



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Regent Park Scholars Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Leslie Riase-Mitchell for assistance.


The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/regentpark/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/XXnBFx>.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement.

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

Additional challenges we experience is in our academic achievement on state tests. Regent Park has consistently underperformed the state average in all tested content areas and grade levels (20% below proficiency on average). We had a significant number of students who were not proficient on the state assessment. The results were: 90% Math, 82% ELA, 95% Science, 95% SS. In addition, 8% of students new to Regent Park in state testing grades scored at or above grade level on the Fall NWEA assessment in math and 11% were proficient in the spring. The 8% of new students assessed, scored 17% proficient in the fall, and 15% were proficient in



the spring. Our overall attendance rate was 90.2%, still under the state goal of 91%, but higher than the previous years' annual goal. This continues to be an area of improvement for Regent Park.

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

State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


### 2016-2017

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

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

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

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



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

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


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

#### 2015-2016

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


2016-2017

<https://www.nhaschools.com/schools/regent-park-scholars-charter-academy/en>

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

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

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

- 
- Discipline, tardy, truancy, and attendance rates
  - Parent surveys
  - Staff surveys and teacher quality information
  - Programs and processes Data

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


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

Grade level teams are working to analyze MSTEP data to create intentional teaching plans for science, reading, and math that align with the curricular tools and the district-wide interim assessment. Teachers are more comfortable with the ELA and Math curriculum tools introduced last school year. Our Intervention program will be continued but tailored more to students in the bottom 10th percentile. Teachers are partnering with Academic Specialists or Paraprofessionals to provide more individualized instructional opportunities for at risk students.

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

The School Improvement Team reviewed progress against its goals and objectives as part of its preparation for the 2017-2018 school year. A review of student performance data and other data pertaining to the school's selected focus areas was conducted in order to evaluate progress toward meeting its goals. Specific data that was used to evaluate includes previous years' MSTEP assessments, NWEA assessments, interim and unit assessments from the curriculum tools, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal. The initial results of this analysis indicate: Regent Park outperformed the local district in 75% of tested content areas and grade levels. We have continued to decrease the gap between our percent of student's proficient and the state average. As students become more familiar with performance tasks, and extended reading material as demonstrated by the new Michigan State Test for Educational Progress, (MSTEP), performance levels will increase in proficiency and the gap will close even more.

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



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

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

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

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

2015-2016

<https://www.nhaschools.com/schools/regent-park-scholars-charter-academy/en>

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

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

Grade level teams are working to analyze MSTEP data to create intentional teaching plans for science, reading, and math that align with the curricular tools and the district-wide interim



assessment. Teachers are more comfortable with the ELA and Math curriculum tools introduced last school year. The new Math curriculum for the upcoming year – Math Expressions, is aligned to common core standards, and allows students to perform more critical thinking strategies. The Intervention program will be continued but tailored more to students in the bottom 10th percentile. Sylvan Learning continues to provide support with intervention during, after and in summer school. When students go to technology they practice their typing and reading skills through web-based programs.

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

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

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

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

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

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

2016-2017

The mission of Regent Park Scholars is to offer the families of Metro Detroit a K-8 public school with a challenging academic program and a school culture that values integrity, academic excellence, and accountability, where each student is given the opportunity for success. Regent Park Academy is a National Heritage Academy School, authorized by Lake Superior State University. The school is located on the eastside of Detroit, Michigan on East 7 Mile Rd. Regent Park Scholars Charter Academy opened in 2011, providing education to approximately 700 students in grades K-8. Current enrollment for 2016-17 includes 712 students in grades K-8.

2015-2016

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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**

2016-2017

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

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of





Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

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


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

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

### 2015-2016

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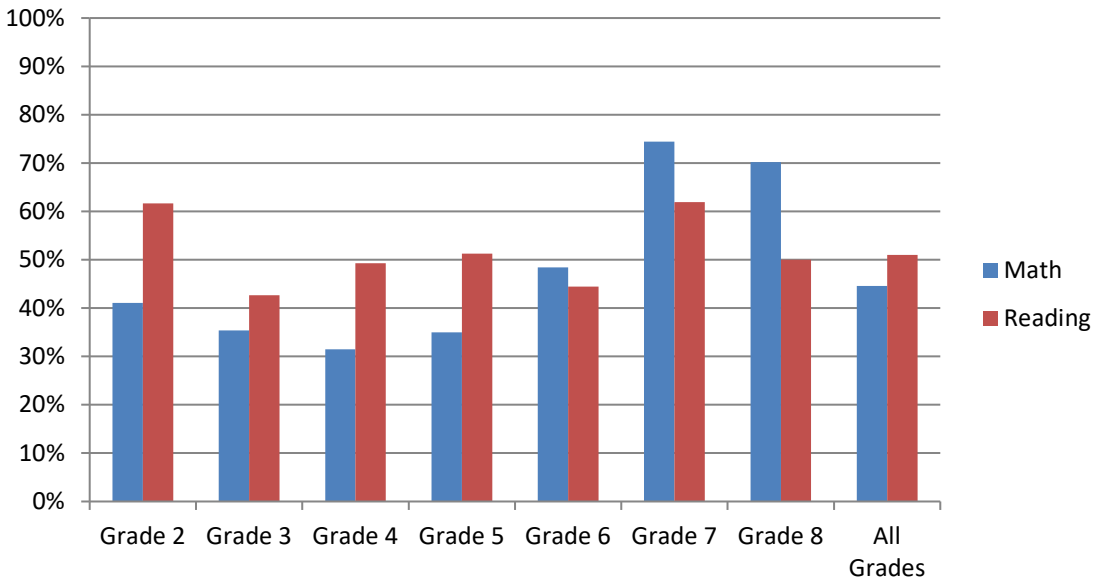
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

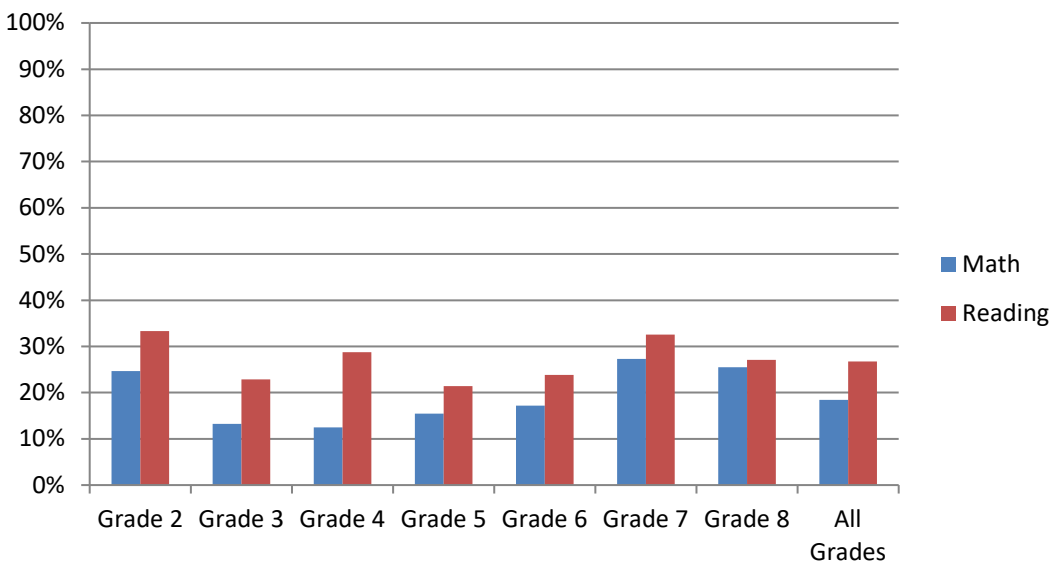
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

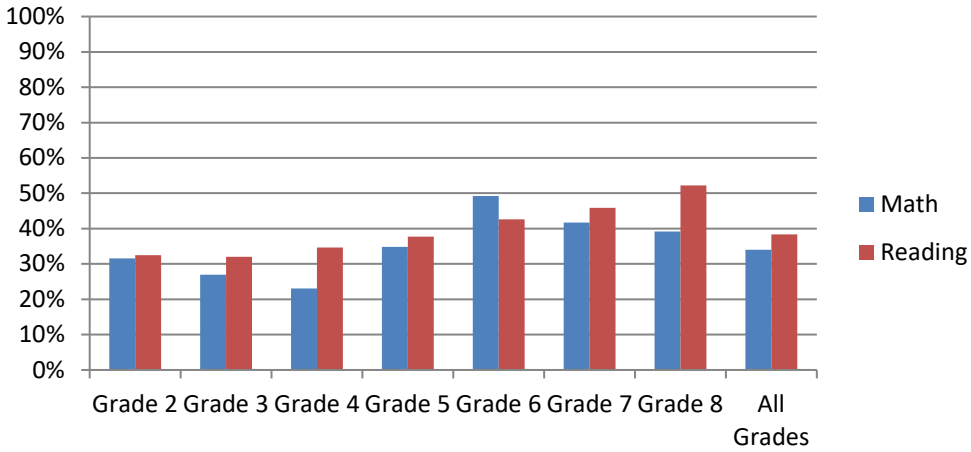


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

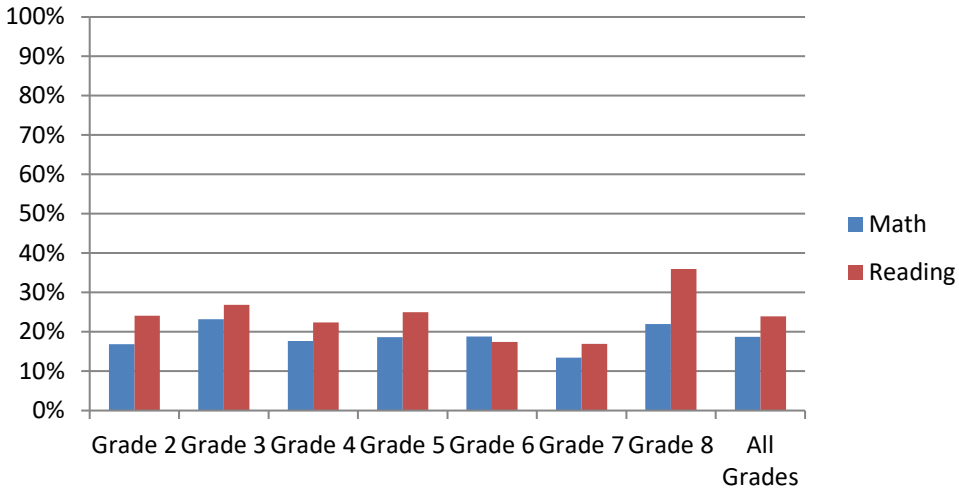


2015-2016

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



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



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

2016-2017


<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2016</b>	K-8	558	79.8%
<b>Spring 2017</b>	K-8	575	82.3%

2015-2016

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

7. SCHOOL YEAR HIGHLIGHTS

As we conclude the year, we reflect on the year as a team and take pride in the accomplishments we have achieved. This year, Regent Park celebrated its second graduating class of 8th graders. Many of the students who graduated were accepted into magnet and advanced high schools like Cass Technical High School, Martin Luther King and East English Village Academy. The students also participated in their first graduation celebration where they were able to dress in their finest fashions, and enjoy a dinner at school. Our commencement speaker was one of our team members in the Intervention Services department. He is new to



Regent Park this year. He was responsible for raising awareness about our black male students and increasing leadership opportunities for them. Our first Mentoring program took shape through his leadership, and accounted for beginning partnerships with Loyola High School in Detroit, as well as the Matrix Center on the east side of Detroit.

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

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

Our middle school culture and climate has improved greatly, despite the staffing challenges we have experienced with teachers. The greatest challenge we’ve had this year is the amount of new students entering Regent Park who have not been acclimated to our school culture. We’ve also experienced some vandalism and inappropriate behaviors from former students that has caused a disturbance to our growth and development. We have a great student leadership program that encourages students to take pride in their school and their surroundings. This has helped to keep the school a bit tidier during arrival, dismissal and during the day.

Our Regent Park leadership team has remained the same and has provided stability and consistency needed for our student body to be successful. Dean support has been outstanding support to the culture and climate of the building. The perception of instructional coaching,

relationships with teachers, and modeling effective relationships with students has improved. As a team, we have also focused on safety in and around the building for staff and students.

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

Sincerely,



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

BOARD OF DIRECTORS:

Barbara Bates – President  
Susan Owens – Vice President/Treasurer  
Keyshea Walker – Secretary  
Jillian Stelma – Director

Annual Education Report  
Regent Park Scholars Charter Academy (00762)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	17.1%	17.1%	3.7%	13.4%	20.7%	62.2%
ELA	3rd Grade Content	All Students	2016-17	44.1%	13.4%	13.4%	4.9%	8.5%	23.2%	63.4%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	17.1%	17.1%	3.7%	13.4%	20.7%	62.2%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	12.3%	12.3%	4.9%	7.4%	23.5%	64.2%
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	22.0%	22.0%	4.9%	17.1%	24.4%	53.7%
ELA	3rd Grade Content	Female	2016-17	47.7%	15.9%	15.9%	6.8%	9.1%	29.5%	54.5%
ELA	3rd Grade Content	Male	2015-16	42.6%	12.2%	12.2%	2.4%	9.8%	17.1%	70.7%
ELA	3rd Grade Content	Male	2016-17	40.7%	10.5%	10.5%	2.6%	7.9%	15.8%	73.7%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	15.4%	15.4%	3.8%	11.5%	20.5%	64.1%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	12.3%	12.3%	3.7%	8.6%	23.5%	64.2%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	14.3%	14.3%	0.0%	14.3%	7.1%	78.6%



Annual Education Report  
Regent Park Scholars Charter Academy (00762)

## 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	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	8.6%	8.6%	4.9%	3.7%	21.0%	70.4%
ELA	4th Grade Content	All Students	2016-17	44.2%	14.3%	14.3%	3.9%	10.4%	19.5%	66.2%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	7.5%	7.5%	5.0%	2.5%	21.3%	71.3%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	14.3%	14.3%	3.9%	10.4%	19.5%	66.2%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	15.9%	15.9%	9.1%	6.8%	18.2%	65.9%
ELA	4th Grade Content	Female	2016-17	48.6%	17.1%	17.1%	5.7%	11.4%	25.7%	57.1%
ELA	4th Grade Content	Male	2015-16	41.8%	0.0%	0.0%	0.0%	0.0%	24.3%	75.7%
ELA	4th Grade Content	Male	2016-17	39.9%	11.9%	11.9%	2.4%	9.5%	14.3%	73.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	8.8%	8.8%	5.0%	3.8%	21.3%	70.0%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	13.0%	13.0%	2.9%	10.1%	17.4%	69.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	0.0%	0.0%	0.0%	0.0%	27.3%	72.7%
ELA	5th Grade Content	All Students	2015-16	50.6%	22.1%	22.1%	5.2%	16.9%	24.7%	53.2%
ELA	5th Grade Content	All Students	2016-17	51.1%	18.5%	18.5%	6.2%	12.3%	27.2%	54.3%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	21.1%	21.1%	3.9%	17.1%	25.0%	53.9%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	17.5%	17.5%	5.0%	12.5%	27.5%	55.0%
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	28.9%	28.9%	7.9%	21.1%	26.3%	44.7%
ELA	5th Grade Content	Female	2016-17	56.0%	31.4%	31.4%	11.4%	20.0%	25.7%	42.9%
ELA	5th Grade Content	Male	2015-16	45.5%	15.4%	15.4%	2.6%	12.8%	23.1%	61.5%
ELA	5th Grade Content	Male	2016-17	46.2%	8.7%	8.7%	2.2%	6.5%	28.3%	63.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	22.4%	22.4%	5.3%	17.1%	23.7%	53.9%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	17.7%	17.7%	6.3%	11.4%	27.8%	54.4%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
ELA	6th Grade Content	All Students	2015-16	45.0%	11.6%	11.6%	2.9%	8.7%	26.1%	62.3%
ELA	6th Grade Content	All Students	2016-17	43.6%	13.8%	13.8%	1.5%	12.3%	30.8%	55.4%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	10.4%	10.4%	3.0%	7.5%	26.9%	62.7%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	14.1%	14.1%	1.6%	12.5%	29.7%	56.3%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	18.2%	18.2%	6.1%	12.1%	27.3%	54.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Female	2016-17	48.7%	21.2%	21.2%	3.0%	18.2%	33.3%	45.5%
ELA	6th Grade Content	Male	2015-16	40.4%	5.6%	5.6%	0.0%	5.6%	25.0%	69.4%
ELA	6th Grade Content	Male	2016-17	38.7%	6.3%	6.3%	0.0%	6.3%	28.1%	65.6%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	11.8%	11.8%	2.9%	8.8%	26.5%	61.8%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	13.8%	13.8%	1.5%	12.3%	30.8%	55.4%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%
ELA	7th Grade Content	All Students	2016-17	44.8%	18.2%	18.2%	0.0%	18.2%	31.8%	50.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	16.3%	16.3%	0.0%	16.3%	32.6%	51.2%
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Female	2015-16	53.8%	25.0%	25.0%	4.2%	20.8%	41.7%	33.3%
ELA	7th Grade Content	Female	2016-17	50.9%	18.8%	18.8%	0.0%	18.8%	37.5%	43.8%
ELA	7th Grade Content	Male	2015-16	40.6%	6.9%	6.9%	0.0%	6.9%	31.0%	62.1%
ELA	7th Grade Content	Male	2016-17	39.1%	17.9%	17.9%	0.0%	17.9%	28.6%	53.6%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	15.1%	15.1%	1.9%	13.2%	35.8%	49.1%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	16.3%	16.3%	0.0%	16.3%	32.6%	51.2%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	24.0%	24.0%	2.0%	22.0%	42.0%	34.0%
ELA	8th Grade Content	All Students	2016-17	48.0%	29.8%	29.8%	4.3%	25.5%	25.5%	44.7%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	24.0%	24.0%	2.0%	22.0%	42.0%	34.0%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	29.8%	29.8%	4.3%	25.5%	25.5%	44.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Female	2015-16	54.9%	32.1%	32.1%	3.6%	28.6%	46.4%	21.4%
ELA	8th Grade Content	Female	2016-17	54.9%	47.6%	47.6%	9.5%	38.1%	23.8%	28.6%
ELA	8th Grade Content	Male	2015-16	43.0%	13.6%	13.6%	0.0%	13.6%	36.4%	50.0%
ELA	8th Grade Content	Male	2016-17	41.4%	15.4%	15.4%	0.0%	15.4%	26.9%	57.7%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	22.9%	22.9%	2.1%	20.8%	41.7%	35.4%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	29.8%	29.8%	4.3%	25.5%	25.5%	44.7%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	12.2%	12.2%	2.7%	9.5%	33.8%	54.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	11.3%	11.3%	1.3%	10.0%	21.3%	67.5%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	12.2%	12.2%	2.7%	9.5%	33.8%	54.1%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	11.4%	11.4%	1.3%	10.1%	20.3%	68.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	10.5%	10.5%	0.0%	10.5%	39.5%	50.0%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	14.0%	14.0%	2.3%	11.6%	20.9%	65.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	13.9%	13.9%	5.6%	8.3%	27.8%	58.3%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	8.1%	8.1%	0.0%	8.1%	21.6%	70.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	11.4%	11.4%	2.9%	8.6%	32.9%	55.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	10.1%	10.1%	1.3%	8.9%	21.5%	68.4%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	12.3%	12.3%	4.9%	7.4%	27.2%	60.5%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	10.4%	10.4%	1.3%	9.1%	37.7%	51.9%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	11.3%	11.3%	5.0%	6.3%	27.5%	61.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	10.4%	10.4%	1.3%	9.1%	37.7%	51.9%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	42.1%	20.5%	20.5%	9.1%	11.4%	20.5%	59.1%
Mathematics	4th Grade Content	Female	2016-17	39.6%	14.3%	14.3%	2.9%	11.4%	34.3%	51.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	2.7%	2.7%	0.0%	2.7%	35.1%	62.2%
Mathematics	4th Grade Content	Male	2016-17	44.2%	7.1%	7.1%	0.0%	7.1%	40.5%	52.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	12.5%	12.5%	5.0%	7.5%	26.3%	61.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	10.1%	10.1%	0.0%	10.1%	37.7%	52.2%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	10.0%	10.0%	0.0%	10.0%	10.0%	80.0%
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	7.7%	7.7%	0.0%	7.7%	29.2%	63.1%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	5.0%	5.0%	1.3%	3.8%	17.5%	77.5%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.3%	6.3%	0.0%	6.3%	29.7%	64.1%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	5.1%	5.1%	1.3%	3.8%	16.5%	78.5%
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.8%	8.8%	0.0%	8.8%	26.5%	64.7%
Mathematics	5th Grade Content	Female	2016-17	32.6%	8.8%	8.8%	2.9%	5.9%	20.6%	70.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	6.5%	6.5%	0.0%	6.5%	32.3%	61.3%
Mathematics	5th Grade Content	Male	2016-17	37.4%	2.2%	2.2%	0.0%	2.2%	15.2%	82.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	7.8%	7.8%	0.0%	7.8%	28.1%	64.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	5.1%	5.1%	1.3%	3.8%	16.7%	78.2%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	5.9%	5.9%	0.0%	5.9%	20.6%	73.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	All Students	2016-17	34.2%	6.5%	6.5%	0.0%	6.5%	25.8%	67.7%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	4.5%	4.5%	0.0%	4.5%	21.2%	74.2%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	6.6%	6.6%	0.0%	6.6%	24.6%	68.9%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	6.1%	6.1%	0.0%	6.1%	18.2%	75.8%
Mathematics	6th Grade Content	Female	2016-17	33.1%	3.0%	3.0%	0.0%	3.0%	30.3%	66.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	5.7%	5.7%	0.0%	5.7%	22.9%	71.4%
Mathematics	6th Grade Content	Male	2016-17	35.2%	10.3%	10.3%	0.0%	10.3%	20.7%	69.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	6.0%	6.0%	0.0%	6.0%	20.9%	73.1%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	6.5%	6.5%	0.0%	6.5%	25.8%	67.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	15.9%	15.9%	2.3%	13.6%	25.0%	59.1%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	14.0%	14.0%	2.3%	11.6%	25.6%	60.5%
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	16.7%	16.7%	0.0%	16.7%	20.8%	62.5%
Mathematics	7th Grade Content	Female	2016-17	35.1%	18.8%	18.8%	6.3%	12.5%	12.5%	68.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	3.4%	3.4%	0.0%	3.4%	6.9%	89.7%
Mathematics	7th Grade Content	Male	2016-17	37.3%	14.3%	14.3%	0.0%	14.3%	32.1%	53.6%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	9.4%	9.4%	0.0%	9.4%	13.2%	77.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	14.0%	14.0%	2.3%	11.6%	25.6%	60.5%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	0.0%	0.0%	0.0%	0.0%	26.0%	74.0%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	8.7%	8.7%	4.3%	4.3%	19.6%	71.7%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	0.0%	0.0%	0.0%	0.0%	26.0%	74.0%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	8.7%	8.7%	4.3%	4.3%	19.6%	71.7%
Mathematics	8th Grade Content	Female	2015-16	34.1%	0.0%	0.0%	0.0%	0.0%	32.1%	67.9%
Mathematics	8th Grade Content	Female	2016-17	35.2%	19.0%	19.0%	9.5%	9.5%	33.3%	47.6%
Mathematics	8th Grade Content	Male	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Mathematics	8th Grade Content	Male	2016-17	31.8%	0.0%	0.0%	0.0%	0.0%	8.0%	92.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8.7%	8.7%	4.3%	4.3%	19.6%	71.7%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	All Students	2015-16	14.7%	3.7%	3.7%	0.0%	3.7%	8.6%	87.7%
Science	4th Grade Content	All Students	2016-17	14.6%	1.3%	1.3%	0.0%	1.3%	15.6%	83.1%
Science	4th Grade Content	Black or African American	2015-16	2.4%	3.8%	3.8%	0.0%	3.8%	8.8%	87.5%
Science	4th Grade Content	Black or African American	2016-17	2.8%	1.3%	1.3%	0.0%	1.3%	15.6%	83.1%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	4.5%	4.5%	0.0%	4.5%	11.4%	84.1%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	17.1%	82.9%
Science	4th Grade Content	Male	2015-16	16.4%	2.7%	2.7%	0.0%	2.7%	5.4%	91.9%
Science	4th Grade Content	Male	2016-17	16.5%	2.4%	2.4%	0.0%	2.4%	14.3%	83.3%

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 Regent Park Scholars Charter Academy (00762)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	3.8%	3.8%	0.0%	3.8%	8.8%	87.5%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	1.4%	1.4%	0.0%	1.4%	15.9%	82.6%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	7th Grade Content	All Students	2015-16	23.9%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	All Students	2016-17	22.7%	2.3%	2.3%	0.0%	2.3%	13.6%	84.1%
Science	7th Grade Content	Black or African American	2015-16	5.4%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	Black or African American	2016-17	5.1%	2.3%	2.3%	0.0%	2.3%	14.0%	83.7%
Science	7th Grade Content	Two or More Races	2016-17	21.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	8.3%	8.3%	4.2%	4.2%	8.3%	83.3%
Science	7th Grade Content	Female	2016-17	21.2%	6.3%	6.3%	0.0%	6.3%	6.3%	87.5%
Science	7th Grade Content	Male	2015-16	25.1%	3.4%	3.4%	0.0%	3.4%	3.4%	93.1%

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Regent Park Scholars Charter Academy (00762)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Male	2016-17	24.3%	0.0%	0.0%	0.0%	0.0%	17.9%	82.1%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	5.7%	5.7%	1.9%	3.8%	5.7%	88.7%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	2.3%	2.3%	0.0%	2.3%	14.0%	83.7%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	1.3%	1.3%	0.0%	1.3%	39.0%	59.7%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	2.5%	2.5%	0.0%	2.5%	36.3%	61.3%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	39.5%	60.5%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	2.5%	2.5%	0.0%	2.5%	35.4%	62.0%
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	2.6%	2.6%	0.0%	2.6%	34.2%	63.2%

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Regent Park Scholars Charter Academy (00762)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Female	2016-17	19.3%	5.9%	5.9%	0.0%	5.9%	38.2%	55.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	43.6%	56.4%
Social Studies	5th Grade Content	Male	2016-17	23.9%	0.0%	0.0%	0.0%	0.0%	34.8%	65.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	1.3%	1.3%	0.0%	1.3%	38.2%	60.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	2.6%	2.6%	0.0%	2.6%	35.9%	61.5%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	6.0%	6.0%	2.0%	4.0%	40.0%	54.0%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	4.3%	4.3%	0.0%	4.3%	28.3%	67.4%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	6.0%	6.0%	2.0%	4.0%	40.0%	54.0%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	4.3%	4.3%	0.0%	4.3%	28.3%	67.4%
Social Studies	8th Grade Content	Female	2015-16	26.0%	10.7%	10.7%	3.6%	7.1%	42.9%	46.4%



## Annual Education Report

## Regent Park Scholars Charter Academy (00762)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Female	2016-17	28.6%	9.5%	9.5%	0.0%	9.5%	38.1%	52.4%
Social Studies	8th Grade Content	Male	2015-16	32.6%	0.0%	0.0%	0.0%	0.0%	36.4%	63.6%
Social Studies	8th Grade Content	Male	2016-17	34.0%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	6.3%	6.3%	2.1%	4.2%	39.6%	54.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	4.3%	4.3%	0.0%	4.3%	28.3%	67.4%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%

## Annual Education Report

## Regent Park Scholars Charter Academy (00762)

## 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

Annual Education Report  
Regent Park Scholars Charter Academy (00762)

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%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10

Annual Education Report  
 Regent Park Scholars Charter Academy (00762)

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
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10

Annual Education Report  
 Regent Park Scholars Charter Academy (00762)

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	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10	<10

Annual Education Report  
 Regent Park Scholars Charter Academy (00762)

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%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2016-17	53.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2016-17	37.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10

Annual Education Report  
 Regent Park Scholars Charter Academy (00762)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<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	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2016-17	88.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2016-17	52.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2016-17	47.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2016-17	86.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2016-17	36.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	85.9%	<10	<10	<10	<10	<10

Annual Education Report  
 Regent Park Scholars Charter Academy (00762)

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	7th Grade Content	Male	2016-17	54.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2016-17	50.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2016-17	82.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2016-17	63.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2016-17	41.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2016-17	58.0%	<10	<10	<10	<10	<10



## Annual Education Report

## Regent Park Scholars Charter Academy (00762)

## 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	8th Grade Content	Female	2016-17	41.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2016-17	66.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2016-17	42.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	<10	<10	<10	<10	<10

## Annual Education Report

## Regent Park Scholars Charter Academy (00762)

## 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

## Annual Education Report

## Regent Park Scholars Charter Academy (00762)

## MI -Access Participation

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

## Annual Education Report

### Regent Park Scholars Charter Academy (00762)

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	100.0%	18.9%	100.0%	18.9%
All Students	Mathematics	98.7%	39.1%	99.2%	10.2%	99.2%	10.2%
All Students	Science	97.9%	24.9%	100.0%	2.6%	100.0%	2.6%
All Students	Social Studies	97.8%	33.7%	100.0%	5.5%	100.0%	5.5%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	18.3%	100.0%	18.3%
Black or African American	Mathematics	97.5%	14.2%	99.2%	10.0%	99.2%	10.0%
Black or African American	Science	96.0%	7.0%	100.0%	2.7%	100.0%	2.7%
Black or African American	Social Studies	95.9%	11.2%	100.0%	5.5%	100.0%	5.5%
Hispanic of Any Race	ELA	98.6%	36.9%	< 30	< 30	< 30	< 30
Hispanic of Any Race	Mathematics	98.7%	25.1%	< 30	< 30	< 30	< 30

## Annual Education Report

### Regent Park Scholars Charter Academy (00762)

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	N/A	N/A	N/A	N/A
White	Mathematics	99.0%	45.6%	N/A	N/A	N/A	N/A
White	Science	98.4%	29.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.3%	39.7%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	18.6%	100.0%	18.6%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.2%	9.6%	99.2%	9.6%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	2.8%	100.0%	2.8%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	5.5%	100.0%	5.5%

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	N/A	N/A	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	N/A	N/A	N/A	N/A
English Learners	Science	98.4%	5.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	100.0%	15.0%	100.0%	15.0%
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	6.7%	100.0%	6.7%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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Accountability Details Graduation Data

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

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	50.00%	50.00%

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



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## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Regent Park Scholars Charter Academy	24.32	39.41	N/A	N/A	53.63	100.00	N/A	37.92

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	30	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	34.0%

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## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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## NAEP Grade 8 Math

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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## NAEP Grade 4 Reading

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

# Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

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## 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
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

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## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9