



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 Hamtramck 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 Charlotta Sommerville for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/hamtramck/> 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/Z1EHQ4>

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

Our school has not been given one of these labels.

Chronic student absenteeism continues to be a challenge as many of our students leave the country for extended periods of time during the school year. We are intensifying our approach to chronic absenteeism by meeting with parents who plan to take an extended vacation in order to convey the importance of not taking their children out of school for extended periods during the school year. Also, we are encouraging parents to travel during school scheduled vacations and breaks in order for their children not to miss school days. We are increasing the intensity of our intervention and English Language Learner programs in order to increase English fluency, decrease student learning deficits, and close the achievement gap through individualized and small group instruction.

State law requires that we also report additional information.



1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017

Hamtramck 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/hamtramck-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

The core academic improvement objectives identified in our SIP plan include that reading and math scores will increase by 10% more students reaching proficiency. In addition, 65% of students will meet typical growth and a rate of growth of 110% for the spring to spring growth period. Student rate of growth for the fall to spring growth period will be 140% or higher.

1. We will continue to collaboratively analyze demographic, perception, student achievement, and program and process data to identify areas of need.
2. Continue to differentiate instruction for all students.
3. Continue to provide additional instructional support for students at risk of not meeting challenging State standards through small group, one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
4. Provide additional instructional support for students at risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff. Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis) is analyzed and discussed by the Leadership Team or the School Improvement Team. Results of the analysis determine the school's focus areas and are shared and confirmed by the following stakeholders: 1) Staff, 2) Parents, and 3) Board members.

We have determined that an increased focus on intervention along with an increased focus on differentiation of instruction will improve overall student performance, particularly through directly meeting the needs of the school's at-risk students. Teachers will work with interventionists in the development of targeted intervention for at-risk students, and this intervention will be offered both during the regular school day (during workshop time) as well as after school. Additionally, increased differentiation and academic enrichment opportunities will be provided for higher-level learners as well. Also, summer programming will be enhanced in order to mitigate summer learning loss. Based on this data, intervention is needed in the focus areas of reading and mathematics, for all grade levels. Parents, and other family members play a critical role in a child's learning and academic success. Parents can become involved in the following ways:

- Participate on the School Improvement Planning Team
- Attend and participate in Title 1 School Improvement meetings
- Volunteer in their child's classroom, provide lunch assistance, assist as a recess monitor, attend parent learning events and Parent Nights, which teach parents reading and/or math skills and provide activities to use at home.
- Visit Mynha.com for communication of daily school activities and homework assignments.
- Attend Parent-Teacher Conferences twice per year; attendance averages 95-98% for each conference – fall and spring

- 
- Attend Parent Trainings and the Leadership Team Coffees in order to support their child's learning

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

The SIP allowed us to focus on instructional quality. Our teachers and interventionists are working diligently to decrease the percentage of students in the bottom quartile in reading. The data shows that the number of students in the bottom quartile decreased by 8% for grades K-4 and decreased by 8% for grades 5-8 (fall to spring).

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

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

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1. We will continue to collaboratively analyze demographic, perception, student achievement, and program and process data to identify areas of need.
2. Continue to differentiate instruction for all students.
3. Continue to provide additional instructional support for students at risk of not meeting challenging State standards through small group, one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
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- Attend Parent Trainings and Coffee with the Principal in order to support your child's learning

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

The SIP allowed us to focus on instructional quality, and on the students who are below grade level. Although we met our spring to spring growth goal, we did not meet our fall to spring growth goal. Students showed overall growth in Reading and an overall decrease in growth in Math.

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

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

Hamtramck Charter Academy is a diverse school for children in grades Kindergarten through Eighth grades. Our multicultural environment celebrates cultures and nationalities of African American, Asian, Pacific Islander, and White decent. 69% of our student population receive ELL services. In addition, 97.3% of our student population qualifies for Free and Reduced Lunch.

2015-2016


Hamtramck Charter Academy is a diverse school for children in grades Kindergarten through Eighth grades. Our multicultural environment celebrates cultures and nationalities of African American, White, Asian, and Pacific Islander decent. Over 70% of our student population receive ELL services. In addition, 97.5% of our student population qualifies for Free and Reduced Lunch.

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

2016-2017

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

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise



needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

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


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

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

2015-2016

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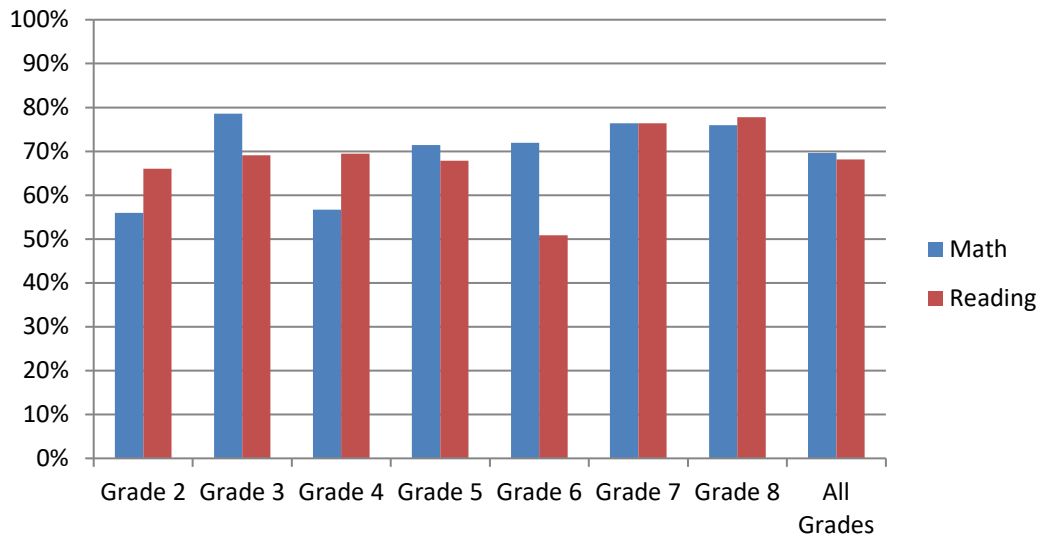
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

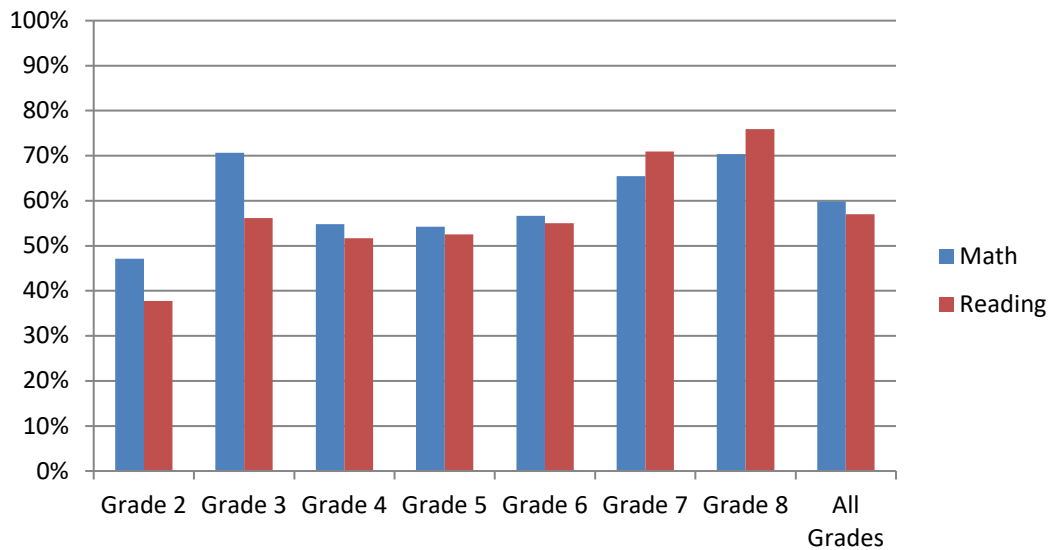
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

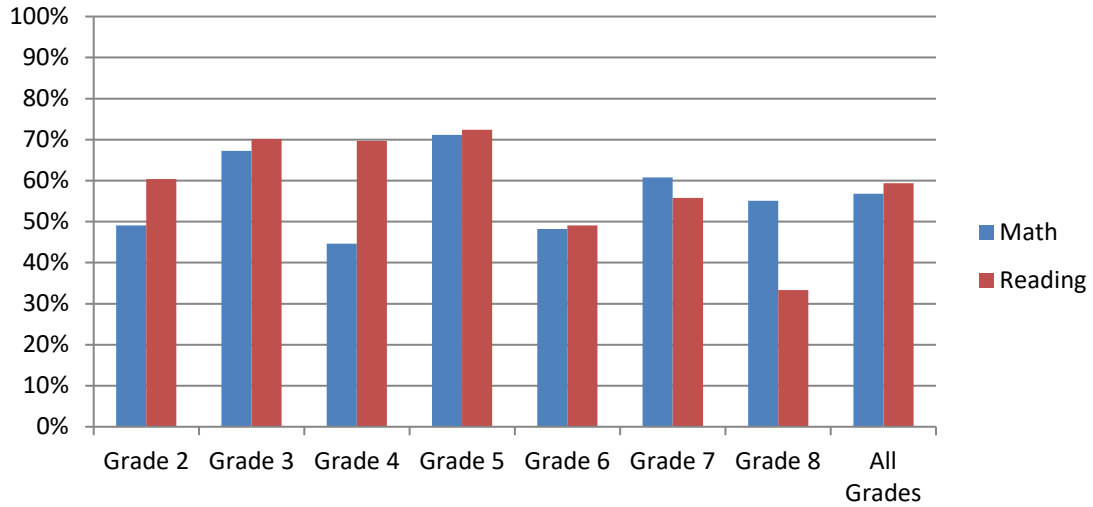


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

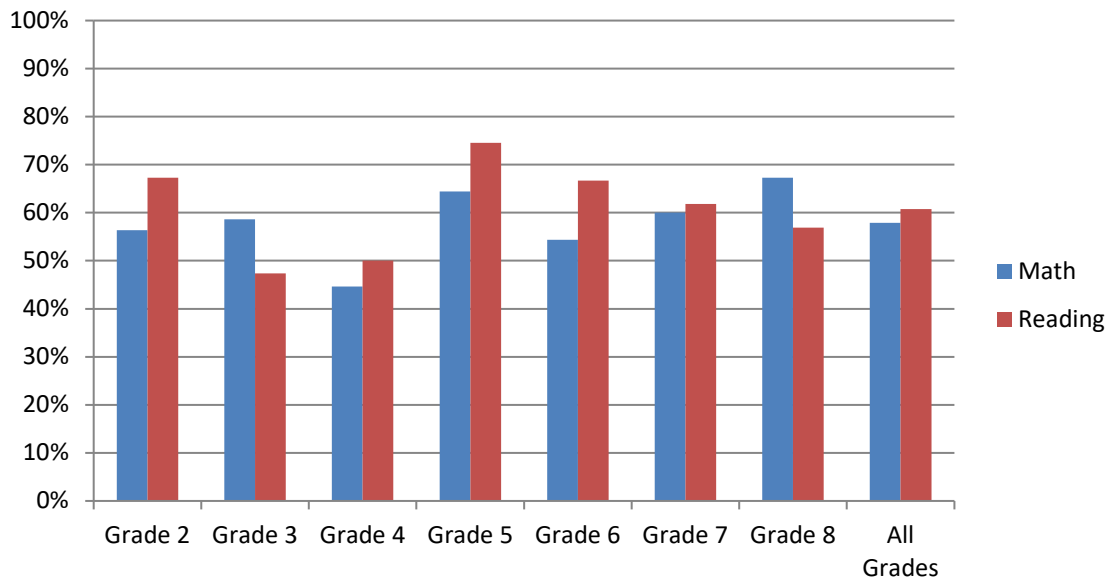


2015-2016

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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

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	501	97.7%
Spring 2017	K-8	499	98.2%

2015-2016

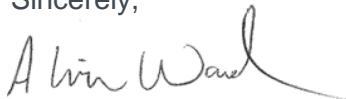
Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	499	97.8%
Spring 2016	K-8	475	94.1%

7. SCHOOL YEAR HIGHLIGHTS

- Hamtramck Charter Academy outperformed Hamtramck and Detroit Public Schools in 100% (16 of 16) of categories, which is the same as 2015. HCA outperformed the statewide average in 75% (12 of 16) of categories
- Hamtramck Academy received the National Heritage Academies Eagle Award of School of the Excellence
- Hamtramck received the National Heritage Academies Eagle Award for Student Enrollment
- Hamtramck received the National Heritage Academies Eagle Award for Employee Engagement
- Hamtramck received the National Heritage Academies Eagle Award for State Accountability
- Hamtramck received the Mackinac Center for Public Policy Award for the #1 Public Elementary and Middle School in Michigan
- Hamtramck received an award from National Heritage Academies for being the highest ranked public elementary and middle school in Michigan by the Mackinac Center for Public Policy
- Hamtramck received an award for being an A school for outstanding achievement on the 2017 Public Elementary and Middle Schools Context and Performance Report Card

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

Sincerely,



Alvin Ward
School Principal
Hamtramck Academy
11420 Conant
Hamtramck, MI 48212
313-368-7312

BOARD OF DIRECTORS:

Charlene Sloan – President
Jared Davis – Vice President
Rodney Smith – Treasurer
Yolanda Beverly – Secretary
Shenita Petties – Director

Annual Education Report
Hamtramck Academy (09307)

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%	43.1%	43.1%	27.6%	15.5%	15.5%	41.4%
ELA	3rd Grade Content	All Students	2016-17	44.1%	45.8%	45.8%	25.4%	20.3%	16.9%	37.3%
ELA	3rd Grade Content	Asian	2015-16	65.9%	48.9%	48.9%	29.8%	19.1%	14.9%	36.2%
ELA	3rd Grade Content	Asian	2016-17	63.4%	52.0%	52.0%	30.0%	22.0%	16.0%	32.0%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	51.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	56.7%	56.7%	36.7%	20.0%	20.0%	23.3%
ELA	3rd Grade Content	Female	2016-17	47.7%	51.7%	51.7%	27.6%	24.1%	13.8%	34.5%
ELA	3rd Grade Content	Male	2015-16	42.6%	28.6%	28.6%	17.9%	10.7%	10.7%	60.7%

Annual Education Report
Hamtramck Academy (09307)

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	Male	2016-17	40.7%	40.0%	40.0%	23.3%	16.7%	20.0%	40.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	43.1%	43.1%	27.6%	15.5%	15.5%	41.4%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	45.8%	45.8%	25.4%	20.3%	16.9%	37.3%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	39.0%	39.0%	22.0%	17.1%	17.1%	43.9%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	48.9%	48.9%	27.7%	21.3%	17.0%	34.0%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	41.1%	41.1%	19.6%	21.4%	25.0%	33.9%
ELA	4th Grade Content	All Students	2016-17	44.2%	39.3%	39.3%	26.2%	13.1%	14.8%	45.9%
ELA	4th Grade Content	Asian	2015-16	67.8%	43.2%	43.2%	20.5%	22.7%	25.0%	31.8%
ELA	4th Grade Content	Asian	2016-17	66.9%	44.9%	44.9%	30.6%	14.3%	16.3%	38.8%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10

Annual Education Report
Hamtramck Academy (09307)

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	Black or African American	2016-17	19.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	51.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	40.0%	40.0%	12.0%	28.0%	28.0%	32.0%
ELA	4th Grade Content	Female	2016-17	48.6%	58.1%	58.1%	38.7%	19.4%	12.9%	29.0%
ELA	4th Grade Content	Male	2015-16	41.8%	41.9%	41.9%	25.8%	16.1%	22.6%	35.5%
ELA	4th Grade Content	Male	2016-17	39.9%	20.0%	20.0%	13.3%	6.7%	16.7%	63.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	41.8%	41.8%	20.0%	21.8%	23.6%	34.5%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	39.3%	39.3%	26.2%	13.1%	14.8%	45.9%
ELA	4th Grade Content	English Learners	2015-16	24.3%	27.8%	27.8%	5.6%	22.2%	30.6%	41.7%
ELA	4th Grade Content	English Learners	2016-17	22.9%	23.5%	23.5%	8.8%	14.7%	14.7%	61.8%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10

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ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	63.8%	63.8%	25.9%	37.9%	17.2%	19.0%
ELA	5th Grade Content	All Students	2016-17	51.1%	47.5%	47.5%	15.3%	32.2%	27.1%	25.4%
ELA	5th Grade Content	Asian	2015-16	74.7%	65.9%	65.9%	36.6%	29.3%	17.1%	17.1%
ELA	5th Grade Content	Asian	2016-17	73.2%	52.2%	52.2%	15.2%	37.0%	26.1%	21.7%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	54.5%	54.5%	0.0%	54.5%	9.1%	36.4%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	58.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	64.5%	64.5%	32.3%	32.3%	16.1%	19.4%

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ELA	5th Grade Content	Female	2016-17	56.0%	50.0%	50.0%	16.7%	33.3%	36.7%	13.3%
ELA	5th Grade Content	Male	2015-16	45.5%	63.0%	63.0%	18.5%	44.4%	18.5%	18.5%
ELA	5th Grade Content	Male	2016-17	46.2%	44.8%	44.8%	13.8%	31.0%	17.2%	37.9%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	63.8%	63.8%	25.9%	37.9%	17.2%	19.0%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	46.4%	46.4%	12.5%	33.9%	28.6%	25.0%
ELA	5th Grade Content	English Learners	2015-16	23.1%	33.3%	33.3%	4.8%	28.6%	33.3%	33.3%
ELA	5th Grade Content	English Learners	2016-17	24.5%	34.5%	34.5%	6.9%	27.6%	27.6%	37.9%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	56.1%	56.1%	26.3%	29.8%	15.8%	28.1%
ELA	6th Grade Content	All Students	2016-17	43.6%	48.3%	48.3%	20.0%	28.3%	26.7%	25.0%
ELA	6th Grade Content	Asian	2015-16	70.4%	65.1%	65.1%	32.6%	32.6%	14.0%	20.9%
ELA	6th Grade Content	Asian	2016-17	69.5%	57.5%	57.5%	30.0%	27.5%	15.0%	27.5%

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ELA	6th Grade Content	Black or African American	2015-16	19.2%	33.3%	33.3%	8.3%	25.0%	8.3%	58.3%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	25.0%	25.0%	0.0%	25.0%	41.7%	33.3%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2016-17	50.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	64.3%	64.3%	28.6%	35.7%	21.4%	14.3%
ELA	6th Grade Content	Female	2016-17	48.7%	63.3%	63.3%	23.3%	40.0%	13.3%	23.3%
ELA	6th Grade Content	Male	2015-16	40.4%	48.3%	48.3%	24.1%	24.1%	10.3%	41.4%
ELA	6th Grade Content	Male	2016-17	38.7%	33.3%	33.3%	16.7%	16.7%	40.0%	26.7%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	57.1%	57.1%	26.8%	30.4%	16.1%	26.8%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	50.0%	50.0%	20.7%	29.3%	24.1%	25.9%
ELA	6th Grade Content	English Learners	2015-16	15.0%	40.0%	40.0%	20.0%	20.0%	20.0%	40.0%

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ELA	6th Grade Content	English Learners	2016-17	14.0%	12.5%	12.5%	0.0%	12.5%	18.8%	68.8%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	61.8%	61.8%	27.3%	34.5%	21.8%	16.4%
ELA	7th Grade Content	All Students	2016-17	44.8%	67.3%	67.3%	29.1%	38.2%	16.4%	16.4%
ELA	7th Grade Content	Asian	2015-16	71.6%	65.2%	65.2%	32.6%	32.6%	17.4%	17.4%
ELA	7th Grade Content	Asian	2016-17	70.0%	78.6%	78.6%	35.7%	42.9%	9.5%	11.9%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2016-17	21.1%	30.0%	30.0%	0.0%	30.0%	30.0%	40.0%
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2016-17	51.0%	<10	<10	<10	<10	<10	<10

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ELA	7th Grade Content	Female	2015-16	53.8%	75.0%	75.0%	45.8%	29.2%	20.8%	4.2%
ELA	7th Grade Content	Female	2016-17	50.9%	72.4%	72.4%	37.9%	34.5%	20.7%	6.9%
ELA	7th Grade Content	Male	2015-16	40.6%	51.6%	51.6%	12.9%	38.7%	22.6%	25.8%
ELA	7th Grade Content	Male	2016-17	39.1%	61.5%	61.5%	19.2%	42.3%	11.5%	26.9%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	61.8%	61.8%	27.3%	34.5%	21.8%	16.4%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	67.3%	67.3%	29.1%	38.2%	16.4%	16.4%
ELA	7th Grade Content	English Learners	2015-16	17.5%	36.0%	36.0%	4.0%	32.0%	32.0%	32.0%
ELA	7th Grade Content	English Learners	2016-17	15.8%	25.0%	25.0%	16.7%	8.3%	41.7%	33.3%
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%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	52.0%	52.0%	14.0%	38.0%	30.0%	18.0%
ELA	8th Grade Content	All Students	2016-17	48.0%	70.4%	70.4%	33.3%	37.0%	20.4%	9.3%
ELA	8th Grade Content	Asian	2015-16	73.6%	54.3%	54.3%	17.1%	37.1%	28.6%	17.1%

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ELA	8th Grade Content	Asian	2016-17	73.0%	71.7%	71.7%	39.1%	32.6%	19.6%	8.7%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	53.8%	53.8%	7.7%	46.2%	23.1%	23.1%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2016-17	53.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	65.0%	65.0%	25.0%	40.0%	30.0%	5.0%
ELA	8th Grade Content	Female	2016-17	54.9%	79.2%	79.2%	41.7%	37.5%	16.7%	4.2%
ELA	8th Grade Content	Male	2015-16	43.0%	43.3%	43.3%	6.7%	36.7%	30.0%	26.7%
ELA	8th Grade Content	Male	2016-17	41.4%	63.3%	63.3%	26.7%	36.7%	23.3%	13.3%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	52.0%	52.0%	14.0%	38.0%	30.0%	18.0%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	69.8%	69.8%	34.0%	35.8%	20.8%	9.4%
ELA	8th Grade Content	English Learners	2015-16	17.3%	26.1%	26.1%	4.3%	21.7%	47.8%	26.1%

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ELA	8th Grade Content	English Learners	2016-17	21.5%	50.0%	50.0%	8.3%	41.7%	33.3%	16.7%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	51.7%	51.7%	22.4%	29.3%	25.9%	22.4%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	59.3%	59.3%	23.7%	35.6%	16.9%	23.7%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	59.6%	59.6%	25.5%	34.0%	23.4%	17.0%
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	68.0%	68.0%	28.0%	40.0%	16.0%	16.0%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	54.8%	<10	<10	<10	<10	<10	<10

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Mathematics	3rd Grade Content	Female	2015-16	43.7%	63.3%	63.3%	33.3%	30.0%	20.0%	16.7%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	62.1%	62.1%	20.7%	41.4%	17.2%	20.7%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	39.3%	39.3%	10.7%	28.6%	32.1%	28.6%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	56.7%	56.7%	26.7%	30.0%	16.7%	26.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	51.7%	51.7%	22.4%	29.3%	25.9%	22.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	59.3%	59.3%	23.7%	35.6%	16.9%	23.7%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	51.2%	51.2%	17.1%	34.1%	29.3%	19.5%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	66.0%	66.0%	27.7%	38.3%	17.0%	17.0%
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%	55.4%	55.4%	23.2%	32.1%	37.5%	7.1%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	49.2%	49.2%	18.0%	31.1%	27.9%	23.0%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	61.4%	61.4%	22.7%	38.6%	34.1%	4.5%

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Mathematics	4th Grade Content	Asian	2016-17	72.2%	57.1%	57.1%	20.4%	36.7%	28.6%	14.3%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	49.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	42.1%	44.0%	44.0%	20.0%	24.0%	52.0%	4.0%
Mathematics	4th Grade Content	Female	2016-17	39.6%	64.5%	64.5%	29.0%	35.5%	16.1%	19.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	64.5%	64.5%	25.8%	38.7%	25.8%	9.7%
Mathematics	4th Grade Content	Male	2016-17	44.2%	33.3%	33.3%	6.7%	26.7%	40.0%	26.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	54.5%	54.5%	21.8%	32.7%	38.2%	7.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	49.2%	49.2%	18.0%	31.1%	27.9%	23.0%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	50.0%	50.0%	13.9%	36.1%	44.4%	5.6%

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Mathematics	4th Grade Content	English Learners	2016-17	25.5%	32.4%	32.4%	5.9%	26.5%	44.1%	23.5%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	39.0%	39.0%	22.0%	16.9%	39.0%	22.0%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	43.1%	43.1%	22.4%	20.7%	32.8%	24.1%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	48.8%	48.8%	29.3%	19.5%	31.7%	19.5%
Mathematics	5th Grade Content	Asian	2016-17	65.4%	46.7%	46.7%	24.4%	22.2%	40.0%	13.3%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	9.1%	9.1%	0.0%	9.1%	45.5%	45.5%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	White	2016-17	42.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	35.5%	35.5%	25.8%	9.7%	41.9%	22.6%
Mathematics	5th Grade Content	Female	2016-17	32.6%	40.0%	40.0%	23.3%	16.7%	33.3%	26.7%
Mathematics	5th Grade Content	Male	2015-16	35.8%	42.9%	42.9%	17.9%	25.0%	35.7%	21.4%
Mathematics	5th Grade Content	Male	2016-17	37.4%	46.4%	46.4%	21.4%	25.0%	32.1%	21.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	39.0%	39.0%	22.0%	16.9%	39.0%	22.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	41.8%	41.8%	21.8%	20.0%	34.5%	23.6%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	18.2%	18.2%	4.5%	13.6%	54.5%	27.3%
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	28.6%	28.6%	14.3%	14.3%	46.4%	25.0%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	39.3%	39.3%	19.6%	19.6%	35.7%	25.0%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	40.0%	40.0%	28.3%	11.7%	28.3%	31.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Asian	2015-16	64.5%	50.0%	50.0%	26.2%	23.8%	31.0%	19.0%
Mathematics	6th Grade Content	Asian	2016-17	65.9%	47.5%	47.5%	40.0%	7.5%	30.0%	22.5%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	8.3%	8.3%	0.0%	8.3%	41.7%	50.0%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	8.3%	8.3%	0.0%	8.3%	16.7%	75.0%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	32.1%	32.1%	21.4%	10.7%	42.9%	25.0%
Mathematics	6th Grade Content	Female	2016-17	33.1%	46.7%	46.7%	33.3%	13.3%	20.0%	33.3%
Mathematics	6th Grade Content	Male	2015-16	34.1%	46.4%	46.4%	17.9%	28.6%	28.6%	25.0%
Mathematics	6th Grade Content	Male	2016-17	35.2%	33.3%	33.3%	23.3%	10.0%	36.7%	30.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	38.2%	38.2%	20.0%	18.2%	36.4%	25.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	41.4%	41.4%	29.3%	12.1%	29.3%	29.3%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	21.1%	21.1%	10.5%	10.5%	36.8%	42.1%
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	25.0%	25.0%	18.8%	6.3%	31.3%	43.8%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	51.9%	51.9%	24.1%	27.8%	25.9%	22.2%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	49.1%	49.1%	29.1%	20.0%	27.3%	23.6%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	55.6%	55.6%	26.7%	28.9%	24.4%	20.0%
Mathematics	7th Grade Content	Asian	2016-17	67.0%	61.9%	61.9%	35.7%	26.2%	23.8%	14.3%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	10.0%	10.0%	10.0%	0.0%	30.0%	60.0%
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	White	2015-16	41.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2016-17	42.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	62.5%	62.5%	20.8%	41.7%	25.0%	12.5%
Mathematics	7th Grade Content	Female	2016-17	35.1%	51.7%	51.7%	34.5%	17.2%	27.6%	20.7%
Mathematics	7th Grade Content	Male	2015-16	36.1%	43.3%	43.3%	26.7%	16.7%	26.7%	30.0%
Mathematics	7th Grade Content	Male	2016-17	37.3%	46.2%	46.2%	23.1%	23.1%	26.9%	26.9%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	51.9%	51.9%	24.1%	27.8%	25.9%	22.2%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	49.1%	49.1%	29.1%	20.0%	27.3%	23.6%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	29.2%	29.2%	8.3%	20.8%	33.3%	37.5%
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	33.3%	33.3%	16.7%	16.7%	16.7%	50.0%
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%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	39.2%	39.2%	19.6%	19.6%	35.3%	25.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	All Students	2016-17	33.5%	55.6%	55.6%	40.7%	14.8%	25.9%	18.5%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	50.0%	50.0%	27.8%	22.2%	25.0%	25.0%
Mathematics	8th Grade Content	Asian	2016-17	67.0%	60.9%	60.9%	47.8%	13.0%	21.7%	17.4%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	15.4%	15.4%	0.0%	15.4%	61.5%	23.1%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2016-17	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	34.1%	55.0%	55.0%	30.0%	25.0%	30.0%	15.0%
Mathematics	8th Grade Content	Female	2016-17	35.2%	66.7%	66.7%	45.8%	20.8%	16.7%	16.7%
Mathematics	8th Grade Content	Male	2015-16	31.4%	29.0%	29.0%	12.9%	16.1%	38.7%	32.3%
Mathematics	8th Grade Content	Male	2016-17	31.8%	46.7%	46.7%	36.7%	10.0%	33.3%	20.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	39.2%	39.2%	19.6%	19.6%	35.3%	25.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	54.7%	54.7%	39.6%	15.1%	26.4%	18.9%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	33.3%	33.3%	16.7%	16.7%	29.2%	37.5%
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	29.2%	29.2%	20.8%	8.3%	37.5%	33.3%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	12.5%	12.5%	0.0%	12.5%	26.8%	60.7%
Science	4th Grade Content	All Students	2016-17	14.6%	9.8%	9.8%	4.9%	4.9%	34.4%	55.7%
Science	4th Grade Content	Asian	2015-16	28.4%	13.6%	13.6%	0.0%	13.6%	31.8%	54.5%
Science	4th Grade Content	Asian	2016-17	27.8%	10.2%	10.2%	4.1%	6.1%	38.8%	51.0%
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	<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
Science	4th Grade Content	White	2016-17	18.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	8.0%	8.0%	0.0%	8.0%	16.0%	76.0%
Science	4th Grade Content	Female	2016-17	12.6%	12.9%	12.9%	6.5%	6.5%	41.9%	45.2%
Science	4th Grade Content	Male	2015-16	16.4%	16.1%	16.1%	0.0%	16.1%	35.5%	48.4%
Science	4th Grade Content	Male	2016-17	16.5%	6.7%	6.7%	3.3%	3.3%	26.7%	66.7%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	12.7%	12.7%	0.0%	12.7%	25.5%	61.8%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	9.8%	9.8%	4.9%	4.9%	34.4%	55.7%
Science	4th Grade Content	English Learners	2015-16	2.9%	5.6%	5.6%	0.0%	5.6%	22.2%	72.2%
Science	4th Grade Content	English Learners	2016-17	4.3%	2.9%	2.9%	0.0%	2.9%	23.5%	73.5%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	31.5%	31.5%	11.1%	20.4%	33.3%	35.2%
Science	7th Grade Content	All Students	2016-17	22.7%	32.7%	32.7%	10.9%	21.8%	29.1%	38.2%

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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
Science	7th Grade Content	Asian	2015-16	41.9%	35.6%	35.6%	13.3%	22.2%	28.9%	35.6%
Science	7th Grade Content	Asian	2016-17	41.3%	40.5%	40.5%	14.3%	26.2%	28.6%	31.0%
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2016-17	5.1%	10.0%	10.0%	0.0%	10.0%	20.0%	70.0%
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2016-17	27.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	33.3%	33.3%	8.3%	25.0%	33.3%	33.3%
Science	7th Grade Content	Female	2016-17	21.2%	34.5%	34.5%	6.9%	27.6%	34.5%	31.0%
Science	7th Grade Content	Male	2015-16	25.1%	30.0%	30.0%	13.3%	16.7%	33.3%	36.7%
Science	7th Grade Content	Male	2016-17	24.3%	30.8%	30.8%	15.4%	15.4%	23.1%	46.2%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	31.5%	31.5%	11.1%	20.4%	33.3%	35.2%

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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
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	32.7%	32.7%	10.9%	21.8%	29.1%	38.2%
Science	7th Grade Content	English Learners	2015-16	3.5%	16.0%	16.0%	4.0%	12.0%	32.0%	52.0%
Science	7th Grade Content	English Learners	2016-17	3.4%	8.3%	8.3%	8.3%	0.0%	16.7%	75.0%
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%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	30.5%	30.5%	6.8%	23.7%	57.6%	11.9%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	15.3%	15.3%	0.0%	15.3%	52.5%	32.2%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	39.0%	39.0%	9.8%	29.3%	48.8%	12.2%
Social Studies	5th Grade Content	Asian	2016-17	38.0%	17.4%	17.4%	0.0%	17.4%	52.2%	30.4%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<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
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%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2016-17	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	29.0%	29.0%	6.5%	22.6%	64.5%	6.5%
Social Studies	5th Grade Content	Female	2016-17	19.3%	3.3%	3.3%	0.0%	3.3%	60.0%	36.7%
Social Studies	5th Grade Content	Male	2015-16	21.0%	32.1%	32.1%	7.1%	25.0%	50.0%	17.9%
Social Studies	5th Grade Content	Male	2016-17	23.9%	27.6%	27.6%	0.0%	27.6%	44.8%	27.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	30.5%	30.5%	6.8%	23.7%	57.6%	11.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	16.1%	16.1%	0.0%	16.1%	50.0%	33.9%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	4.5%	4.5%	0.0%	4.5%	63.6%	31.8%
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	3.4%	3.4%	0.0%	3.4%	44.8%	51.7%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10

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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
Social Studies	8th Grade Content	All Students	2015-16	29.3%	29.4%	29.4%	0.0%	29.4%	51.0%	19.6%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	51.9%	51.9%	5.6%	46.3%	27.8%	20.4%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	33.3%	33.3%	0.0%	33.3%	50.0%	16.7%
Social Studies	8th Grade Content	Asian	2016-17	53.4%	56.5%	56.5%	6.5%	50.0%	23.9%	19.6%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	23.1%	23.1%	0.0%	23.1%	46.2%	30.8%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2016-17	37.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	40.0%	40.0%	0.0%	40.0%	40.0%	20.0%
Social Studies	8th Grade Content	Female	2016-17	28.6%	58.3%	58.3%	8.3%	50.0%	25.0%	16.7%
Social Studies	8th Grade Content	Male	2015-16	32.6%	22.6%	22.6%	0.0%	22.6%	58.1%	19.4%
Social Studies	8th Grade Content	Male	2016-17	34.0%	46.7%	46.7%	3.3%	43.3%	30.0%	23.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	29.4%	29.4%	0.0%	29.4%	51.0%	19.6%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	50.9%	50.9%	5.7%	45.3%	28.3%	20.8%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	20.8%	20.8%	0.0%	20.8%	62.5%	16.7%
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	20.8%	20.8%	4.2%	16.7%	45.8%	33.3%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10



04/23/2018

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SAT

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

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<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	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	8th Grade Content	All Students	2015-16	83.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	73.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	82.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	71.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	83.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	73.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2015-16	77.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Learners	2015-16	72.7%	<10	<10	<10	<10	<10

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MI-Access Participation

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

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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**
All Students	ELA	98.6%	49.5%	99.4%	53.1%	99.4%	53.1%
All Students	Mathematics	98.7%	39.1%	99.1%	50.4%	99.1%	50.4%
All Students	Science	97.9%	24.9%	100.0%	21.6%	100.0%	21.6%
All Students	Social Studies	97.8%	33.7%	98.3%	33.9%	98.3%	33.9%
Bottom 30%	ELA	N/A	3.8%	N/A	1.0%	N/A	1.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	99.6%	59.0%	99.6%	59.0%
Asian	Mathematics	99.3%	68.9%	99.3%	58.2%	99.3%	58.2%
Asian	Science	99.1%	41.4%	100.0%	24.2%	100.0%	24.2%
Asian	Social Studies	98.9%	51.9%	98.9%	38.6%	98.9%	38.6%
Black or African American	ELA	97.6%	25.0%	100.0%	34.8%	100.0%	34.8%
Black or African American	Mathematics	97.5%	14.2%	100.0%	15.2%	100.0%	15.2%
Black or African American	Science	96.0%	7.0%	<30	<30	<30	<30
Black or African American	Social Studies	95.9%	11.2%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

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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**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<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%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	<30	<30	<30	<30
White	Mathematics	99.0%	45.6%	<30	<30	<30	<30
White	Science	98.4%	29.7%	<30	<30	<30	<30
White	Social Studies	98.3%	39.7%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.2%	33.5%	99.7%	52.8%	99.7%	52.8%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.4%	50.2%	99.4%	50.2%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	21.6%	100.0%	21.6%
Economically Disadvantaged	Social Studies	97.0%	18.3%	99.1%	34.3%	99.1%	34.3%

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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%	99.4%	35.0%	99.4%	35.0%
English Learners	Mathematics	99.0%	23.0%	98.8%	41.4%	98.8%	41.4%
English Learners	Science	98.4%	5.0%	100.0%	4.4%	100.0%	4.4%
English Learners	Social Studies	98.2%	7.8%	98.2%	12.2%	98.2%	12.2%
Students With Disabilities	ELA	97.5%	26.0%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	<30	<30	<30	<30
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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Accountability Details Graduation Data

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

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	84.67%	84.67%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Hamtramck Academy	81.03	82.26	N/A	77.78	83.48	100.00	100.00	82.15

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	22	1

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 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	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

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

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

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
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), 2015 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	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

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

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
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), 2015 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	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0