4th Grade Content	Asian	2014-15	70.5%	71.4%	71.4%	50.0%	21.4%	21.4%	7.1%
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	70.0%	70.0%	30.0%	40.0%	10.0%	20.0%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	70.0%	70.0%	40.0%	30.0%	20.0%	10.0%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	88.6%	88.6%	61.4%	27.3%	6.8%	4.5%
ELA	4th Grade Content	White	2015-16	53.9%	73.7%	73.7%	42.1%	31.6%	23.7%	2.6%
ELA	4th Grade Content	Female	2014-15	51.5%	87.8%	87.8%	58.5%	29.3%	7.3%	4.9%
ELA	4th Grade Content	Female	2015-16	50.9%	74.3%	74.3%	42.9%	31.4%	20.0%	5.7%
ELA	4th Grade Content	Male	2014-15	41.8%	72.5%	72.5%	45.0%	27.5%	15.0%	12.5%
ELA	4th Grade Content	Male	2015-16	41.8%	76.3%	76.3%	39.5%	36.8%	21.1%	2.6%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	71.0%	71.0%	35.5%	35.5%	22.6%	6.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	72.7%	72.7%	42.4%	30.3%	21.2%	6.1%

**M-STEP Grades 3-11**

ELA	4th Grade Content	English Language Learners	2014-15	23.7%	50.0%	50.0%	21.4%	28.6%	28.6%	21.4%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	50.0%	50.0%	10.0%	40.0%	40.0%	10.0%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	71.1%	71.1%	26.3%	44.7%	22.4%	6.6%
ELA	5th Grade Content	All Students	2015-16	50.6%	80.3%	80.3%	42.3%	38.0%	16.9%	2.8%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2014-15	71.9%	70.0%	70.0%	0.0%	70.0%	30.0%	0.0%
ELA	5th Grade Content	Asian	2015-16	74.7%	73.3%	73.3%	46.7%	26.7%	26.7%	0.0%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	56.5%	56.5%	13.0%	43.5%	39.1%	4.3%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	78.9%	78.9%	26.3%	52.6%	15.8%	5.3%

**M-STEP Grades 3-11**

ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	76.3%	76.3%	42.1%	34.2%	13.2%	10.5%
ELA	5th Grade Content	White	2015-16	58.1%	85.3%	85.3%	50.0%	35.3%	11.8%	2.9%
ELA	5th Grade Content	Female	2014-15	54.3%	78.4%	78.4%	29.7%	48.6%	16.2%	5.4%
ELA	5th Grade Content	Female	2015-16	55.8%	91.7%	91.7%	44.4%	47.2%	8.3%	0.0%
ELA	5th Grade Content	Male	2014-15	43.3%	64.1%	64.1%	23.1%	41.0%	28.2%	7.7%
ELA	5th Grade Content	Male	2015-16	45.5%	68.6%	68.6%	40.0%	28.6%	25.7%	5.7%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	65.8%	65.8%	21.1%	44.7%	28.9%	5.3%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	80.6%	80.6%	35.5%	45.2%	16.1%	3.2%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	60.0%	60.0%	0.0%	60.0%	40.0%	0.0%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	53.8%	53.8%	23.1%	30.8%	46.2%	0.0%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	6th Grade Content	All Students	2014-15	44.7%	80.3%	80.3%	42.4%	37.9%	7.6%	12.1%
ELA	6th Grade Content	All Students	2015-16	45.0%	70.0%	70.0%	25.0%	45.0%	23.8%	6.3%
ELA	6th Grade Content	American Indian or Alaska Native	2015-16	34.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2014-15	70.9%	100.0%	100.0%	60.0%	40.0%	0.0%	0.0%
ELA	6th Grade Content	Asian	2015-16	70.4%	80.0%	80.0%	10.0%	70.0%	20.0%	0.0%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	50.0%	50.0%	28.6%	21.4%	7.1%	42.9%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	55.6%	55.6%	14.8%	40.7%	29.6%	14.8%
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	91.9%	91.9%	48.6%	43.2%	8.1%	0.0%
ELA	6th Grade Content	White	2015-16	51.9%	75.7%	75.7%	37.8%	37.8%	21.6%	2.7%
ELA	6th Grade Content	Female	2014-15	51.1%	75.8%	75.8%	33.3%	42.4%	6.1%	18.2%

**M-STEP Grades 3-11**

ELA	6th Grade Content	Female	2015-16	49.8%	66.7%	66.7%	28.2%	38.5%	28.2%	5.1%
ELA	6th Grade Content	Male	2014-15	38.6%	84.8%	84.8%	51.5%	33.3%	9.1%	6.1%
ELA	6th Grade Content	Male	2015-16	40.4%	73.2%	73.2%	22.0%	51.2%	19.5%	7.3%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	69.7%	69.7%	36.4%	33.3%	9.1%	21.2%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	67.5%	67.5%	20.0%	47.5%	22.5%	10.0%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	63.6%	63.6%	13.6%	50.0%	27.3%	9.1%
ELA	7th Grade Content	All Students	2015-16	47.1%	69.6%	69.6%	35.7%	33.9%	19.6%	10.7%
ELA	7th Grade Content	Asian	2014-15	73.9%	70.0%	70.0%	20.0%	50.0%	20.0%	10.0%
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	52.6%	52.6%	5.3%	47.4%	26.3%	21.1%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	41.7%	41.7%	16.7%	25.0%	25.0%	33.3%
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	68.6%	68.6%	17.1%	51.4%	28.6%	2.9%
ELA	7th Grade Content	White	2015-16	53.7%	84.4%	84.4%	46.9%	37.5%	15.6%	0.0%
ELA	7th Grade Content	Female	2014-15	56.3%	78.1%	78.1%	21.9%	56.3%	15.6%	6.3%
ELA	7th Grade Content	Female	2015-16	53.8%	64.3%	64.3%	28.6%	35.7%	21.4%	14.3%
ELA	7th Grade Content	Male	2014-15	42.2%	50.0%	50.0%	5.9%	44.1%	38.2%	11.8%
ELA	7th Grade Content	Male	2015-16	40.6%	75.0%	75.0%	42.9%	32.1%	17.9%	7.1%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	50.0%	50.0%	3.3%	46.7%	33.3%	16.7%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	50.0%	50.0%	25.0%	25.0%	25.0%	25.0%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	<10	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

ELA	7th Grade Content	English Language Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	70.8%	70.8%	24.6%	46.2%	26.2%	3.1%
ELA	8th Grade Content	All Students	2015-16	48.9%	74.6%	74.6%	27.0%	47.6%	22.2%	3.2%
ELA	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	70.0%	70.0%	20.0%	50.0%	30.0%	0.0%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	66.7%	66.7%	18.5%	48.1%	29.6%	3.7%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	66.7%	66.7%	16.7%	50.0%	33.3%	0.0%
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	<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	White	2014-15	53.8%	69.0%	69.0%	27.6%	41.4%	27.6%	3.4%

**M-STEP Grades 3-11**

ELA	8th Grade Content	White	2015-16	55.2%	78.8%	78.8%	36.4%	42.4%	15.2%	6.1%
ELA	8th Grade Content	Female	2014-15	54.2%	74.3%	74.3%	31.4%	42.9%	25.7%	0.0%
ELA	8th Grade Content	Female	2015-16	54.9%	80.6%	80.6%	29.0%	51.6%	19.4%	0.0%
ELA	8th Grade Content	Male	2014-15	41.2%	66.7%	66.7%	16.7%	50.0%	26.7%	6.7%
ELA	8th Grade Content	Male	2015-16	43.0%	68.8%	68.8%	25.0%	43.8%	25.0%	6.3%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	64.3%	64.3%	17.9%	46.4%	35.7%	0.0%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	60.7%	60.7%	14.3%	46.4%	35.7%	3.6%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	77.2%	77.2%	27.8%	49.4%	19.0%	3.8%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	75.9%	75.9%	40.2%	35.6%	17.2%	6.9%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	100.0%	100.0%	36.4%	63.6%	0.0%	0.0%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Asian	2015-16	73.1%	92.3%	92.3%	53.8%	38.5%	0.0%	7.7%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	66.7%	66.7%	16.7%	50.0%	27.8%	5.6%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	55.6%	55.6%	11.1%	44.4%	33.3%	11.1%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<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	White	2014-15	57.3%	76.7%	76.7%	34.9%	41.9%	20.9%	2.3%
Mathematics	3rd Grade Content	White	2015-16	53.2%	84.2%	84.2%	50.0%	34.2%	10.5%	5.3%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	70.3%	70.3%	24.3%	45.9%	24.3%	5.4%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	75.6%	75.6%	43.9%	31.7%	19.5%	4.9%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	83.3%	83.3%	31.0%	52.4%	14.3%	2.4%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	76.1%	76.1%	37.0%	39.1%	15.2%	8.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	60.6%	60.6%	12.1%	48.5%	33.3%	6.1%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	76.9%	76.9%	40.4%	36.5%	17.3%	5.8%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	80.0%	80.0%	20.0%	60.0%	20.0%	0.0%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	60.0%	60.0%	24.0%	36.0%	24.0%	16.0%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	36.4%	36.4%	9.1%	27.3%	54.5%	9.1%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	76.3%	76.3%	37.5%	38.8%	20.0%	3.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	68.5%	68.5%	27.4%	41.1%	28.8%	2.7%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	64.3%	64.3%	28.6%	35.7%	28.6%	7.1%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	70.0%	70.0%	40.0%	30.0%	30.0%	0.0%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	57.9%	57.9%	26.3%	31.6%	31.6%	10.5%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	55.0%	55.0%	20.0%	35.0%	35.0%	10.0%

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	86.7%	86.7%	44.4%	42.2%	13.3%	0.0%
Mathematics	4th Grade Content	White	2015-16	52.3%	73.0%	73.0%	29.7%	43.2%	27.0%	0.0%
Mathematics	4th Grade Content	Female	2014-15	40.3%	75.0%	75.0%	30.0%	45.0%	20.0%	5.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	55.6%	55.6%	16.7%	38.9%	38.9%	5.6%
Mathematics	4th Grade Content	Male	2014-15	42.4%	77.5%	77.5%	45.0%	32.5%	20.0%	2.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	81.1%	81.1%	37.8%	43.2%	18.9%	0.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	64.5%	64.5%	29.0%	35.5%	29.0%	6.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	58.8%	58.8%	11.8%	47.1%	35.3%	5.9%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	57.1%	57.1%	21.4%	35.7%	28.6%	14.3%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	54.5%	54.5%	18.2%	36.4%	45.5%	0.0%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	All Students	2014-15	33.4%	54.7%	54.7%	26.7%	28.0%	30.7%	14.7%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	70.4%	70.4%	49.3%	21.1%	25.4%	4.2%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	70.0%	70.0%	10.0%	60.0%	20.0%	10.0%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	66.7%	66.7%	60.0%	6.7%	26.7%	6.7%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	33.3%	33.3%	12.5%	20.8%	45.8%	20.8%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	36.8%	36.8%	31.6%	5.3%	57.9%	5.3%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	69.4%	69.4%	41.7%	27.8%	16.7%	13.9%
Mathematics	5th Grade Content	White	2015-16	41.0%	91.4%	91.4%	54.3%	37.1%	5.7%	2.9%
Mathematics	5th Grade Content	Female	2014-15	32.6%	50.0%	50.0%	19.4%	30.6%	36.1%	13.9%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	Female	2015-16	31.7%	71.4%	71.4%	45.7%	25.7%	22.9%	5.7%
Mathematics	5th Grade Content	Male	2014-15	34.1%	59.0%	59.0%	33.3%	25.6%	25.6%	15.4%
Mathematics	5th Grade Content	Male	2015-16	35.8%	69.4%	69.4%	52.8%	16.7%	27.8%	2.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	40.5%	40.5%	24.3%	16.2%	40.5%	18.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	56.7%	56.7%	36.7%	20.0%	36.7%	6.7%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	36.4%	36.4%	0.0%	36.4%	45.5%	18.2%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	30.8%	30.8%	30.8%	0.0%	61.5%	7.7%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	67.2%	67.2%	44.8%	22.4%	14.9%	17.9%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	67.5%	67.5%	32.5%	35.0%	21.3%	11.3%
Mathematics	6th Grade Content	American Indian or Alaska Native	2015-16	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2014-15	65.2%	100.0%	100.0%	90.0%	10.0%	0.0%	0.0%
Mathematics	6th Grade Content	Asian	2015-16	64.5%	72.7%	72.7%	18.2%	54.5%	18.2%	9.1%

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	26.7%	26.7%	6.7%	20.0%	20.0%	53.3%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	53.8%	53.8%	11.5%	42.3%	23.1%	23.1%
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	81.1%	81.1%	54.1%	27.0%	18.9%	0.0%
Mathematics	6th Grade Content	White	2015-16	39.2%	75.7%	75.7%	51.4%	24.3%	18.9%	5.4%
Mathematics	6th Grade Content	Female	2014-15	34.1%	55.9%	55.9%	35.3%	20.6%	20.6%	23.5%
Mathematics	6th Grade Content	Female	2015-16	31.4%	57.9%	57.9%	28.9%	28.9%	26.3%	15.8%
Mathematics	6th Grade Content	Male	2014-15	32.5%	78.8%	78.8%	54.5%	24.2%	9.1%	12.1%
Mathematics	6th Grade Content	Male	2015-16	34.1%	76.2%	76.2%	35.7%	40.5%	16.7%	7.1%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	58.8%	58.8%	35.3%	23.5%	11.8%	29.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	62.5%	62.5%	27.5%	35.0%	22.5%	15.0%



**M-STEP Grades 3-11**

Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	59.1%	59.1%	33.3%	25.8%	28.8%	12.1%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	70.9%	70.9%	45.5%	25.5%	16.4%	12.7%
Mathematics	7th Grade Content	Asian	2014-15	66.4%	70.0%	70.0%	60.0%	10.0%	30.0%	0.0%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	21.1%	21.1%	5.3%	15.8%	52.6%	26.3%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	16.7%	16.7%	8.3%	8.3%	41.7%	41.7%
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	77.1%	77.1%	40.0%	37.1%	14.3%	8.6%
Mathematics	7th Grade Content	White	2015-16	41.6%	90.6%	90.6%	53.1%	37.5%	9.4%	0.0%
Mathematics	7th Grade Content	Female	2014-15	33.0%	53.1%	53.1%	28.1%	25.0%	31.3%	15.6%
Mathematics	7th Grade Content	Female	2015-16	34.5%	66.7%	66.7%	37.0%	29.6%	18.5%	14.8%
Mathematics	7th Grade Content	Male	2014-15	33.5%	64.7%	64.7%	38.2%	26.5%	26.5%	8.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	75.0%	75.0%	53.6%	21.4%	14.3%	10.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	36.7%	36.7%	16.7%	20.0%	43.3%	20.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	47.8%	47.8%	30.4%	17.4%	26.1%	26.1%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	73.8%	73.8%	49.2%	24.6%	20.0%	6.2%

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	All Students	2015-16	32.7%	68.8%	68.8%	50.0%	18.8%	23.4%	7.8%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	80.0%	80.0%	60.0%	20.0%	20.0%	0.0%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	59.3%	59.3%	22.2%	37.0%	33.3%	7.4%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	42.1%	42.1%	15.8%	26.3%	42.1%	15.8%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<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	White	2014-15	37.7%	89.7%	89.7%	75.9%	13.8%	3.4%	6.9%
Mathematics	8th Grade Content	White	2015-16	38.3%	78.8%	78.8%	66.7%	12.1%	15.2%	6.1%
Mathematics	8th Grade Content	Female	2014-15	32.6%	74.3%	74.3%	48.6%	25.7%	17.1%	8.6%
Mathematics	8th Grade Content	Female	2015-16	34.1%	71.0%	71.0%	45.2%	25.8%	22.6%	6.5%
Mathematics	8th Grade Content	Male	2014-15	31.8%	73.3%	73.3%	50.0%	23.3%	23.3%	3.3%

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	Male	2015-16	31.4%	66.7%	66.7%	54.5%	12.1%	24.2%	9.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	60.7%	60.7%	32.1%	28.6%	32.1%	7.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	57.1%	57.1%	25.0%	32.1%	42.9%	0.0%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	50.0%	50.0%	0.0%	50.0%	40.0%	10.0%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	29.3%	29.3%	18.3%	11.0%	41.5%	29.3%
Science	4th Grade Content	All Students	2015-16	14.7%	25.7%	25.7%	14.9%	10.8%	41.9%	32.4%
Science	4th Grade Content	Asian	2014-15	23.9%	28.6%	28.6%	14.3%	14.3%	21.4%	50.0%
Science	4th Grade Content	Asian	2015-16	28.4%	30.0%	30.0%	20.0%	10.0%	30.0%	40.0%
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	15.0%	15.0%	15.0%	0.0%	45.0%	40.0%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	15.8%	15.8%	5.3%	10.5%	36.8%	47.4%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	37.8%	37.8%	22.2%	15.6%	46.7%	15.6%
Science	4th Grade Content	White	2015-16	18.4%	28.9%	28.9%	18.4%	10.5%	50.0%	21.1%
Science	4th Grade Content	Female	2014-15	10.4%	26.8%	26.8%	17.1%	9.8%	46.3%	26.8%
Science	4th Grade Content	Female	2015-16	13.0%	20.0%	20.0%	11.4%	8.6%	37.1%	42.9%
Science	4th Grade Content	Male	2014-15	14.3%	31.7%	31.7%	19.5%	12.2%	36.6%	31.7%
Science	4th Grade Content	Male	2015-16	16.4%	30.8%	30.8%	17.9%	12.8%	46.2%	23.1%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	12.5%	12.5%	3.1%	9.4%	46.9%	40.6%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	18.2%	18.2%	3.0%	15.2%	33.3%	48.5%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	7.1%	7.1%	0.0%	7.1%	21.4%	71.4%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	9.1%	9.1%	0.0%	9.1%	45.5%	45.5%

**M-STEP Grades 3-11**

Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	28.8%	28.8%	12.1%	16.7%	30.3%	40.9%
Science	7th Grade Content	All Students	2015-16	23.9%	41.1%	41.1%	32.1%	8.9%	30.4%	28.6%
Science	7th Grade Content	Asian	2014-15	43.1%	30.0%	30.0%	10.0%	20.0%	40.0%	30.0%
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	10.5%	10.5%	5.3%	5.3%	26.3%	63.2%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	8.3%	8.3%	0.0%	8.3%	16.7%	75.0%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	40.0%	40.0%	17.1%	22.9%	28.6%	31.4%
Science	7th Grade Content	White	2015-16	28.9%	53.1%	53.1%	40.6%	12.5%	37.5%	9.4%

**M-STEP Grades 3-11**

Science	7th Grade Content	Female	2014-15	20.8%	28.1%	28.1%	9.4%	18.8%	34.4%	37.5%
Science	7th Grade Content	Female	2015-16	22.6%	21.4%	21.4%	17.9%	3.6%	42.9%	35.7%
Science	7th Grade Content	Male	2014-15	24.6%	29.4%	29.4%	14.7%	14.7%	26.5%	44.1%
Science	7th Grade Content	Male	2015-16	25.1%	60.7%	60.7%	46.4%	14.3%	17.9%	21.4%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	10.0%	10.0%	6.7%	3.3%	30.0%	60.0%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	29.2%	29.2%	20.8%	8.3%	16.7%	54.2%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	42.9%	42.9%	6.5%	36.4%	50.6%	6.5%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	40.3%	40.3%	11.1%	29.2%	54.2%	5.6%
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	30.0%	30.0%	0.0%	30.0%	70.0%	0.0%

**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Asian	2015-16	35.8%	33.3%	33.3%	26.7%	6.7%	60.0%	6.7%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	29.2%	29.2%	0.0%	29.2%	58.3%	12.5%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	26.3%	26.3%	0.0%	26.3%	57.9%	15.8%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	55.3%	55.3%	13.2%	42.1%	39.5%	5.3%
Social Studies	5th Grade Content	White	2015-16	23.0%	51.4%	51.4%	11.4%	40.0%	48.6%	0.0%
Social Studies	5th Grade Content	Female	2014-15	20.6%	40.5%	40.5%	8.1%	32.4%	54.1%	5.4%
Social Studies	5th Grade Content	Female	2015-16	16.7%	36.1%	36.1%	11.1%	25.0%	58.3%	5.6%
Social Studies	5th Grade Content	Male	2014-15	23.8%	45.0%	45.0%	5.0%	40.0%	47.5%	7.5%
Social Studies	5th Grade Content	Male	2015-16	21.0%	44.4%	44.4%	11.1%	33.3%	50.0%	5.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	43.6%	43.6%	5.1%	38.5%	46.2%	10.3%



**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	32.3%	32.3%	6.5%	25.8%	61.3%	6.5%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	0.0%	0.0%	0.0%	0.0%	90.9%	9.1%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	7.7%	7.7%	7.7%	0.0%	69.2%	23.1%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	52.3%	52.3%	6.2%	46.2%	35.4%	12.3%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	43.8%	43.8%	7.8%	35.9%	39.1%	17.2%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	40.0%	40.0%	20.0%	20.0%	40.0%	20.0%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	37.0%	37.0%	0.0%	37.0%	40.7%	22.2%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	21.1%	21.1%	5.3%	15.8%	47.4%	31.6%

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	69.0%	69.0%	13.8%	55.2%	24.1%	6.9%
Social Studies	8th Grade Content	White	2015-16	34.3%	57.6%	57.6%	6.1%	51.5%	33.3%	9.1%
Social Studies	8th Grade Content	Female	2014-15	25.2%	48.6%	48.6%	2.9%	45.7%	37.1%	14.3%
Social Studies	8th Grade Content	Female	2015-16	26.0%	41.9%	41.9%	3.2%	38.7%	35.5%	22.6%
Social Studies	8th Grade Content	Male	2014-15	34.0%	56.7%	56.7%	10.0%	46.7%	33.3%	10.0%
Social Studies	8th Grade Content	Male	2015-16	32.6%	45.5%	45.5%	12.1%	33.3%	42.4%	12.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	35.7%	35.7%	0.0%	35.7%	46.4%	17.9%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	28.6%	28.6%	10.7%	17.9%	46.4%	25.0%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10

**SAT**

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

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	78.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	74.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	70.8%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	61.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	67.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	40.0%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	5th Grade Content	Two or More Races	2015-16	65.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2014-15	60.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2014-15	72.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2014-15	35.2%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2014-15	72.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	72.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	69.9%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	6th Grade Content	English Language Learners	2014-15	59.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	81.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2014-15	58.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	71.7%	<10	<10	<10	<10	<10



**MI-Access Supported Independence**

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

**MI-Access Participation**

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



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.6%	89.2%	98.6%	89.2%
All Students	Mathematics	98.6%	62.1%	97.7%	86.8%	97.7%	86.8%
All Students	Science	98.1%	50.0%	97.7%	63.0%	97.7%	63.0%
All Students	Social Studies	98.1%	59.3%	97.8%	68.9%	97.8%	68.9%
Bottom 30%	ELA	N/A	25.1%	N/A	64.1%	N/A	64.1%
Bottom 30%	Mathematics	N/A	19.0%	N/A	56.3%	N/A	56.3%
Bottom 30%	Science	N/A	9.8%	N/A	10.5%	N/A	10.5%
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.3%	N/A	7.3%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	96.9%	100.0%	96.9%
Asian	Mathematics	99.4%	83.7%	100.0%	92.3%	100.0%	92.3%
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	96.9%	77.9%	96.9%	77.9%
Hispanic of Any Race	Mathematics	98.8%	51.1%	96.1%	76.2%	96.1%	76.2%
Hispanic of Any Race	Science	98.1%	36.7%	93.9%	41.9%	93.9%	41.9%



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	92.7%	60.5%	92.7%	60.5%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.5%	93.3%	99.5%	93.3%
White	Mathematics	98.9%	68.4%	98.6%	91.4%	98.6%	91.4%
White	Science	98.6%	57.1%	98.6%	74.6%	98.6%	74.6%
White	Social Studies	98.5%	65.8%	100.0%	75.0%	100.0%	75.0%
Economically Disadvantaged	ELA	98.3%	56.8%	98.1%	86.2%	98.1%	86.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	96.7%	83.1%	96.7%	83.1%
Economically Disadvantaged	Science	97.5%	35.0%	95.0%	45.5%	95.0%	45.5%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.3%	62.1%	98.3%	62.1%
English Language Learners	ELA	98.8%	49.5%	98.7%	72.2%	98.7%	72.2%
English Language Learners	Mathematics	99.0%	48.4%	97.4%	75.3%	97.4%	75.3%



**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	97.6%	70.7%	97.6%	70.7%
Students With Disabilities	Mathematics	97.1%	36.5%	95.2%	80.0%	95.2%	80.0%
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

**Accountability Details Graduation Data**

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

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



## MI School Data

### Annual Education Report Eagle Crest Charter Academy

02/07/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.79%	95.79%

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

**Accountability Status District Data**

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



**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Eagle Crest Charter Academy	Green	2	Green	2	Green	2	Green	2	Yellow	48



**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	32	12	0

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

**Teacher Quality - Class**

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

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.3%



# MI School Data

## Annual Education Report Eagle Crest Charter Academy

02/07/2017

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

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



**NAEP Grade 8 Math**

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

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



**NAEP Grade 12 Math**

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

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



**NAEP Grade 4 Reading**

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

# Rounds to zero

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

**NAEP Grade 8 Reading**

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

# Rounds to zero

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



**NAEP Grade 12 Reading**

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

# Rounds to zero

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





**NAEP Participation Data**

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