

January 30, 2017

Dear Northridge Academy parents and community:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for Northridge 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 Mrs. Brown, school leader, for assistance.

The AER is available for you to review electronically by visiting: [www.northridgeflint.com](http://www.northridgeflint.com). You may also review a copy from the school leader's office.

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

Our school has not been given one of these labels.

Northridge Academy faces many challenges, which in spite of continues to thrive and succeed. Three major challenges presented to the Academy are that of transient families and the major water catastrophe. The problem of transient families continues to plague our school. Every year families move residences either within other areas around Flint city boundaries, outside of Flint to other cities, or to other states altogether. With the recent water crisis, not only is there lots of discussions from families leaving Flint, but added cases of behavior problems and academic challenges. The number of students who require special education services continue to increase in the 2015-2016 Academic year as well. The most prominent diagnosis or even symptoms that may be undiagnosed are students with an inability to focus for even short periods of time, the inability to retain information, difficulty with comprehension of concepts and increased behavior problems, all of which leads to a lack of motivation and student engagement during instruction. To combat this very serious plague, and to diminish the achievement

gap, we have developed a resource room for such students who require additional resources and assistance from staff in addition to classroom teachers. Activity in the resource room is facilitated by Michigan State certified teachers who follow a rigorous academic schedule tutoring children in groups to target areas of deficiency. Tutors provide additional academic services pulling out small groups of students and pushing into the classroom. Tutors follow a rigorous schedule instructing our students in areas in which they most need the help in order to master and exceed grade-level material.

**State law requires that we also report additional school-site based information for the two most recent years:**

**Process for assigning pupils to the school:**

- Northridge Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

**The status of the 3-5 year school improvement plan:**

2015-16: Northridge Academy's accreditation by AdvancED has been continued with the Academy receiving above average scores in every area evaluated. Northridge Academy had been a State of Michigan Reward School from 2012-2013 to 2015-2016. Although the Academy is not deemed reward status for 2016-2017, we continue to be high progressing with a "lime green" status. The Academy is recognized for and received the following awards:

- 1) The Mackinac Center for Public Policy for being among the top 100 schools across the State of Michigan.
- 2) Michigan Department of Education for Academic Achievement, High Progress and Beating the Odds.

The school improvement plan was developed using the criteria set forth by the state of Michigan and incorporating core curriculum areas mandated by the state. The plan is reviewed on a monthly basis by the school improvement team, which assesses progress against established timelines and student progress on tests, and revises the plan in order to better achieve goals.

The academy implemented research-based reading strategies to address achievement scores. All students participate in universal screenings to establish a growing benchmark with student performance being monitored throughout each quarter. From the initiation of such practices, students reading scores increased in both elementary and middle school.

Northridge Academy's School Improvement Plan is a focus in planning success for our students. In all content areas, we strive for an 80% proficiency level by monitoring differentiated instruction, response to intervention, effective lesson delivery and utilizing various assessments. Marzano's strategies are embedded in our SIP, which highlight focused instruction that takes place in the classroom, which increases student mastery.

The strategies and activities are tailored to fit the needs and talents of our students, such as the Success for ALL implementation/program that encompasses assessments, professional developments and multiple leveled materials to engage ALL learners. Summer School and after school tutoring are extended times of learning to offer a smaller setting of support in math and reading that crosses all content areas.

The SIP is an active and effective plan that will help us attain our high standards and expectations of learning and teaching. Evaluation of the SIP is key during various meetings throughout the year to ensure students' academic and social growth is being measured with the implementation of the Positive Behavior Intervention Support. The SIP is representation of the dedication and hard work at Northridge and continues to be a plan that promotes improvement in many ways.

### **Student Achievement Data:**

Michigan Student Test of Educational Progress (M-STEP) data for 2015-2016 indicates that Northridge Academy has reached the following:

2015-2016

ELA M-STEP Target: 29.15%

Northridge Achieved: 52.26%

2015-2016

Math M-STEP Target: 15.00%

Northridge Achieved: 37.19%

For 2015-2016, Northridge Academy assessed all students on the Northwest Evaluation Association (NWEA) assessment and the goal was for students to attain growth at or above the 50th percentile. Therefore, the growth attained and the growth percentile achieved in ELA and Math for each grade level were as follows:

ELA

2nd grade

Growth achieved: 48.3

Growth percentile: 99%

3rd grade

Growth achieved: 14.6

Growth percentile: 95%

4th grade

Growth achieved: 10.3

Growth percentile: 90%

5th grade

Growth achieved: 9.9

Growth percentile: 97%

6th grade

Growth achieved: 6.1

Growth percentile: 72%

7th grade

Growth achieved: 6.0

Growth percentile: 89%

8th grade

Growth achieved: 1.5

Growth percentile: 24%

Math

2nd grade

Growth achieved: 32.7

Growth percentile: 99

3rd grade

Growth achieved: 19.2

Growth percentile: 99

4th grade

Growth achieved: 13.6

Growth percentile: 94%

5th grade

Growth achieved: 8.7

Growth percentile: 57

6th grade

Growth achieved: 8.9

Growth percentile: 82%

7th grade

Growth achieved: 7.0

Growth percentile: 75%

8th grade

Growth achieved: 8.8

Growth percentile: 99%

From 2012 to the present, Northridge Academy invests in our curricular programs with continuous purchases made for new desktop computers, laptop computers, chromebooks, document cameras, promethean boards, constructivist manipulatives for constructivist learning and achievement, new curricular programs and textbooks: For reading, the Academy has adopted Success for All (SFA) as its School-Wide Reform Strategy. As a result reading scores in both NWEA, and M-Step have continued to increase (please see data results in reading for both NWEA and M-Step) For math, the academy now includes Progress In Math, and for social studies, Social Studies Alive. In addition, Promethean Boards have been purchased, and over one dozen white boards

were donated to Northridge Academy by a closing school. Continued purchases of new laptops and computer carts have been purchased in addition.

Our School Improvement Plan indicates approach to addressing the needs of the whole child. An Rtl team has been developed along with the development of an Rtl Plan. All students have been assessed and tiered based on ability level. Systemically tutors and resource room teachers follow schedules to pullout and push-in to work with groups of students of not more than 10 at a time. Such students are tier two and tier three and or hold IEPS or 504 plans. Tutors use the inclusion of both state and common core standards that are congruent to what is currently being taught in the classroom. Pullouts remain constants and are Monday through Friday for 50 minutes each day. Tutors push-in for tier three students Monday through Friday for 50 minutes. Tier one students receive instruction from classroom teachers. NWEA Learning Goal Objectives and study guides are printed. Classroom teachers teach from NWEA materials Monday through Friday, for the first 25 minutes of every class. The Last Friday of every month is devoted to assessing students using printed NWEA materials that have been taught Monday through Friday. Students are elevated in tiers based upon mastering objectives presented in the assessments. Assessment results guide further instruction of teachers. A data team has been developed and meets regularly to analyze, discuss, and monitor data. Data walls have been created, and are updated regularly which include but are not limited to NWEA goals and assessment results, M-Step, Scholastic Reading Inventory, (SRI) Scholastic Math Inventory, (SMI) and pre and post-tests. Parents and students are kept abreast of all assessment results, NWEA learning goals, and the proficiency of individual students. The school leader, instructional coach, and data coach monitor the progress of both teachers, and tutors.

Positive Behavior Intervention Support, a reward system is implemented and followed with fidelity. Positive behavior of students is encouraged and amplified with the inclusion of a reward system for both students and staff.

Professional developments in classroom management, RTI, PBIS, use of math manipulatives, Common Core, and assessment will continue to be a part of training for staff in addition to inclusion effective strategies to reach at-risk children.

### **Status of the curriculum**

2015-16: Northridge Academy fosters a conscientious environment focused on student achievement. A climate and culture for learning is promoted by diligently monitoring student progress and behavior. The academy believes that student behavior in the classroom reflects each student's attitude toward learning; therefore, a concerted effort is made to maintain and consistently create a positive learning environment that will affect the student's will to learn.

This quality, proven curriculum is aligned to state standards and promotes mastery of all core subjects - English language arts, math, science and social studies. Lesson plans specify the academic and content standards to which they relate and grade-level content expectations are followed. Employing various learning styles and teaching strategies, the KC4 curriculum provides the foundation for expanded learning opportunities and enables all students to achieve academic success. The school also implemented a Positive Behavior Intervention Support Program (PBIS) in grades K-8.

A full-time Instructional Coach works closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assesses and compares its curriculum through assessment results for both M-Step and NWEA standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to academy leadership. Textbooks are aligned to the Michigan Curriculum Framework.

We maintain new and updated curriculum and technology, continuing to align our pacing guides and curriculum maps to Michigan Department of Education's state and common core standards. To implement and facilitate instruction of our students, content materials and equipment are researched-based, proven effective, and current.

2013-14: The academy purchased and began using the following: Success for All, (SFA) an extensive reading program that is implemented for 90 minutes per day. SFA requires students to read novels and books that are grade-level appropriate and specific to individual grade levels of students. SFA is in alignment with Common Core Standards, and exposes students to all genres. SFA assesses every student every quarter using Scholastic Reading Inventory (SRI).

Based on assessment results, students are tiered and placed in a reading class on the grade level for which they tested. Students are reassessed after three months, and again placed in a classroom with a teacher who teaches the grade level in which individual students tested on. The goal of the program is to raise reading levels of students by the end of every three months.

The math program utilized is Progressing in Math. Math is a total of 80 minutes per day, (30 of those minutes focuses instruction on areas in math in which students are most deficient) Both Success for All and Progressing in Math are aligned to Common Core Standards.

The Academy purchased Delta/FOSS Science and began using the hands-on science kits in September 2012-2013. Delta/FOSS is an interactive science program that uses science manipulatives from kits that contain both science literature and workbooks

along with manipulatives interactive building activities. Social Studies Alive is used for social studies.

### **Aggregate Student Achievement**

- **Parent Teacher Conferences:** The number and percent of students represented by parents at parent teacher conferences?
- 2015-2016: 86% (276) of 322 students enrolled attended our parent-teacher student led conferences.

I would like to personally congratulate the staff, students and families of Northridge Academy on a successful school year. Thank you for choosing Northridge Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Latricia M. Brown  
School Leader

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	12.2%	0.0%	12.2%	36.6%	51.2%
ELA	3rd Grade Content	All Students	2015-16	46.0%	14.0%	4.7%	9.3%	11.6%	74.4%
ELA	3rd Grade Content	American Indian or Alaska Native	2014-15	44.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	12.5%	0.0%	12.5%	35.0%	52.5%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	14.0%	4.7%	9.3%	11.6%	74.4%
ELA	3rd Grade Content	Female	2014-15	54.7%	14.3%	0.0%	14.3%	42.9%	42.9%
ELA	3rd Grade Content	Female	2015-16	49.5%	14.3%	7.1%	7.1%	10.7%	75.0%
ELA	3rd Grade Content	Male	2014-15	45.5%	10.0%	0.0%	10.0%	30.0%	60.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	13.3%	0.0%	13.3%	13.3%	73.3%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	12.2%	0.0%	12.2%	36.6%	51.2%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	14.0%	4.7%	9.3%	11.6%	74.4%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

ELA	4th Grade Content	All Students	2014-15	46.6%	17.1%	4.9%	12.2%	31.7%	51.2%
ELA	4th Grade Content	All Students	2015-16	46.3%	15.2%	0.0%	15.2%	21.2%	63.6%
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	17.5%	5.0%	12.5%	32.5%	50.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	15.6%	0.0%	15.6%	21.9%	62.5%
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	16.7%	3.3%	13.3%	30.0%	53.3%
ELA	4th Grade Content	Female	2015-16	50.9%	15.0%	0.0%	15.0%	20.0%	65.0%
ELA	4th Grade Content	Male	2014-15	41.8%	18.2%	9.1%	9.1%	36.4%	45.5%
ELA	4th Grade Content	Male	2015-16	41.8%	15.4%	0.0%	15.4%	23.1%	61.5%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	15.0%	5.0%	10.0%	32.5%	52.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	15.6%	0.0%	15.6%	21.9%	62.5%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	34.3%	5.7%	28.6%	22.9%	42.9%

**M-STEP Grades 3-11**

ELA	5th Grade Content	All Students	2015-16	50.6%	29.3%	2.4%	26.8%	29.3%	41.5%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	34.3%	5.7%	28.6%	22.9%	42.9%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	29.3%	2.4%	26.8%	29.3%	41.5%
ELA	5th Grade Content	Female	2014-15	54.3%	50.0%	5.0%	45.0%	30.0%	20.0%
ELA	5th Grade Content	Female	2015-16	55.8%	23.1%	3.8%	19.2%	38.5%	38.5%
ELA	5th Grade Content	Male	2014-15	43.3%	13.3%	6.7%	6.7%	13.3%	73.3%
ELA	5th Grade Content	Male	2015-16	45.5%	40.0%	0.0%	40.0%	13.3%	46.7%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	34.3%	5.7%	28.6%	22.9%	42.9%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	30.8%	2.6%	28.2%	28.2%	41.0%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	44.7%	32.4%	0.0%	32.4%	41.2%	26.5%
ELA	6th Grade Content	All Students	2015-16	45.0%	22.6%	0.0%	22.6%	35.5%	41.9%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	33.3%	0.0%	33.3%	39.4%	27.3%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	22.6%	0.0%	22.6%	35.5%	41.9%

**M-STEP Grades 3-11**

ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	43.8%	0.0%	43.8%	43.8%	12.5%
ELA	6th Grade Content	Female	2015-16	49.8%	26.3%	0.0%	26.3%	42.1%	31.6%
ELA	6th Grade Content	Male	2014-15	38.6%	22.2%	0.0%	22.2%	38.9%	38.9%
ELA	6th Grade Content	Male	2015-16	40.4%	16.7%	0.0%	16.7%	25.0%	58.3%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	33.3%	0.0%	33.3%	39.4%	27.3%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	24.1%	0.0%	24.1%	31.0%	44.8%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	29.0%	6.5%	22.6%	32.3%	38.7%
ELA	7th Grade Content	All Students	2015-16	47.1%	51.7%	3.4%	48.3%	24.1%	24.1%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	26.7%	6.7%	20.0%	33.3%	40.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	51.7%	3.4%	48.3%	24.1%	24.1%
ELA	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	33.3%	11.1%	22.2%	27.8%	38.9%

**M-STEP Grades 3-11**

ELA	7th Grade Content	Female	2015-16	53.8%	64.3%	0.0%	64.3%	28.6%	7.1%
ELA	7th Grade Content	Male	2014-15	42.2%	23.1%	0.0%	23.1%	38.5%	38.5%
ELA	7th Grade Content	Male	2015-16	40.6%	40.0%	6.7%	33.3%	20.0%	40.0%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	29.0%	6.5%	22.6%	32.3%	38.7%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	53.6%	3.6%	50.0%	21.4%	25.0%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	11.4%	0.0%	11.4%	43.2%	45.5%
ELA	8th Grade Content	All Students	2015-16	48.9%	45.8%	12.5%	33.3%	33.3%	20.8%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	11.6%	0.0%	11.6%	44.2%	44.2%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	45.8%	12.5%	33.3%	33.3%	20.8%
ELA	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	54.2%	5.0%	0.0%	5.0%	35.0%	60.0%
ELA	8th Grade Content	Female	2015-16	54.9%	46.2%	23.1%	23.1%	30.8%	23.1%
ELA	8th Grade Content	Male	2014-15	41.2%	16.7%	0.0%	16.7%	50.0%	33.3%

**M-STEP Grades 3-11**

ELA	8th Grade Content	Male	2015-16	43.0%	45.5%	0.0%	45.5%	36.4%	18.2%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	9.8%	0.0%	9.8%	41.5%	48.8%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	45.8%	12.5%	33.3%	33.3%	20.8%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	7.3%	0.0%	7.3%	22.0%	70.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	14.0%	0.0%	14.0%	37.2%	48.8%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2014-15	44.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	7.5%	0.0%	7.5%	22.5%	70.0%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	14.0%	0.0%	14.0%	37.2%	48.8%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	14.3%	0.0%	14.3%	23.8%	61.9%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	17.9%	0.0%	17.9%	28.6%	53.6%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	6.7%	0.0%	6.7%	53.3%	40.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	7.3%	0.0%	7.3%	22.0%	70.7%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	14.0%	0.0%	14.0%	37.2%	48.8%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	17.1%	2.4%	14.6%	24.4%	58.5%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	0.0%	0.0%	0.0%	54.5%	45.5%
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	17.5%	2.5%	15.0%	25.0%	57.5%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	0.0%	0.0%	0.0%	56.3%	43.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	13.3%	3.3%	10.0%	23.3%	63.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	0.0%	0.0%	0.0%	60.0%	40.0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	27.3%	0.0%	27.3%	27.3%	45.5%
Mathematics	4th Grade Content	Male	2015-16	45.8%	0.0%	0.0%	0.0%	46.2%	53.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	15.0%	2.5%	12.5%	25.0%	60.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	0.0%	0.0%	0.0%	53.1%	46.9%

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	8.6%	0.0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	4.9%	0.0%	4.9%	19.5%	75.6%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	8.6%	0.0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	4.9%	0.0%	4.9%	19.5%	75.6%
Mathematics	5th Grade Content	Female	2014-15	32.6%	5.0%	0.0%	5.0%	45.0%	50.0%
Mathematics	5th Grade Content	Female	2015-16	31.7%	7.7%	0.0%	7.7%	11.5%	80.8%
Mathematics	5th Grade Content	Male	2014-15	34.1%	13.3%	0.0%	13.3%	20.0%	66.7%
Mathematics	5th Grade Content	Male	2015-16	35.8%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	8.6%	0.0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	5.1%	0.0%	5.1%	20.5%	74.4%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	20.6%	2.9%	17.6%	23.5%	55.9%

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	All Students	2015-16	32.8%	6.5%	3.2%	3.2%	29.0%	64.5%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	21.2%	3.0%	18.2%	24.2%	54.5%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	6.5%	3.2%	3.2%	29.0%	64.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	18.8%	6.3%	12.5%	31.3%	50.0%
Mathematics	6th Grade Content	Female	2015-16	31.4%	0.0%	0.0%	0.0%	31.6%	68.4%
Mathematics	6th Grade Content	Male	2014-15	32.5%	22.2%	0.0%	22.2%	16.7%	61.1%
Mathematics	6th Grade Content	Male	2015-16	34.1%	16.7%	8.3%	8.3%	25.0%	58.3%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	21.2%	3.0%	18.2%	24.2%	54.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	6.9%	3.4%	3.4%	27.6%	65.5%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	16.1%	3.2%	12.9%	35.5%	48.4%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	24.1%	3.4%	20.7%	27.6%	48.3%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	16.7%	3.3%	13.3%	33.3%	50.0%



**M-STEP Grades 3-11**

Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	24.1%	3.4%	20.7%	27.6%	48.3%
Mathematics	7th Grade Content	White	2014-15	39.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	22.2%	5.6%	16.7%	22.2%	55.6%
Mathematics	7th Grade Content	Female	2015-16	34.5%	21.4%	7.1%	14.3%	28.6%	50.0%
Mathematics	7th Grade Content	Male	2014-15	33.5%	7.7%	0.0%	7.7%	53.8%	38.5%
Mathematics	7th Grade Content	Male	2015-16	36.1%	26.7%	0.0%	26.7%	26.7%	46.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	16.1%	3.2%	12.9%	35.5%	48.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	25.0%	3.6%	21.4%	28.6%	46.4%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	4.7%	0.0%	4.7%	23.3%	72.1%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	16.7%	4.2%	12.5%	29.2%	54.2%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	4.8%	0.0%	4.8%	23.8%	71.4%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	16.7%	4.2%	12.5%	29.2%	54.2%
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	Female	2014-15	32.6%	5.3%	0.0%	5.3%	10.5%	84.2%
Mathematics	8th Grade Content	Female	2015-16	34.1%	23.1%	7.7%	15.4%	30.8%	46.2%
Mathematics	8th Grade Content	Male	2014-15	31.8%	4.2%	0.0%	4.2%	33.3%	62.5%
Mathematics	8th Grade Content	Male	2015-16	31.4%	9.1%	0.0%	9.1%	27.3%	63.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	2.5%	0.0%	2.5%	25.0%	72.5%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	16.7%	4.2%	12.5%	29.2%	54.2%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	0.0%	0.0%	0.0%	22.0%	78.0%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	39.4%	60.6%
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	0.0%	0.0%	22.5%	77.5%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	37.5%	62.5%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	0.0%	0.0%	0.0%	16.7%	83.3%

**M-STEP Grades 3-11**

Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	45.0%	55.0%
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	36.4%	63.6%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	30.8%	69.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	40.6%	59.4%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	6.5%	0.0%	6.5%	16.1%	77.4%
Science	7th Grade Content	All Students	2015-16	23.9%	13.8%	0.0%	13.8%	27.6%	58.6%
Science	7th Grade Content	Black or African American	2014-15	5.0%	3.3%	0.0%	3.3%	16.7%	80.0%
Science	7th Grade Content	Black or African American	2015-16	5.4%	13.8%	0.0%	13.8%	27.6%	58.6%
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	11.1%	0.0%	11.1%	16.7%	72.2%
Science	7th Grade Content	Female	2015-16	22.6%	14.3%	0.0%	14.3%	28.6%	57.1%
Science	7th Grade Content	Male	2014-15	24.6%	0.0%	0.0%	0.0%	15.4%	84.6%

**M-STEP Grades 3-11**

Science	7th Grade Content	Male	2015-16	25.1%	13.3%	0.0%	13.3%	26.7%	60.0%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	6.5%	0.0%	6.5%	16.1%	77.4%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	14.3%	0.0%	14.3%	28.6%	57.1%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	0.0%	0.0%	0.0%	54.3%	45.7%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	2.4%	0.0%	2.4%	73.2%	24.4%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	0.0%	0.0%	0.0%	54.3%	45.7%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	2.4%	0.0%	2.4%	73.2%	24.4%
Social Studies	5th Grade Content	Female	2014-15	20.6%	0.0%	0.0%	0.0%	60.0%	40.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	76.9%	23.1%
Social Studies	5th Grade Content	Male	2014-15	23.8%	0.0%	0.0%	0.0%	46.7%	53.3%
Social Studies	5th Grade Content	Male	2015-16	21.0%	6.7%	0.0%	6.7%	66.7%	26.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	0.0%	0.0%	0.0%	54.3%	45.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	2.6%	0.0%	2.6%	74.4%	23.1%

**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	4.5%	0.0%	4.5%	22.7%	72.7%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	4.2%	0.0%	4.2%	45.8%	50.0%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	4.7%	0.0%	4.7%	23.3%	72.1%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	4.2%	0.0%	4.2%	45.8%	50.0%
Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	7.7%	0.0%	7.7%	38.5%	53.8%
Social Studies	8th Grade Content	Male	2014-15	34.0%	8.3%	0.0%	8.3%	25.0%	66.7%
Social Studies	8th Grade Content	Male	2015-16	32.6%	0.0%	0.0%	0.0%	54.5%	45.5%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	2.4%	0.0%	2.4%	24.4%	73.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	4.2%	0.0%	4.2%	45.8%	50.0%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10

**SAT**

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

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	62.5%	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	58.9%	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	39.2%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73.0%	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	66.6%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	70.8%	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	54.8%	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10



**MI-Access Functional Independence**

ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	43.7%	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	81.2%	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	58.1%	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	38.2%	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	87.6%	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	60.3%	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	43.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<10	<10	<10	<10

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	78.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	76.3%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	86.1%	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	88.1%	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	89.6%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	83.4%	<10	<10	<10	<10

**MI-Access Supported Independence**

Mathematics	4th Grade Content	Female	2014-15	79.1%	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	84.5%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	80.6%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	91.3%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	80.9%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	80.2%	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	75.6%	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	79.0%	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	84.8%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	78.6%	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	80.6%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	80.4%	<10	<10	<10	<10

**MI-Access Participation**

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

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	ELA	98.7%	69.6%	100.0%	52.3%
All Students	Mathematics	98.6%	62.1%	100.0%	37.2%
All Students	Science	98.1%	50.0%	100.0%	35.5%
All Students	Social Studies	98.1%	59.3%	100.0%	30.2%
Bottom 30%	ELA	N/A	25.1%	N/A	8.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	5.0%
Bottom 30%	Science	N/A	9.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A
Black or African American	ELA	97.7%	46.9%	100.0%	52.5%
Black or African American	Mathematics	97.4%	37.3%	100.0%	36.9%
Black or African American	Science	96.5%	23.9%	100.0%	34.4%
Black or African American	Social Studies	96.6%	33.6%	100.0%	30.2%
Hispanic of Any Race	ELA	98.8%	60.8%	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A

### Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A
White	ELA	99.0%	75.6%	N/A	N/A
White	Mathematics	98.9%	68.4%	N/A	N/A
White	Science	98.6%	57.1%	N/A	N/A
White	Social Studies	98.5%	65.8%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	52.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	37.1%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	36.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	30.7%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.

**Accountability Details Graduation Data**

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

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



**Accountability Details Attendance Data**

Student Group	Statewide	District
All Students	94.32%	91.14%

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

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Northridge Academy	Green	2	Green	2	Green	2	Green	2	Lime	30

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Northridge Academy	Green	2	Green	2	Green	2	Green	2	Lime	30



**MI School Data**  
**Annual Education Report**  
**Northridge Academy**

01/23/2017

**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	19	3	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**

	District 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 District with Emergency Certification	0.0%

**NAEP Grade 4 Math**

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

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

**NAEP Grade 8 Math**

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

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

**NAEP Grade 12 Math**

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

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

**NAEP Grade 4 Reading**

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

# Rounds to zero

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



**NAEP Grade 8 Reading**

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

# Rounds to zero

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

**NAEP Grade 12 Reading**

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

# Rounds to zero

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



**NAEP Participation Data**

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