



May 30, 2018

Dear Parents and Community Members:

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

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/southpointe/> 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/bz6Fpg>


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 School.

Our key challenges are based on the assessment results on the M-STEP in 16-17.

In **Science**, our proficiency levels increased from 16-17 decreased to 11% of 4th and 7th graders proficient. Initiatives being taken to accelerate student learning are as follows: Science Olympiad programming for grades 2-5; after-school science club for grades 4 and 7; Middle School hands-on science and STEM programming elective classes for grades 6-8; Lego Bricks for Kids after school program for grades 1-7.

In **Math**, our overall proficiency is currently at 44%. We have identified there is a gap in foundational knowledge beginning at first grade. For the 17-18 school year, a Math Stories program will be implemented in grades K-2 with a focus on building foundational math skills. The following year, the program will be implemented in grades 3-5. An intentional Math intervention block will be scheduled into our master schedule to ensure this program is utilized on a daily basis.



In **Reading/ELA**, all grade levels, with the exception of 3rd and 8th, are above the 50<sup>th</sup> percentile. Our greatest challenge in Reading is that all grade levels except for 4th and 7th experienced a decrease in proficiency ranging from 6 to 20 percentage points. We have implemented an intentional progress monitoring process along with a Corrective Reading program during the 17-18 school year to address this challenge along with an intentionally scheduled ELA workshop block for each grade level.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


##### 2016-2017

South Pointe 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/south-pointe-scholars-charter-academy/en/school-operations>

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

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

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

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

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

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

**SOUTH POINTE SCHOLARS 16-17 SIP GOALS & STRATEGIES**

**Objective:** The **Black or African American** subgroup will increase their proficiency level by **10%** in **Math** as measured by the State Assessment (M-STEP) in Spring of 2017.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Math</b> objective...	X if Grant Funded
<b>Supplemental Math Support:</b> Classroom teachers will use standardized assessments along with grade level/interim assessments to identified objectives in need of intervention. Classroom teachers will serve as the first interventionist to work with students on their deficiencies with the use of manipulatives during to provide students hands-on experience during small group instruction. In addition, a Middle School a workshop model will be expected to further address student deficiencies and needs. Paraprofessionals and an At-risk teacher will provide additional support in the general education classroom.	X (Specialists & paras)
<b>Tutoring &amp; Summer Learning:</b> Teachers will provide after-school tutoring in math to those students identified as at-risk as well as supporting at-risk students during the summer.	x
<b>Online learning:</b> Using <a href="http://www.studyisland.com">www.studyisland.com</a> , students will remediate or supplement their math skills at home. The use of <a href="http://www.BrainPop.com">www.BrainPop.com</a> during school or at home will help students learn new material or reinforce what they already know. Students will also be taught the use of Kahn Academy to revisit lessons.	x

**Objective:** The EL subgroup will increase their proficiency level by **10%** in **Reading** as measured by the State Assessment (M-STEP) in Spring of 2017.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Reading</b> objective.	X if Grant Funded
<b>Supplemental Reading Support:</b> An At-risk Teacher, classroom paraprofessionals, and EL teachers will provide supplemental reading support to identified at-risk students to increase their proficiency. Using leveled reading from www.Reading A-Z.com will provide 'at level' reading material to EL students. The use of Corrective Reading and Reading Mastery intervention tools with EL students will improve fluency and comprehension. In addition, a Middle School reading enrichment class will be a mandatory elective each trimester for students performing below grade level. The use of differentiated instruction materials during learning will provide students with instructional level appropriate materials during small group instruction.	X (Specialists & paras)
<b>Tutoring &amp; Summer Programming:</b> Teachers will provide after-school tutoring in reading to those students identified as at-risk as well as supporting at-risk students during the summer.	x
<b>Online learning:</b> Students will have the opportunity to use Reading A-Z and razkidz as a supplement to build fluency and reading comprehension. This will be accessible at school and home.	x

**Objective:** The EL subgroup will be **10% proficient** in **Writing** as measured by the State Assessment (M-STEP) in Spring of 2017.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Writing</b> objective.	X if Grant Funded
<b>Use of writing prompts:</b> Writing prompts (grades Y5K-8) will take place three times during the school year. A rubric will be used to score the writing and students will analyze pieces of writing so they can improve their writing skills.	
<b>Implementation of the Reading Street writing component:</b> Teachers will utilize the writing component in the Reading Street program with fidelity. The Professional Development that teachers and Deans will receive is necessary for program implementation.	

**Objective:** The **Free/Reduced Lunch** subgroups will be **10% proficient** in **Science** as measured by the State Assessment (M-STEP) in Spring of 2017.

<p><b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Science</b> objective.</p>	<p>X if Grant Funded</p>
<p><b>Align classroom instruction and objectives with state Grade Level Content Expectations (GLCEs):</b> The use of new curricular tools in middle school (StemScopes) will create further opportunities for hands-on engagement and discussions in class. This curricular tool aligns directly with state standards.</p>	
<p><b>Supplemental Science opportunities:</b> An after-school science tutoring group will be offered to support students performing below grade level in Science.</p>	<p>x</p>

**Objective:** The **Male** subgroup will be **10% proficient** in **Social Studies** as measured by the State Assessment (M-STEP) in Spring of 2017.

<p><b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Social Studies</b> objective.</p>	<p>X if Grant Funded</p>
<p><b>Hands-on science lessons:</b> Social Studies curriculum will be enhanced through more real-life experiences and connections with content. Students will have the opportunity to “live” out the content being delivered.</p>	
<p><b>Science enrichment opportunities:</b> Staff will work to align Interim assessments, which are aligned with state standards, with curricular tools through backwards planning. A year long plan will be created to ensure all standards are taught at a high level, while also addressing the needs of the male subgroup.</p>	



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

The **Black or African American** subgroup will increase their proficiency level by **10%** in **Math** as measured by the State Assessment (M-STEP) in Spring of 2017.

YES      NO (28% → 31%)

The **EL** subgroup will increase their proficiency level by **10%** in **Reading** as measured by the State Assessment (M-STEP) in Spring of 2017.

YES      NO (22% → 43%)

The **EL** subgroup will be **10% proficient** in **Writing** as measured by the State Assessment (M-STEP) in Spring of 2017.

**N/A** - In 16-17, there was not a separate writing assessment as part of the M-STEP test so we have no comparison date.

The **Free/Reduced Lunch** subgroups will be **10% proficient** in **Science** as measured by the State Assessment (M-STEP) in Spring of 2017.

**Overall Science:**  YES      NO (27% → 11%)

The **Male** subgroup will be **10% proficient** in **Social Studies** as measured by the State Assessment (M-STEP) in Spring of 2017.


**Overall Social Studies:**  YES      NO (23% → 37%)

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

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

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





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

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

2015-2016

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

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- 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**

**SOUTH POINTE SCHOLARS 15-16 SIP GOALS & STRATEGIES**

**Objective:** The **Male** subgroup will increase their proficiency level by **10%** in **Math** as measured by Spring 2015 to Spring 2016 NWEA Growth Data.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Math</b> objective...	X if Grant Funded
<b>Supplemental Math Support:</b> An Academic Specialist and classroom paraprofessionals will provide supplemental math support to identified at-risk students to increase their proficiency. The use of math manipulatives during learning will provide students hands-on experience during small group instruction. In addition, a Middle School math enrichment class will be a mandatory elective each trimester for students performing below grade level.	x (Specialists & paras)
<b>Tutoring &amp; Summer Learning:</b> Teachers will provide after-school tutoring in math to those students identified as at-risk as well as supporting at-risk students during the summer.	x
<b>Online learning:</b> Using <a href="http://www.studyisland.com">www.studyisland.com</a> , students will remediate or supplement their math skills at home. The use of <a href="http://www.BrainPop.com">www.BrainPop.com</a> during school or at home will help students learn new material or reinforce what they already know.	x

**Objective:** The **Hispanic** subgroup will increase their proficiency level by **10%** in **Reading** as measured by Spring 2015 to Spring 2016 NWEA Growth Data.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Reading</b> objective.	X if Grant Funded
<b>Supplemental Reading Support:</b> An Academic Specialist, classroom paraprofessionals, and EL teachers will provide supplemental reading support to identified at-risk students to increase their proficiency. Using leveled reading from <a href="http://www.Reading A-Z.com">www.Reading A-Z.com</a> will provide 'at level' reading material to EL students. The implementation of the Fountas & Pinnell LLI system with EL students will improve comprehension and proficiency. In addition, a Middle School reading enrichment class will be a mandatory elective each trimester for students performing below grade level. The use of differentiated instruction materials during learning will provide students with instructional level appropriate materials during small group instruction.	x (Specialists & paras)
<b>Tutoring &amp; Summer Programming:</b> Teachers will provide after-school tutoring in reading to those students identified as at-risk as well as supporting at-risk students during the summer.	x

<p><b>Online learning:</b> Using <a href="http://www.studyisland.com">www.studyisland.com</a>, students will remediate or supplement their reading skills at home. The use of <a href="http://www.BrainPop.com">www.BrainPop.com</a> during school or at home will help students learn new material or reinforce what they already know.</p>	x
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**Objective:** The **IEP** subgroup will be **25% proficient in Writing** as measured by the State Assessment (M-STEP) in Spring of 2016.

<p><b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Writing</b> objective.</p>	X if Grant Funded
<p><b>Use of writing prompts:</b> Writing prompts (grades Y5K-8) will take place three times during the school year. A rubric will be used to score the writing and students will analyze pieces of writing so they can improve their writing skills.</p>	
<p><b>Implementation of the Reading Street writing component:</b> Teachers will utilize the writing component in the Reading Street program with fidelity. The Professional Development that teachers and Deans will receive is necessary for program implementation.</p>	

**Objective:** The **Free/Reduced Lunch** subgroups will be **30% proficient in Social Studies** as measured by the State Assessment (M-STEP) in Spring of 2016.

<p><b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Social Studies</b> objective.</p>	X if Grant Funded
<p><b>Align classroom instruction and objectives with state Grade Level Content Expectations (GLCEs):</b> Teachers will use the State of Michigan Grade Level Content Expectations to drive their planning and their instruction in order to prepare our students for college readiness in Social Studies.</p>	
<p><b>Supplemental Social Studies opportunities:</b> Students will be invited to an after-school enrichment class (Geography Club) to improve their understanding of social studies concepts. In addition, a Middle School current events class will be an optional elective each trimester in which students can participate. The Summer Bridge Books have a Social Studies component that will provide enrichment and support to students over the summer.</p>	x (Summer Bridge Books)

**Objective:** The **Non-IEP** subgroup will be **30% proficient** in **Science** as measured by the State Assessment (M-STEP) in Spring of 2016.

<b>Specific Action Steps including Staffing, Instructional Resources, Out of School Time etc.</b> Describe action steps to achieve your schools <b>Science</b> objective.	X if Grant Funded
<b>Hands-on science lessons:</b> Classroom teachers will incorporate hands-on science lessons weekly as well as incorporate science concepts and content across the curriculum.	
<b>Science enrichment opportunities:</b> Students will be invited to after-school enrichment classes (Lego Mindstorms Robotics, 4 <sup>th</sup> grade science club, 5 <sup>th</sup> grade Science Camp) to improve their understanding of scientific concepts. In addition, a Middle School science enrichment class will be an optional elective each trimester for students to participate in.	

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

Subgroup information for the spring 2016 M-STEP is not yet available.

The **Male** subgroup will increase their proficiency level by **10%** in **Math** as measured by Spring 2015 to Spring 2016 NWEA Growth Data.

YES      **NO (39% → 37%)**

The **Hispanic** subgroup will increase their proficiency level by **10%** in **Reading** as measured by Spring 2015 to Spring 2016 NWEA Growth Data.

YES      **NO (54% → 48%)**

The **IEP** subgroup will be **25% proficient** in **Writing** as measured by the State Assessment (M-STEP) in Spring of 2016.


**N/A** - In 15-16, there was not a separate writing assessment as part of the M-STEP test so we have no comparison date.

The **Free/Reduced Lunch** subgroups will be **30% proficient** in **Social Studies** as measured by the State Assessment (M-STEP) in Spring of 2016.

YES      **NO (27.5% → 15%)**

The **Non-IEP** subgroup will be **30% proficient** in **Science** as measured by the State Assessment (M-STEP) in Spring of 2016.

YES      **NO (25% → 29%)**



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.

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

2016-2017

South Pointe Scholars Charter Academy completed their fifth year of operation. As students entered in September, 2016, 775 students in Kindergarten through 8th grades from several different communities, including Ypsilanti, Canton, Westland, and Belleville, filled the classrooms. South Pointe Scholars Academy is committed to setting high standards, having clear expectations, and supporting meaningful instruction in which student success is attainable. Staff members work to inspire, engage, encourage and challenge students; meeting them where they are and asking them to reach higher. The leadership team works with the staff to create a supportive environment where all can grow professionally. Parent involvement is encouraged and welcomed in the classroom and around the school. This is displayed by the high level of engagement on parent and staff surveys. The South Pointe Scholars community is committed to the shared National Heritage Academies mission to "Challenge each child to achieve..." and to prepare students for high school, college, and beyond.



16-17 Enrollment \* 775:

Young 5's Kinder – 21

Kindergarten - 85

1st grade –90

2nd grade – 91

3rd grade – 87

4th grade – 83

5th grade – 89

6th grade – 73

7th grade – 83

8th grade - 73

16-17 Student Diversity:

0.3% American Indian

16.1% Asian

29.5% Black or African American

11.2% Hispanic

41.4% White

.1% Pacific Islander

1.3% Other

17-18 Socio-Economic Status:

34% Free

9% Reduced

57% Not eligible

2015-2016

South Pointe Scholars Charter Academy completed their fourth year. As students entered in September, 2015, 798 students in Kindergarten through 8th grades from several different communities, including Ypsilanti, Canton, Westland, and Belleville, filled the classrooms. South Pointe Scholars Academy is committed to setting high standards, having clear expectations, and supporting meaningful instruction in which student success is attainable. Staff members work to inspire, engage, encourage and challenge students; meeting them where they are and asking them to reach higher. The leadership team works with the staff to create a supportive environment where all can grow professionally. Parent involvement is encouraged and welcomed in the classroom and around the school. The South Pointe Scholars community is committed to the shared National Heritage Academies mission to “Challenge each child to achieve...” and to prepare students for high school, college, and beyond.



15-16 Enrollment \* 798:

Young 5's Kinder – 21

Kindergarten - 86

1st grade – 89

2nd grade – 89

3rd grade – 88

4th grade – 89

5th grade – 90

6th grade – 86

7th grade – 84

8th grade - 76

15-16 Student Diversity:

0.3% American Indian

16.7% Asian

32.4% Black or African American

11.2% Hispanic

39.3% White

15-16 Socio-Economic Status:

39.0% Free

7.6% Reduced

53.4% Not eligible


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

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.

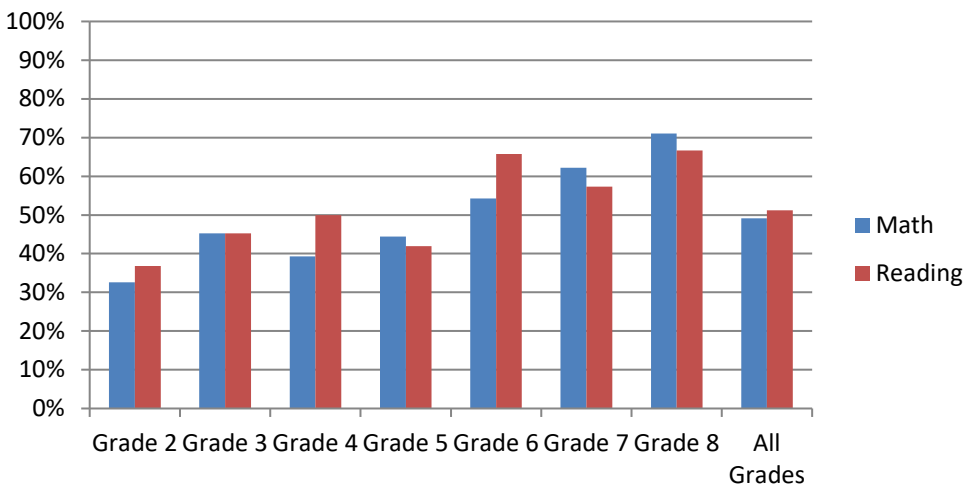
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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.

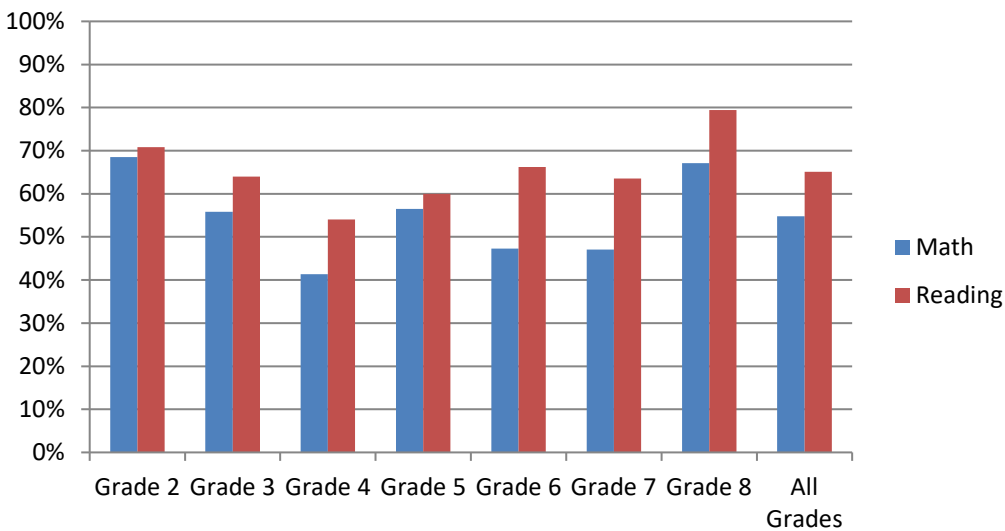
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

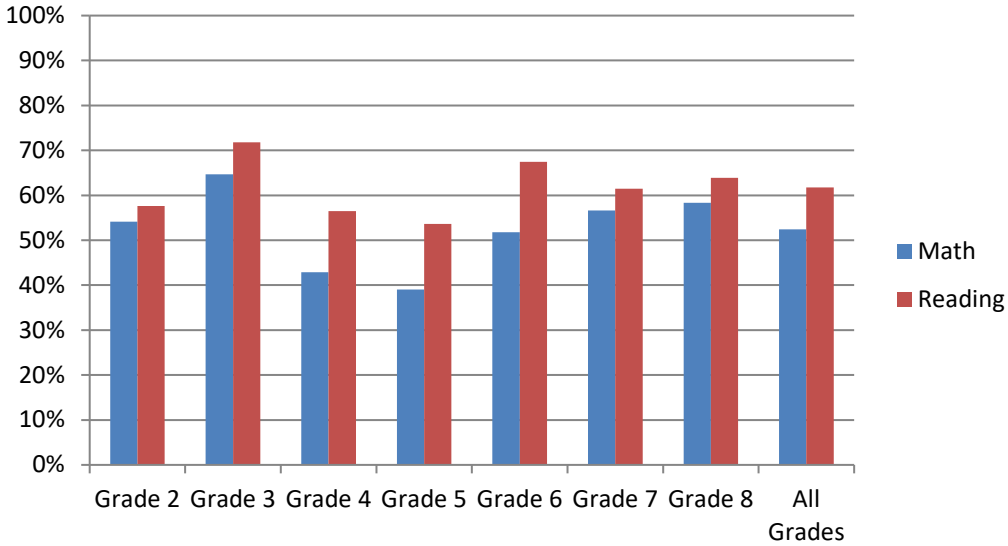


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

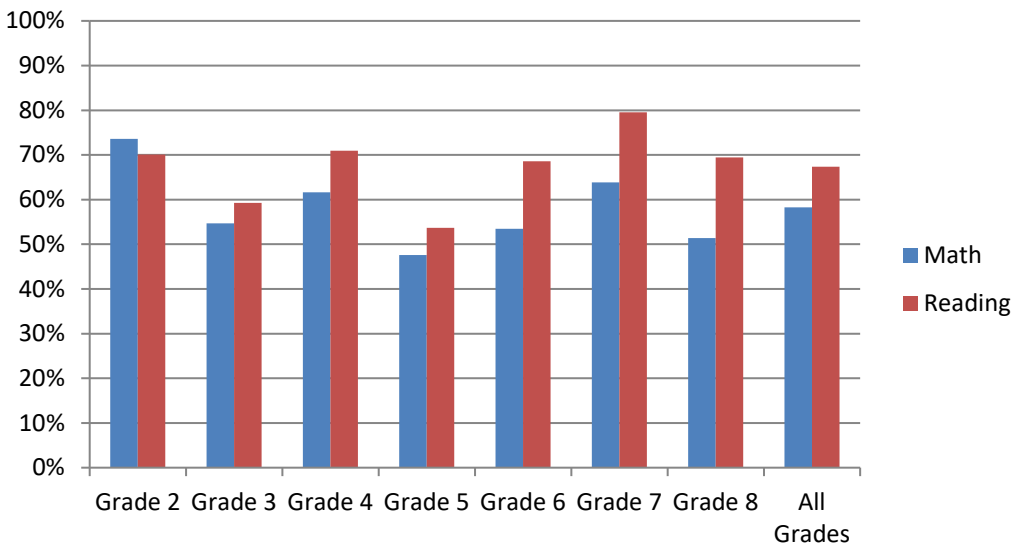


2015-2016

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	716	93.2%
<b>Spring 2017</b>	K-8	746	97.0%

2015-2016

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2015</b>	K-8	758	95.5%
<b>Spring 2016</b>	K-8	746	94.8%

## 7. SCHOOL YEAR HIGHLIGHTS

- After the completion of spring, 2017 M-STEP testing, increased building wide proficiency scores in Reading, Math, and Social Studies.
- After the completion of spring, 2017 NWEA testing, 60% of South Pointe students are at or above grade level in Math and 66% are at or above grade level in Reading.
- Out of 84 schools, South Pointe was recognized with an NHA Eagle Award for being in the top 90<sup>th</sup> percentile in the company for staff engagement on the spring 2017 employee engagement survey, with an overall engagement index of 82.
- Out of 84 schools, South Pointe was ranked #4 in the company for overall parent satisfaction on the spring 2017 parent satisfaction survey, with 97% of parents satisfied and highly satisfied with their experience at South Pointe.

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



Jamie Sheldon  
School Principal  
South Pointe Scholars Charter Academy  
10550 Geddes Road  
Ypsilanti, MI 48197  
734-484-0118

### BOARD OF DIRECTORS:

Susan Hollar – President  
Juanita Bell – Vice President  
Kristie Beckon – Treasurer  
Mark Horvath – Secretary  
Patty Hines – Director

Annual Education Report  
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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	45.3%	45.3%	27.9%	17.4%	18.6%	36.0%
ELA	3rd Grade Content	All Students	2016-17	44.1%	50.6%	50.6%	28.2%	22.4%	17.6%	31.8%
ELA	3rd Grade Content	American Indian or Alaska Native	2016-17	30.6%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	72.2%	72.2%	44.4%	27.8%	16.7%	11.1%
ELA	3rd Grade Content	Asian	2016-17	63.4%	85.7%	85.7%	42.9%	42.9%	7.1%	7.1%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	28.6%	28.6%	25.0%	3.6%	25.0%	46.4%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	47.1%	47.1%	29.4%	17.6%	11.8%	41.2%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	30.8%	30.8%	15.4%	15.4%	15.4%	53.8%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	43.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10



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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	50.0%	50.0%	27.3%	22.7%	18.2%	31.8%
ELA	3rd Grade Content	White	2016-17	51.7%	41.5%	41.5%	29.3%	12.2%	19.5%	39.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	43.6%	43.6%	30.8%	12.8%	10.3%	46.2%
ELA	3rd Grade Content	Female	2016-17	47.7%	48.7%	48.7%	30.8%	17.9%	23.1%	28.2%
ELA	3rd Grade Content	Male	2015-16	42.6%	46.8%	46.8%	25.5%	21.3%	25.5%	27.7%
ELA	3rd Grade Content	Male	2016-17	40.7%	52.2%	52.2%	26.1%	26.1%	13.0%	34.8%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	27.9%	27.9%	9.3%	18.6%	18.6%	53.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	34.4%	34.4%	15.6%	18.8%	18.8%	46.9%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	29.4%	29.4%	11.8%	17.6%	35.3%	35.3%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	80.0%	80.0%	33.3%	46.7%	13.3%	6.7%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	All Students	2015-16	46.3%	65.9%	65.9%	32.9%	32.9%	12.9%	21.2%
ELA	4th Grade Content	All Students	2016-17	44.2%	37.2%	37.2%	25.6%	11.6%	15.1%	47.7%
ELA	4th Grade Content	Asian	2015-16	67.8%	89.5%	89.5%	63.2%	26.3%	5.3%	5.3%
ELA	4th Grade Content	Asian	2016-17	66.9%	63.6%	63.6%	36.4%	27.3%	18.2%	18.2%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	55.6%	55.6%	14.8%	40.7%	7.4%	37.0%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	24.1%	24.1%	17.2%	6.9%	13.8%	62.1%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	60.0%	60.0%	0.0%	60.0%	10.0%	30.0%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	41.7%	41.7%	16.7%	25.0%	8.3%	50.0%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	68.0%	68.0%	44.0%	24.0%	24.0%	8.0%
ELA	4th Grade Content	White	2016-17	51.5%	37.9%	37.9%	34.5%	3.4%	17.2%	44.8%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Female	2015-16	50.9%	74.0%	74.0%	40.0%	34.0%	16.0%	10.0%
ELA	4th Grade Content	Female	2016-17	48.6%	39.0%	39.0%	29.3%	9.8%	9.8%	51.2%
ELA	4th Grade Content	Male	2015-16	41.8%	54.3%	54.3%	22.9%	31.4%	8.6%	37.1%
ELA	4th Grade Content	Male	2016-17	39.9%	35.6%	35.6%	22.2%	13.3%	20.0%	44.4%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	59.5%	59.5%	16.2%	43.2%	8.1%	32.4%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	22.9%	22.9%	14.6%	8.3%	18.8%	58.3%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	50.0%	50.0%	35.7%	14.3%	21.4%	28.6%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	9.1%	9.1%	0.0%	9.1%	0.0%	90.9%
ELA	5th Grade Content	All Students	2015-16	50.6%	50.0%	50.0%	25.6%	24.4%	22.0%	28.0%
ELA	5th Grade Content	All Students	2016-17	51.1%	64.3%	64.3%	28.6%	35.7%	15.5%	20.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2016-17	73.2%	76.5%	76.5%	41.2%	35.3%	17.6%	5.9%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	37.0%	37.0%	14.8%	22.2%	18.5%	44.4%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	53.8%	53.8%	23.1%	30.8%	15.4%	30.8%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	50.0%	50.0%	33.3%	16.7%	33.3%	16.7%
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	48.4%	48.4%	32.3%	16.1%	25.8%	25.8%
ELA	5th Grade Content	White	2016-17	58.6%	77.8%	77.8%	37.0%	40.7%	14.8%	7.4%

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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
ELA	5th Grade Content	Female	2015-16	55.8%	63.9%	63.9%	33.3%	30.6%	22.2%	13.9%
ELA	5th Grade Content	Female	2016-17	56.0%	75.5%	75.5%	40.8%	34.7%	12.2%	12.2%
ELA	5th Grade Content	Male	2015-16	45.5%	39.1%	39.1%	19.6%	19.6%	21.7%	39.1%
ELA	5th Grade Content	Male	2016-17	46.2%	48.6%	48.6%	11.4%	37.1%	20.0%	31.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	45.7%	45.7%	10.9%	34.8%	21.7%	32.6%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	55.3%	55.3%	18.4%	36.8%	18.4%	26.3%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	24.5%	61.5%	61.5%	53.8%	7.7%	23.1%	15.4%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	7.7%	7.7%	0.0%	7.7%	7.7%	84.6%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	50.0%	50.0%	20.2%	29.8%	31.0%	19.0%
ELA	6th Grade Content	All Students	2016-17	43.6%	54.8%	54.8%	28.8%	26.0%	26.0%	19.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2016-17	69.5%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	41.2%	41.2%	17.6%	23.5%	35.3%	23.5%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	47.8%	47.8%	21.7%	26.1%	21.7%	30.4%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	35.7%	35.7%	14.3%	21.4%	28.6%	35.7%
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	54.5%	54.5%	45.5%	9.1%	27.3%	18.2%
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	60.9%	60.9%	21.7%	39.1%	34.8%	4.3%
ELA	6th Grade Content	White	2016-17	50.3%	54.5%	54.5%	24.2%	30.3%	33.3%	12.1%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Female	2015-16	49.8%	65.1%	65.1%	23.3%	41.9%	25.6%	9.3%
ELA	6th Grade Content	Female	2016-17	48.7%	62.9%	62.9%	42.9%	20.0%	17.1%	20.0%
ELA	6th Grade Content	Male	2015-16	40.4%	34.1%	34.1%	17.1%	17.1%	36.6%	29.3%
ELA	6th Grade Content	Male	2016-17	38.7%	47.4%	47.4%	15.8%	31.6%	34.2%	18.4%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	48.8%	48.8%	16.3%	32.6%	30.2%	20.9%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	38.2%	38.2%	23.5%	14.7%	32.4%	29.4%
ELA	6th Grade Content	English Learners	2015-16	15.0%	20.0%	20.0%	0.0%	20.0%	30.0%	50.0%
ELA	6th Grade Content	English Learners	2016-17	14.0%	72.7%	72.7%	54.5%	18.2%	9.1%	18.2%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
ELA	7th Grade Content	All Students	2015-16	47.1%	63.9%	63.9%	18.1%	45.8%	25.3%	10.8%
ELA	7th Grade Content	All Students	2016-17	44.8%	59.8%	59.8%	17.1%	42.7%	24.4%	15.9%
ELA	7th Grade Content	Asian	2015-16	71.6%	85.7%	85.7%	42.9%	42.9%	7.1%	7.1%



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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	60.0%	60.0%	0.0%	60.0%	30.0%	10.0%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	48.5%	48.5%	9.1%	39.4%	24.2%	27.3%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	23.1%	23.1%	15.4%	7.7%	53.8%	23.1%
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	50.0%	50.0%	14.3%	35.7%	35.7%	14.3%
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	72.4%	72.4%	17.2%	55.2%	20.7%	6.9%
ELA	7th Grade Content	White	2016-17	51.0%	69.6%	69.6%	17.4%	52.2%	21.7%	8.7%
ELA	7th Grade Content	Female	2015-16	53.8%	71.7%	71.7%	21.7%	50.0%	17.4%	10.9%
ELA	7th Grade Content	Female	2016-17	50.9%	71.8%	71.8%	20.5%	51.3%	17.9%	10.3%
ELA	7th Grade Content	Male	2015-16	40.6%	54.1%	54.1%	13.5%	40.5%	35.1%	10.8%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Male	2016-17	39.1%	48.8%	48.8%	14.0%	34.9%	30.2%	20.9%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	59.5%	59.5%	13.5%	45.9%	24.3%	16.2%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	50.0%	50.0%	11.9%	38.1%	31.0%	19.0%
ELA	7th Grade Content	English Learners	2015-16	17.5%	30.0%	30.0%	10.0%	20.0%	40.0%	30.0%
ELA	7th Grade Content	English Learners	2016-17	15.8%	46.2%	46.2%	15.4%	30.8%	30.8%	23.1%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
ELA	8th Grade Content	All Students	2015-16	48.9%	43.1%	43.1%	11.1%	31.9%	31.9%	25.0%
ELA	8th Grade Content	All Students	2016-17	48.0%	69.9%	69.9%	28.8%	41.1%	19.2%	11.0%
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2016-17	73.0%	92.3%	92.3%	61.5%	30.8%	7.7%	0.0%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	24.1%	24.1%	3.4%	20.7%	41.4%	34.5%

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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	8th Grade Content	Black or African American	2016-17	24.0%	61.1%	61.1%	22.2%	38.9%	16.7%	22.2%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	40.0%	40.0%	0.0%	40.0%	30.0%	30.0%
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	45.5%	45.5%	18.2%	27.3%	45.5%	9.1%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	63.0%	63.0%	22.2%	40.7%	22.2%	14.8%
ELA	8th Grade Content	White	2016-17	53.9%	80.8%	80.8%	23.1%	57.7%	11.5%	7.7%
ELA	8th Grade Content	Female	2015-16	54.9%	59.1%	59.1%	13.6%	45.5%	31.8%	9.1%
ELA	8th Grade Content	Female	2016-17	54.9%	74.4%	74.4%	33.3%	41.0%	23.1%	2.6%
ELA	8th Grade Content	Male	2015-16	43.0%	17.9%	17.9%	7.1%	10.7%	32.1%	50.0%
ELA	8th Grade Content	Male	2016-17	41.4%	64.7%	64.7%	23.5%	41.2%	14.7%	20.6%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	32.6%	32.6%	4.7%	27.9%	39.5%	27.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	52.9%	52.9%	17.6%	35.3%	29.4%	17.6%
ELA	8th Grade Content	English Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2016-17	21.5%	54.5%	54.5%	9.1%	45.5%	36.4%	9.1%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	45.3%	45.3%	22.1%	23.3%	23.3%	31.4%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	53.6%	53.6%	20.2%	33.3%	19.0%	27.4%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2016-17	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	72.2%	72.2%	50.0%	22.2%	22.2%	5.6%
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	92.9%	92.9%	35.7%	57.1%	0.0%	7.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	25.0%	25.0%	14.3%	10.7%	28.6%	46.4%

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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	Black or African American	2016-17	20.6%	47.1%	47.1%	23.5%	23.5%	23.5%	29.4%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	46.2%	46.2%	7.7%	38.5%	15.4%	38.5%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	49.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	45.5%	45.5%	18.2%	27.3%	27.3%	27.3%
Mathematics	3rd Grade Content	White	2016-17	54.8%	45.0%	45.0%	17.5%	27.5%	22.5%	32.5%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	41.0%	41.0%	20.5%	20.5%	23.1%	35.9%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	47.4%	47.4%	21.1%	26.3%	18.4%	34.2%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	48.9%	48.9%	23.4%	25.5%	23.4%	27.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Male	2016-17	48.5%	58.7%	58.7%	19.6%	39.1%	19.6%	21.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	30.2%	30.2%	9.3%	20.9%	23.3%	46.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	28.1%	28.1%	6.3%	21.9%	31.3%	40.6%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	41.2%	41.2%	11.8%	29.4%	35.3%	23.5%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	80.0%	80.0%	26.7%	53.3%	6.7%	13.3%
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%	56.5%	56.5%	37.6%	18.8%	32.9%	10.6%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	38.4%	38.4%	14.0%	24.4%	30.2%	31.4%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	89.5%	89.5%	57.9%	31.6%	10.5%	0.0%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	63.6%	63.6%	36.4%	27.3%	27.3%	9.1%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	40.7%	40.7%	33.3%	7.4%	44.4%	14.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	27.6%	27.6%	6.9%	20.7%	24.1%	48.3%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	30.0%	30.0%	0.0%	30.0%	50.0%	20.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	25.0%	25.0%	0.0%	25.0%	50.0%	25.0%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	64.0%	64.0%	44.0%	20.0%	32.0%	4.0%
Mathematics	4th Grade Content	White	2016-17	49.7%	41.4%	41.4%	17.2%	24.1%	31.0%	27.6%
Mathematics	4th Grade Content	Female	2015-16	42.1%	52.0%	52.0%	38.0%	14.0%	40.0%	8.0%
Mathematics	4th Grade Content	Female	2016-17	39.6%	31.7%	31.7%	9.8%	22.0%	24.4%	43.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	62.9%	62.9%	37.1%	25.7%	22.9%	14.3%
Mathematics	4th Grade Content	Male	2016-17	44.2%	44.4%	44.4%	17.8%	26.7%	35.6%	20.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	37.8%	37.8%	16.2%	21.6%	45.9%	16.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	25.0%	25.0%	6.3%	18.8%	33.3%	41.7%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	35.7%	35.7%	21.4%	14.3%	42.9%	21.4%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	34.1%	34.1%	18.3%	15.9%	32.9%	32.9%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	42.9%	42.9%	27.4%	15.5%	33.3%	23.8%
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2016-17	65.4%	64.7%	64.7%	35.3%	29.4%	29.4%	5.9%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	22.2%	22.2%	7.4%	14.8%	25.9%	51.9%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	34.6%	34.6%	19.2%	15.4%	26.9%	38.5%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	25.0%	25.0%	16.7%	8.3%	50.0%	25.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	48.4%	48.4%	29.0%	19.4%	29.0%	22.6%
Mathematics	5th Grade Content	White	2016-17	42.4%	55.6%	55.6%	44.4%	11.1%	37.0%	7.4%
Mathematics	5th Grade Content	Female	2015-16	31.7%	36.1%	36.1%	16.7%	19.4%	33.3%	30.6%
Mathematics	5th Grade Content	Female	2016-17	32.6%	49.0%	49.0%	30.6%	18.4%	34.7%	16.3%
Mathematics	5th Grade Content	Male	2015-16	35.8%	32.6%	32.6%	19.6%	13.0%	32.6%	34.8%
Mathematics	5th Grade Content	Male	2016-17	37.4%	34.3%	34.3%	22.9%	11.4%	31.4%	34.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	17.4%	17.4%	6.5%	10.9%	43.5%	39.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	18.4%	18.4%	10.5%	7.9%	47.4%	34.2%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	53.8%	53.8%	23.1%	30.8%	23.1%	23.1%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	34.5%	34.5%	20.2%	14.3%	39.3%	26.2%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	42.3%	42.3%	21.1%	21.1%	21.1%	36.6%
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2016-17	65.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	23.5%	23.5%	11.8%	11.8%	44.1%	32.4%

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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	6th Grade Content	Black or African American	2016-17	9.3%	26.1%	26.1%	17.4%	8.7%	17.4%	56.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	21.4%	21.4%	7.1%	14.3%	28.6%	50.0%
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	45.5%	45.5%	27.3%	18.2%	18.2%	36.4%
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	47.8%	47.8%	34.8%	13.0%	43.5%	8.7%
Mathematics	6th Grade Content	White	2016-17	41.0%	48.4%	48.4%	25.8%	22.6%	29.0%	22.6%
Mathematics	6th Grade Content	Female	2015-16	31.4%	41.9%	41.9%	23.3%	18.6%	41.9%	16.3%
Mathematics	6th Grade Content	Female	2016-17	33.1%	47.1%	47.1%	26.5%	20.6%	17.6%	35.3%
Mathematics	6th Grade Content	Male	2015-16	34.1%	26.8%	26.8%	17.1%	9.8%	36.6%	36.6%
Mathematics	6th Grade Content	Male	2016-17	35.2%	37.8%	37.8%	16.2%	21.6%	24.3%	37.8%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	23.3%	23.3%	9.3%	14.0%	41.9%	34.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	33.3%	33.3%	9.1%	24.2%	15.2%	51.5%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	20.0%	20.0%	0.0%	20.0%	0.0%	80.0%
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	54.5%	54.5%	18.2%	36.4%	18.2%	27.3%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	54.2%	54.2%	30.1%	24.1%	27.7%	18.1%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	36.6%	36.6%	18.3%	18.3%	32.9%	30.5%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	78.6%	78.6%	50.0%	28.6%	14.3%	7.1%
Mathematics	7th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	30.0%	30.0%	15.0%	15.0%	35.0%	35.0%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	24.2%	24.2%	3.0%	21.2%	45.5%	30.3%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	15.4%	15.4%	7.7%	7.7%	61.5%	23.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	42.9%	42.9%	21.4%	21.4%	7.1%	50.0%
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	75.9%	75.9%	37.9%	37.9%	17.2%	6.9%
Mathematics	7th Grade Content	White	2016-17	42.9%	39.1%	39.1%	26.1%	13.0%	34.8%	26.1%
Mathematics	7th Grade Content	Female	2015-16	34.5%	54.3%	54.3%	26.1%	28.3%	28.3%	17.4%
Mathematics	7th Grade Content	Female	2016-17	35.1%	41.0%	41.0%	23.1%	17.9%	35.9%	23.1%
Mathematics	7th Grade Content	Male	2015-16	36.1%	54.1%	54.1%	35.1%	18.9%	27.0%	18.9%
Mathematics	7th Grade Content	Male	2016-17	37.3%	32.6%	32.6%	14.0%	18.6%	30.2%	37.2%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	40.5%	40.5%	24.3%	16.2%	35.1%	24.3%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	31.0%	31.0%	11.9%	19.0%	35.7%	33.3%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	20.0%	20.0%	10.0%	10.0%	60.0%	20.0%
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	38.5%	38.5%	15.4%	23.1%	7.7%	53.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	19.4%	19.4%	5.6%	13.9%	38.9%	41.7%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	52.1%	52.1%	35.6%	16.4%	20.5%	27.4%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	84.6%	84.6%	69.2%	15.4%	7.7%	7.7%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	10.3%	10.3%	0.0%	10.3%	31.0%	58.6%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	33.3%	33.3%	22.2%	11.1%	16.7%	50.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	20.0%	20.0%	0.0%	20.0%	60.0%	20.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	27.3%	27.3%	18.2%	9.1%	36.4%	36.4%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	<10	<10	<10	<10	<10	<10

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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	White	2015-16	38.3%	25.9%	25.9%	7.4%	18.5%	44.4%	29.6%
Mathematics	8th Grade Content	White	2016-17	39.2%	65.4%	65.4%	38.5%	26.9%	19.2%	15.4%
Mathematics	8th Grade Content	Female	2015-16	34.1%	27.3%	27.3%	6.8%	20.5%	52.3%	20.5%
Mathematics	8th Grade Content	Female	2016-17	35.2%	53.8%	53.8%	38.5%	15.4%	23.1%	23.1%
Mathematics	8th Grade Content	Male	2015-16	31.4%	7.1%	7.1%	3.6%	3.6%	17.9%	75.0%
Mathematics	8th Grade Content	Male	2016-17	31.8%	50.0%	50.0%	32.4%	17.6%	17.6%	32.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	14.0%	14.0%	2.3%	11.6%	41.9%	44.2%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	38.2%	38.2%	26.5%	11.8%	23.5%	38.2%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	36.4%	36.4%	9.1%	27.3%	36.4%	27.3%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	28.2%	28.2%	11.8%	16.5%	36.5%	35.3%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	All Students	2016-17	14.6%	10.5%	10.5%	3.5%	7.0%	31.4%	58.1%
Science	4th Grade Content	Asian	2015-16	28.4%	52.6%	52.6%	31.6%	21.1%	36.8%	10.5%
Science	4th Grade Content	Asian	2016-17	27.8%	27.3%	27.3%	0.0%	27.3%	54.5%	18.2%
Science	4th Grade Content	Black or African American	2015-16	2.4%	11.1%	11.1%	3.7%	7.4%	40.7%	48.1%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	0.0%	24.1%	75.9%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	10.0%	10.0%	0.0%	10.0%	30.0%	60.0%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	36.0%	36.0%	8.0%	28.0%	40.0%	24.0%
Science	4th Grade Content	White	2016-17	18.2%	20.7%	20.7%	10.3%	10.3%	20.7%	58.6%
Science	4th Grade Content	Female	2015-16	13.0%	24.0%	24.0%	12.0%	12.0%	46.0%	30.0%



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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Female	2016-17	12.6%	9.8%	9.8%	2.4%	7.3%	24.4%	65.9%
Science	4th Grade Content	Male	2015-16	16.4%	34.3%	34.3%	11.4%	22.9%	22.9%	42.9%
Science	4th Grade Content	Male	2016-17	16.5%	11.1%	11.1%	4.4%	6.7%	37.8%	51.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	13.5%	13.5%	5.4%	8.1%	32.4%	54.1%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	6.3%	6.3%	2.1%	4.2%	22.9%	70.8%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	14.3%	14.3%	0.0%	14.3%	50.0%	35.7%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	All Students	2015-16	23.9%	25.3%	25.3%	8.4%	16.9%	33.7%	41.0%
Science	7th Grade Content	All Students	2016-17	22.7%	12.3%	12.3%	4.9%	7.4%	32.1%	55.6%
Science	7th Grade Content	Asian	2015-16	41.9%	57.1%	57.1%	14.3%	42.9%	35.7%	7.1%
Science	7th Grade Content	Asian	2016-17	41.3%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Black or African American	2015-16	5.4%	15.0%	15.0%	5.0%	10.0%	30.0%	55.0%
Science	7th Grade Content	Black or African American	2016-17	5.1%	3.1%	3.1%	0.0%	3.1%	37.5%	59.4%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	7.7%	7.7%	7.7%	0.0%	7.7%	84.6%
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	7.1%	7.1%	0.0%	7.1%	35.7%	57.1%
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2016-17	21.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	24.1%	24.1%	10.3%	13.8%	48.3%	27.6%
Science	7th Grade Content	White	2016-17	27.5%	17.4%	17.4%	13.0%	4.3%	26.1%	56.5%
Science	7th Grade Content	Female	2015-16	22.6%	21.7%	21.7%	6.5%	15.2%	34.8%	43.5%
Science	7th Grade Content	Female	2016-17	21.2%	10.3%	10.3%	5.1%	5.1%	38.5%	51.3%
Science	7th Grade Content	Male	2015-16	25.1%	29.7%	29.7%	10.8%	18.9%	32.4%	37.8%
Science	7th Grade Content	Male	2016-17	24.3%	14.3%	14.3%	4.8%	9.5%	26.2%	59.5%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	18.9%	18.9%	5.4%	13.5%	27.0%	54.1%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	7.1%	7.1%	2.4%	4.8%	33.3%	59.5%
Science	7th Grade Content	English Learners	2015-16	3.5%	10.0%	10.0%	0.0%	10.0%	20.0%	70.0%
Science	7th Grade Content	English Learners	2016-17	3.4%	23.1%	23.1%	0.0%	23.1%	15.4%	61.5%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	25.6%	25.6%	4.9%	20.7%	57.3%	17.1%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	26.2%	26.2%	0.0%	26.2%	56.0%	17.9%
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2016-17	38.0%	41.2%	41.2%	0.0%	41.2%	52.9%	5.9%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	7.4%	7.4%	0.0%	7.4%	63.0%	29.6%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	15.4%	15.4%	0.0%	15.4%	53.8%	30.8%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	33.3%	33.3%	8.3%	25.0%	58.3%	8.3%
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	32.3%	32.3%	6.5%	25.8%	54.8%	12.9%
Social Studies	5th Grade Content	White	2016-17	26.7%	37.0%	37.0%	0.0%	37.0%	51.9%	11.1%
Social Studies	5th Grade Content	Female	2015-16	16.7%	33.3%	33.3%	2.8%	30.6%	47.2%	19.4%
Social Studies	5th Grade Content	Female	2016-17	19.3%	32.7%	32.7%	0.0%	32.7%	51.0%	16.3%
Social Studies	5th Grade Content	Male	2015-16	21.0%	19.6%	19.6%	6.5%	13.0%	65.2%	15.2%
Social Studies	5th Grade Content	Male	2016-17	23.9%	17.1%	17.1%	0.0%	17.1%	62.9%	20.0%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	15.2%	15.2%	6.5%	8.7%	65.2%	19.6%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	10.5%	10.5%	0.0%	10.5%	68.4%	21.1%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	46.2%	46.2%	0.0%	46.2%	53.8%	0.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	61.5%	38.5%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	20.8%	20.8%	4.2%	16.7%	44.4%	34.7%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	50.0%	50.0%	6.9%	43.1%	31.9%	18.1%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2016-17	53.4%	92.3%	92.3%	15.4%	76.9%	7.7%	0.0%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	10.3%	10.3%	0.0%	10.3%	44.8%	44.8%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	33.3%	33.3%	5.6%	27.8%	38.9%	27.8%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	18.2%	18.2%	9.1%	9.1%	54.5%	27.3%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	37.0%	37.0%	7.4%	29.6%	44.4%	18.5%
Social Studies	8th Grade Content	White	2016-17	37.1%	60.0%	60.0%	0.0%	60.0%	24.0%	16.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	20.5%	20.5%	2.3%	18.2%	54.5%	25.0%
Social Studies	8th Grade Content	Female	2016-17	28.6%	47.4%	47.4%	7.9%	39.5%	39.5%	13.2%
Social Studies	8th Grade Content	Male	2015-16	32.6%	21.4%	21.4%	7.1%	14.3%	28.6%	50.0%
Social Studies	8th Grade Content	Male	2016-17	34.0%	52.9%	52.9%	5.9%	47.1%	23.5%	23.5%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	16.3%	16.3%	2.3%	14.0%	39.5%	44.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	33.3%	33.3%	3.0%	30.3%	33.3%	33.3%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	36.4%	36.4%	0.0%	36.4%	36.4%	27.3%

## Annual Education Report

## South Pointe Scholars Charter Academy (01345)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	7.7%	7.7%	0.0%	7.7%	30.8%	61.5%
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10

## Annual Education Report

## South Pointe Scholars Charter Academy (01345)

## 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  
 South Pointe Scholars Charter Academy (01345)

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	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2016-17	76.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2016-17	77.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	59.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2016-17	76.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2016-17	53.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Learners	2016-17	71.2%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	6th Grade Content	English Learners	2016-17	54.4%	<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	White	2016-17	88.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2016-17	55.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2016-17	56.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	85.9%	<10	<10	<10	<10	<10
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

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	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	White	2016-17	85.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2016-17	67.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2016-17	46.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2016-17	58.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2016-17	41.2%	<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

## South Pointe Scholars Charter Academy (01345)

## 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

## South Pointe Scholars Charter Academy (01345)

## 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
ELA	3rd Grade Content	All Students	2016-17	54.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	50.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2016-17	55.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2016-17	51.9%	<10	<10	<10	<10	<10

## Annual Education Report

### South Pointe Scholars Charter Academy (01345)

#### 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%	99.0%	56.5%	99.0%	56.5%
All Students	Mathematics	98.7%	39.1%	98.4%	45.0%	98.4%	45.0%
All Students	Science	97.9%	24.9%	98.8%	12.4%	98.8%	12.4%
All Students	Social Studies	97.8%	33.7%	98.1%	38.1%	98.1%	38.1%
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%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	100.0%	82.8%	100.0%	82.8%
Asian	Mathematics	99.3%	68.9%	100.0%	78.1%	100.0%	78.1%
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	100.0%	<30	100.0%	<30
Black or African American	ELA	97.6%	25.0%	100.0%	45.9%	100.0%	45.9%
Black or African American	Mathematics	97.5%	14.2%	100.0%	32.6%	100.0%	32.6%
Black or African American	Science	96.0%	7.0%	98.4%	1.7%	98.4%	1.7%
Black or African American	Social Studies	95.9%	11.2%	100.0%	25.0%	100.0%	25.0%
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	47.6%	100.0%	47.6%
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	33.3%	100.0%	33.3%

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### South Pointe Scholars Charter Academy (01345)

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	<30	<30
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%	97.3%	59.8%	97.3%	59.8%
White	Mathematics	99.0%	45.6%	95.7%	49.1%	95.7%	49.1%
White	Science	98.4%	29.7%	98.2%	22.0%	98.2%	22.0%
White	Social Studies	98.3%	39.7%	94.6%	46.9%	94.6%	46.9%
Economically Disadvantaged	ELA	98.2%	33.5%	99.1%	43.0%	99.1%	43.0%
Economically Disadvantaged	Mathematics	98.3%	23.3%	98.7%	29.9%	98.7%	29.9%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	8.2%	100.0%	8.2%
Economically Disadvantaged	Social Studies	97.0%	18.3%	97.2%	21.2%	97.2%	21.2%

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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%	97.5%	62.3%	97.5%	62.3%
English Learners	Mathematics	99.0%	23.0%	97.5%	52.0%	97.5%	52.0%
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	96.6%	9.6%	96.6%	9.6%
Students With Disabilities	Mathematics	97.9%	20.7%	96.6%	5.8%	96.6%	5.8%
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%	81.88%	81.88%

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

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## South Pointe Scholars Charter Academy (01345)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
South Pointe Scholars Charter Academy	77.86	76.57	N/A	71.06	84.90	99.99	66.19	78.07

## Annual Education Report

### South Pointe Scholars Charter Academy (01345)

#### 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	28	19	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	4.1%	N/A	N/A

#### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	23.4%

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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