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April 18, 2016

Dear Northridge Academy parents and community:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-15 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. You may also review a copy from the school leader's office.

Northridge Academy faces many challenges, which in spite of continues to thrive and succeed. Two 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 have increased in the 2014-2015 Academic year as well. The most prominent diagnosis or even symptoms that maybe 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.

Positive Behavior Intervention Support, a reward system has been 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.

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 oversubscribed, 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:

2014-15: Northridge Academy's accreditation by AdvancED has been continued with the Academy receiving above average scores in every area evaluated. The Academy continues to be a State of Michigan "Reward School," and is recognized 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.

2013-14: Northridge Academy has consistently achieved adequate yearly progress since 2007. The academy has been recognized by the State of Michigan as a "Reward School" for two consecutive years (2013 and 2014).

According to the State of Michigan's District and Schools Accountability and Scorecards:

- 2012-13, Northridge Academy achieved a percentage of 82.61%, yielding a global point average of 38 out of 46.

- 2013-2014, the academy achieved a percentage of 65.22%, yielding 30 out of 46.
- 2013-2014, the academy's student population gained a massive increase of students from failing schools in Flint, Michigan that closed because of poor student learning and achievement.
- In spite of Northridge Academy's increase from 244 students to 452 students, we maintained our "Rewards School" status.
- 2014-2015, the academy achieved a percentage of 94.74%, yielding a global point average of 36 out of 38.

Michigan Educational Assessment Program (MEAP) data for 2012-2013 indicates that Northridge Academy has reached the following:

2012-2013	2012-2013
Reading MEAP Target: 33.47%	Math MEAP Target: 15.73%
Northridge Achieved: 70.44%	Northridge Achieved: 45.57%
2013-2014	2013-2014
Reading MEAP Target: 39.19%	Math MEAP Target: 23.42%
Northridge Achieved: 76.16%	Northridge Achieved: 53.42%

Michigan Student Test of Educational Progress (M-Step) data for 2014-2015 indicates that Northridge Academy has reached the following:

2014-2015	2014-2015
Reading MSTEP Target: 22.48%	Math MSTEP Target: 15.00%
Northridge Achieved: 81.19%	Northridge Achieved: 78.34%

Northridge Academy also meets authorizer contractual goals and is making consistent academic progress comparative to its contractual goals. In 2011-2012, contractual goals were as follows: Reading-66.8%, ELA-66.8%, and math-64.7%. By the spring of 2012, assessment results specified the following: Reading-66%, ELA-59%, math-54%. From Fall 2011 to Spring 2012, there was a substantial increase of 27% in reading.

Northridge Academy met its contractual goal in reading. There was an increase of 59% in ELA. There was a increase of 18% in math. Data indicates that the Academy's cohort students out performed its non-cohort students. In Reading, cohorts attained 66% in contrast to non-cohort students who achieved 60%. There is a 6% gap in achievement in favor of the academy's cohort students in reading. ELA cohort students achieved 59% in contrast to non-cohort students who achieved 54%. There is a mere 5% distinction in achievement in favor of non-cohorts. Data results for math indicates that cohorts achieved 54% in contrast to non-cohorts achievement of 55%. The achievement gap in math between cohorts and non-cohorts is 1%, in favor of non-cohorts. The Academy anticipated that it would reach its contractual goals for the 2012-2013 Academic Year

For 2012-2013, contractual goals increased by 5% for the academic year: Reading-71.8%, ELA-71.8%, and math-67.7%. Fall 2012 assessment results indicate

the following: Reading- 53%, ELA- 47%, and math- 39%. Data indicates that the Academy's cohort students out performed its non-cohort students in the area of language arts. In Reading, cohorts achieved 71% in contrast to non-cohort students who achieved 74%. There is a 3% gap in achievement in favor of the academy's non-cohort students in reading. In ELA, cohorts achieved 73% in contrast to non-cohort students who achieved 69%. There is a 4% difference in achievement in favor of cohorts. Data results in math indicate that cohorts achieved 64% in contrast to non-cohort achievement of 72%. The achievement gap in math between cohorts and non-cohort is 8%, in non-favor of cohorts. By the Spring of 2013, the academy did indeed reach its goals in reading and language arts. In reading an achievement level 71% was obtained. In language arts, a 73% was achieved. In math, 64% was achieved. Growth indicators were 18% increase in reading. In language arts, 26% and in math 25% resulted.

For 2014-2015, the percentage of students meeting the growth target were as follows: Reading-20% and Math-32%. Fall 2014 assessment results indicate that in Reading student achievement yielded 23% and cohort student achievement yielded 25%. Math student achievement yielded 26% and cohort student achievement yielded 28%. Spring 2015 assessment results indicate that Reading student achievement yielded 33% and cohort student achievement yielded 26%. Math student achievement yielded 44% and cohort student achievement yielded 44%. Data indicates that the Academy's cohort students out performed its non-cohort students in the area of Reading by 5%. It further indicates that the cohort students and non-cohort students showed any significant amount of growth achievement.

From 2012 to the present, Northridge Academy invests in our curricular programs with continuous purchases made for 27 new desktop computers, laptop computers, chrome books, 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 Global Scholar and MEAP have continued to increase (please see data results in reading for both MEAP and Global Scholar) For math, the academy now includes Progress In Math, and for social studies, Social Studies Alive. In addition, a total of 21 new Promethean Boards have been purchase, and over one dozen white boards were donated to Northridge Academy by a closing school. Thirty new laptops and a computer cart has been purchased as well.

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. Global Scholar Learning Goal Objectives and study guides have been printed. Classroom teachers teach from Global Scholar 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 Global Scholar 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 Global Scholar goals and assessment results, DIBELS, MEAP, Scholastic Reading Inventory, (SRI) Scholastic Math Inventory, (SMI) and pre and posttests. Parents and students are kept abreast of all assessment results, Global Scholar goals, and the proficiency of individual students. The school leader, and data coach monitor the progress of both teachers, and tutors.

Positive Behavior Intervention Support, a reward system has been 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.

At Northridge Academy all instructional staff is encouraged to actively participate. The core of the staff will change this upcoming year. In addition, two parents, and two students.

2013-14 most significant professional development activities:

“How to teach and reach the At-Risk Student”

“Applying Real-World Concepts to Science”

“Classroom Management”

Status of the curriculum

2014-15: 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 Support Program (PBS) in grades K-8.

A full-time Instructional Coach worked 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 up-dated 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.

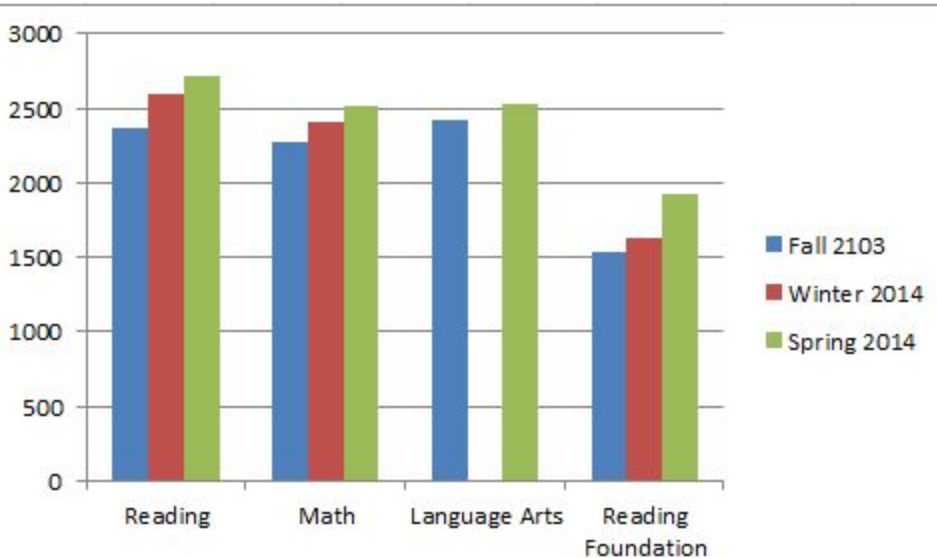
The math program utilized is Progressing in Math. Math is 90 minutes per day, and students are tiered based upon ability level. Both Success for All and Progressing in Math are aligned to Common Core Standards.

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 – Scantron/Global Scholars

2014-15: See narrative above

2013-14



Parent-Teacher Conferences: The number and percent of students represented by parents at parent-teacher conferences?

- 2014-15: 85% (250) of students enrolled attended our parent-teacher-student led conferences
- 2013-14: 65% (420) of 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

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Northridge Academy

M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	69.6%	3.6%	66.1%	26.8%	3.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	American Indian	2013-14	58.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	70.4%	3.7%	66.7%	25.9%	3.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	73%	2.7%	70.3%	27%	0%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	63.2%	5.3%	57.9%	26.3%	10.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	69.1%	3.6%	65.5%	27.3%	3.6%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	12.2%	0%	12.2%	36.6%	51.2%

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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 (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	54.2%	4.2%	50%	18.8%	27.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	American Indian	2014-15	44.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	12.5%	0%	12.5%	35%	52.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	53.2%	4.3%	48.9%	19.1%	27.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	14.3%	0%	14.3%	42.9%	42.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	73.9%	4.3%	69.6%	4.3%	21.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	10%	0%	10%	30%	60%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	36%	4%	32%	32%	32%

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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 (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	12.2%	0%	12.2%	36.6%	51.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	56.5%	4.3%	52.2%	17.4%	26.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	17.1%	4.9%	12.2%	31.7%	51.2%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	68.8%	6.3%	62.5%	25%	6.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	17.5%	5%	12.5%	32.5%	50%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	68.8%	6.3%	62.5%	25%	6.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10

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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 (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	16.7%	3.3%	13.3%	30%	53.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	94.4%	11.1%	83.3%	5.6%	0%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	18.2%	9.1%	9.1%	36.4%	45.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	53.3%	3.3%	50%	36.7%	10%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	15%	5%	10%	32.5%	52.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	67.4%	6.5%	60.9%	26.1%	6.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	34.3%	5.7%	28.6%	22.9%	42.9%

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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 (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2013-14	71.5%	62.1%	6.9%	55.2%	20.7%	17.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	34.3%	5.7%	28.6%	22.9%	42.9%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2013-14	50%	60.7%	7.1%	53.6%	21.4%	17.9%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2013-14	77.7%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	50%	5%	45%	30%	20%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2013-14	74.7%	72.7%	9.1%	63.6%	18.2%	9.1%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	13.3%	6.7%	6.7%	13.3%	73.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2013-14	68.4%	55.6%	5.6%	50%	22.2%	22.2%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	34.3%	5.7%	28.6%	22.9%	42.9%

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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 (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2013-14	59.2%	60.7%	7.1%	53.6%	21.4%	17.9%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2014-15	44.7%	32.4%	0%	32.4%	41.2%	26.5%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2013-14	60.4%	17.3%	1.9%	15.4%	38.5%	44.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2014-15	20%	33.3%	0%	33.3%	39.4%	27.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2013-14	34.6%	17.3%	1.9%	15.4%	38.5%	44.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2014-15	32%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2014-15	51.1%	43.8%	0%	43.8%	43.8%	12.5%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2013-14	62.5%	16.7%	0%	16.7%	45.8%	37.5%

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M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2014-15	38.6%	22.2%	0%	22.2%	38.9%	38.9%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2013-14	58.4%	17.9%	3.6%	14.3%	32.1%	50%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	33.3%	0%	33.3%	39.4%	27.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2013-14	45.4%	16%	0%	16%	40%	44%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2014-15	49.1%	29%	6.5%	22.6%	32.3%	38.7%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2013-14	72.7%	76.7%	16.7%	60%	23.3%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2014-15	25.2%	26.7%	6.7%	20%	33.3%	40%

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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 (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2013-14	49.7%	76.7%	16.7%	60%	23.3%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2014-15	56.3%	33.3%	11.1%	22.2%	27.8%	38.9%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2013-14	74.6%	77.8%	16.7%	61.1%	22.2%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2014-15	42.2%	23.1%	0%	23.1%	38.5%	38.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2013-14	70.9%	75%	16.7%	58.3%	25%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	29%	6.5%	22.6%	32.3%	38.7%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2013-14	60.1%	76.7%	16.7%	60%	23.3%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	11.4%	0%	11.4%	43.2%	45.5%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	11.6%	0%	11.6%	44.2%	44.2%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Female	2014-15	54.2%	5%	0%	5%	35%	60%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	16.7%	0%	16.7%	50%	33.3%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	9.8%	0%	9.8%	41.5%	48.8%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	57.1%	1.8%	55.4%	23.2%	19.6%
Mathematics	2nd Grade Content	American Indian	2013-14	33.7%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	African American	2013-14	18.2%	57.4%	1.9%	55.6%	24.1%	18.5%
Mathematics	2nd Grade Content	White	2013-14	46.6%	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	39.7%	64.9%	2.7%	62.2%	21.6%	13.5%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	42.1%	0%	42.1%	26.3%	31.6%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	56.4%	1.8%	54.5%	23.6%	20%
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	7.3%	0%	7.3%	22%	70.7%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	36.7%	2%	34.7%	14.3%	49%
Mathematics	3rd Grade Content	American Indian	2014-15	44.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	20.3%	7.5%	0%	7.5%	22.5%	70%
Mathematics	3rd Grade Content	African American	2013-14	18.2%	35.4%	0%	35.4%	14.6%	50%
Mathematics	3rd Grade Content	White	2013-14	52.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	14.3%	0%	14.3%	23.8%	61.9%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Female	2013-14	43.4%	39.1%	0%	39.1%	17.4%	43.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	0%	0%	0%	20%	80%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	34.6%	3.8%	30.8%	11.5%	53.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	7.3%	0%	7.3%	22%	70.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	38.3%	2.1%	36.2%	14.9%	46.8%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	<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	2013-14	45.2%	37.5%	4.2%	33.3%	29.2%	33.3%
Mathematics	4th Grade Content	African American	2014-15	13.2%	17.5%	2.5%	15%	25%	57.5%
Mathematics	4th Grade Content	African American	2013-14	20%	37.5%	4.2%	33.3%	29.2%	33.3%
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%	23.3%	63.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Female	2013-14	44.7%	38.9%	11.1%	27.8%	38.9%	22.2%
Mathematics	4th Grade Content	Male	2014-15	42.4%	27.3%	0%	27.3%	27.3%	45.5%
Mathematics	4th Grade Content	Male	2013-14	45.7%	36.7%	0%	36.7%	23.3%	40%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	15%	2.5%	12.5%	25%	60%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	34.8%	4.3%	30.4%	30.4%	34.8%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	8.6%	0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	All Students	2013-14	41.5%	27.6%	3.4%	24.1%	24.1%	48.3%
Mathematics	5th Grade Content	African American	2014-15	9.1%	8.6%	0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	African American	2013-14	17.6%	25%	3.6%	21.4%	25%	50%
Mathematics	5th Grade Content	White	2013-14	47.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	5%	0%	5%	45%	50%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Female	2013-14	40.9%	36.4%	9.1%	27.3%	27.3%	36.4%
Mathematics	5th Grade Content	Male	2014-15	34.1%	13.3%	0%	13.3%	20%	66.7%
Mathematics	5th Grade Content	Male	2013-14	42%	22.2%	0%	22.2%	22.2%	55.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	8.6%	0%	8.6%	34.3%	57.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2013-14	25.9%	28.6%	3.6%	25%	21.4%	50%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<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%
Mathematics	6th Grade Content	All Students	2013-14	39.2%	7.7%	0%	7.7%	17.3%	75%
Mathematics	6th Grade Content	African American	2014-15	9.4%	21.2%	3%	18.2%	24.2%	54.5%
Mathematics	6th Grade Content	African American	2013-14	15.3%	7.7%	0%	7.7%	17.3%	75%
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%
Mathematics	6th Grade Content	Female	2013-14	39.9%	4.2%	0%	4.2%	20.8%	75%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Male	2014-15	32.5%	22.2%	0%	22.2%	16.7%	61.1%
Mathematics	6th Grade Content	Male	2013-14	38.5%	10.7%	0%	10.7%	14.3%	75%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	21.2%	3%	18.2%	24.2%	54.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	23.5%	6%	0%	6%	16%	78%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2013-14	10.4%	<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	2013-14	34.5%	6.7%	3.3%	3.3%	36.7%	56.7%
Mathematics	7th Grade Content	African American	2014-15	10.6%	16.7%	3.3%	13.3%	33.3%	50%
Mathematics	7th Grade Content	African American	2013-14	11.4%	6.7%	3.3%	3.3%	36.7%	56.7%
Mathematics	7th Grade Content	White	2014-15	39%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33%	22.2%	5.6%	16.7%	22.2%	55.6%
Mathematics	7th Grade Content	Female	2013-14	33.8%	0%	0%	0%	33.3%	66.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Male	2014-15	33.5%	7.7%	0%	7.7%	53.8%	38.5%
Mathematics	7th Grade Content	Male	2013-14	35.3%	16.7%	8.3%	8.3%	41.7%	41.7%
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	2013-14	18.7%	6.7%	3.3%	3.3%	36.7%	56.7%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	4.7%	0%	4.7%	23.3%	72.1%
Mathematics	8th Grade Content	African American	2014-15	9.7%	4.8%	0%	4.8%	23.8%	71.4%
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	5.3%	0%	5.3%	10.5%	84.2%
Mathematics	8th Grade Content	Male	2014-15	31.8%	4.2%	0%	4.2%	33.3%	62.5%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	2.5%	0%	2.5%	25%	72.5%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	All Students	2014-15	12.4%	0%	0%	0%	22%	78%
Science	4th Grade Content	All Students	2013-14	16.8%	4%	0%	4%	28%	68%
Science	4th Grade Content	African American	2014-15	2%	0%	0%	0%	22.5%	77.5%
Science	4th Grade Content	African American	2013-14	3.3%	4%	0%	4%	28%	68%
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%	16.7%	83.3%
Science	4th Grade Content	Female	2013-14	15.9%	10.5%	0%	10.5%	31.6%	57.9%
Science	4th Grade Content	Male	2014-15	14.3%	0%	0%	0%	36.4%	63.6%
Science	4th Grade Content	Male	2013-14	17.7%	0%	0%	0%	25.8%	74.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0%	0%	0%	20%	80%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	4.2%	0%	4.2%	29.2%	66.7%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	All Students	2014-15	22.7%	6.5%	0%	6.5%	16.1%	77.4%
Science	7th Grade Content	All Students	2013-14	19.8%	0%	0%	0%	8.3%	91.7%
Science	7th Grade Content	African American	2014-15	5%	3.3%	0%	3.3%	16.7%	80%
Science	7th Grade Content	African American	2013-14	3.9%	0%	0%	0%	8.3%	91.7%
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%	11.1%	16.7%	72.2%
Science	7th Grade Content	Female	2013-14	17.5%	0%	0%	0%	10.5%	89.5%
Science	7th Grade Content	Male	2014-15	24.6%	0%	0%	0%	15.4%	84.6%
Science	7th Grade Content	Male	2013-14	22%	0%	0%	0%	5.9%	94.1%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	6.5%	0%	6.5%	16.1%	77.4%
Science	7th Grade Content	Economically Disadvantaged	2013-14	9.4%	0%	0%	0%	8.3%	91.7%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	All Students	2014-15	22.2%	0%	0%	0%	54.3%	45.7%
Social Studies	5th Grade Content	All Students	2013-14	26.5%	21.2%	0%	21.2%	42.4%	36.4%
Social Studies	5th Grade Content	African American	2014-15	5.4%	0%	0%	0%	54.3%	45.7%
Social Studies	5th Grade Content	African American	2013-14	8.1%	18.8%	0%	18.8%	43.8%	37.5%
Social Studies	5th Grade Content	White	2013-14	31.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	0%	0%	0%	60%	40%
Social Studies	5th Grade Content	Female	2013-14	25.2%	25%	0%	25%	41.7%	33.3%
Social Studies	5th Grade Content	Male	2014-15	23.8%	0%	0%	0%	46.7%	53.3%
Social Studies	5th Grade Content	Male	2013-14	27.8%	19%	0%	19%	42.9%	38.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	54.3%	45.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2013-14	13.2%	21.9%	0%	21.9%	40.6%	37.5%
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	2013-14	6.8%	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2014-15	29.7%	4.5%	0%	4.5%	22.7%	72.7%
Social Studies	8th Grade Content	African American	2014-15	9.1%	4.7%	0%	4.7%	23.3%	72.1%
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%	20%	80%
Social Studies	8th Grade Content	Male	2014-15	34%	8.3%	0%	8.3%	25%	66.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	2.4%	0%	2.4%	24.4%	73.2%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10

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M-STEP Grade 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
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No Data to Display

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	4th	All Students	2013-14	55.3%	100%	66.7%	33.3%	0%
Mathematics	4th	African American	2013-14	46.3%	100%	66.7%	33.3%	0%
Mathematics	4th	Male	2013-14	56.2%	100%	66.7%	33.3%	0%
Mathematics	4th	Economically Disadvantaged	2013-14	53.4%	100%	66.7%	33.3%	0%
Mathematics	5th	All Students	2013-14	56.8%	<10	<10	<10	<10
Mathematics	5th	African American	2013-14	44.8%	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	<10	<10	<10	<10
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10
Mathematics	6th	All Students	2013-14	65.3%	66.7%	0%	66.7%	33.3%
Mathematics	6th	African American	2013-14	54.7%	66.7%	0%	66.7%	33.3%
Mathematics	6th	Female	2013-14	66.5%	<10	<10	<10	<10
Mathematics	6th	Male	2013-14	64.5%	<10	<10	<10	<10
Mathematics	6th	Economically Disadvantaged	2013-14	62.8%	66.7%	0%	66.7%	33.3%
Mathematics	7th	All Students	2013-14	47.2%	33.3%	0%	33.3%	66.7%
Mathematics	7th	African American	2013-14	35.9%	33.3%	0%	33.3%	66.7%
Mathematics	7th	Female	2013-14	49%	0%	0%	0%	100%
Mathematics	7th	Male	2013-14	46.1%	<10	<10	<10	<10
Mathematics	7th	Economically Disadvantaged	2013-14	44.5%	20%	0%	20%	80%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	8th	All Students	2013-14	40.9%	60%	0%	60%	40%
Mathematics	8th	African American	2013-14	29.5%	60%	0%	60%	40%
Mathematics	8th	Female	2013-14	38.2%	<10	<10	<10	<10
Mathematics	8th	Male	2013-14	42.5%	50%	0%	50%	50%
Mathematics	8th	Economically Disadvantaged	2013-14	38.1%	60%	0%	60%	40%
Reading	4th	All Students	2013-14	45.6%	25%	0%	25%	75%
Reading	4th	African American	2013-14	35.2%	25%	0%	25%	75%
Reading	4th	Male	2013-14	45.4%	25%	0%	25%	75%
Reading	4th	Economically Disadvantaged	2013-14	41.3%	25%	0%	25%	75%
Reading	5th	All Students	2013-14	59.8%	<10	<10	<10	<10
Reading	5th	African American	2013-14	48.5%	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10
Reading	6th	All Students	2013-14	58.1%	33.3%	0%	33.3%	66.7%
Reading	6th	African American	2013-14	48.6%	33.3%	0%	33.3%	66.7%
Reading	6th	Female	2013-14	63.1%	<10	<10	<10	<10
Reading	6th	Male	2013-14	55.3%	<10	<10	<10	<10
Reading	6th	Economically Disadvantaged	2013-14	55.2%	33.3%	0%	33.3%	66.7%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	7th	All Students	2013-14	61.7%	66.7%	16.7%	50%	33.3%
Reading	7th	African American	2013-14	49%	66.7%	16.7%	50%	33.3%
Reading	7th	Female	2013-14	66.1%	50%	0%	50%	50%
Reading	7th	Male	2013-14	59.3%	<10	<10	<10	<10
Reading	7th	Economically Disadvantaged	2013-14	59.3%	60%	0%	60%	40%
Reading	8th	All Students	2013-14	69%	20%	20%	0%	80%
Reading	8th	African American	2013-14	54.3%	20%	20%	0%	80%
Reading	8th	Female	2013-14	71.2%	<10	<10	<10	<10
Reading	8th	Male	2013-14	67.8%	0%	0%	0%	100%
Reading	8th	Economically Disadvantaged	2013-14	65.9%	20%	20%	0%	80%

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	2nd Grade Content	All Students	2013-14	68.8%	<10	<10	<10	<10
Reading	2nd Grade Content	All Students	2013-14	77.1%	<10	<10	<10	<10
Mathematics	2nd Grade Content	African American	2013-14	61.4%	<10	<10	<10	<10
Reading	2nd Grade Content	African American	2013-14	70.2%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	66.3%	<10	<10	<10	<10
Reading	2nd Grade Content	Female	2013-14	79.6%	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10
Reading	2nd Grade Content	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10
Reading	4th Grade Content	All Students	2013-14	73.9%	<10	<10	<10	<10
Reading	4th Grade Content	African American	2013-14	70.9%	<10	<10	<10	<10
Reading	4th Grade Content	Female	2013-14	75.3%	<10	<10	<10	<10
Reading	4th Grade Content	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2013-14	73.8%	<10	<10	<10	<10
Reading	5th Grade Content	All Students	2013-14	86.8%	<10	<10	<10	<10
Mathematics	5th Grade Content	African American	2013-14	69.7%	<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	Percent Surpassed	Percent Attained	Percent Emerging
Reading	5th Grade Content	African American	2013-14	88.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2013-14	74.9%	<10	<10	<10	<10
Reading	5th Grade Content	Male	2013-14	86%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10
Reading	5th Grade Content	Economically Disadvantaged	2013-14	86.6%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2013-14	64.5%	<10	<10	<10	<10
Reading	6th Grade Content	All Students	2013-14	87.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2013-14	57.6%	<10	<10	<10	<10
Reading	6th Grade Content	African American	2013-14	88.2%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2013-14	62.8%	<10	<10	<10	<10
Reading	6th Grade Content	Female	2013-14	90.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2013-14	65.5%	<10	<10	<10	<10
Reading	6th Grade Content	Male	2013-14	86%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10
Reading	6th Grade Content	Economically Disadvantaged	2013-14	88.5%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2013-14	75.9%	<10	<10	<10	<10
Reading	7th Grade Content	All Students	2013-14	90.9%	<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	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2014-15	58.9%	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2013-14	67.6%	<10	<10	<10	<10
Reading	7th Grade Content	African American	2013-14	85.8%	<10	<10	<10	<10
ELA	7th Grade Content	African American	2014-15	62.5%	<10	<10	<10	<10
Science	7th Grade Content	African American	2014-15	39.2%	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73%	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	70.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2013-14	78%	<10	<10	<10	<10
Reading	7th Grade Content	Male	2013-14	90.1%	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	66.6%	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	54.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	77.1%	<10	<10	<10	<10
Reading	7th Grade Content	Economically Disadvantaged	2013-14	90.6%	<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	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10
Mathematics	8th Grade Content	African American	2014-15	58.1%	<10	<10	<10	<10
ELA	8th Grade Content	African American	2014-15	81.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	60.3%	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	87.6%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<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	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10
Mathematics	3rd Grade Content	African American	2014-15	76.3%	<10	<10	<10	<10
ELA	3rd Grade Content	African American	2014-15	78.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	74.2%	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	81.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2013-14	84.9%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2013-14	76.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2014-15	88.1%	<10	<10	<10	<10
Mathematics	4th Grade Content	African American	2013-14	86.4%	<10	<10	<10	<10
ELA	4th Grade Content	African American	2014-15	86.1%	<10	<10	<10	<10
ELA	4th Grade Content	African American	2013-14	77.5%	<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	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	African American	2014-15	89.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	79.1%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2013-14	85.4%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	83.4%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2013-14	80.8%	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	80.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	86.1%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	84.5%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2013-14	77%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	91.3%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	80.2%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	80.9%	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2014-15	79%	<10	<10	<10	<10
ELA	6th Grade Content	African American	2014-15	75.6%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	78.6%	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	84.8%	<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	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	80.4%	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	80.6%	<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	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Northridge Academy

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	Mathematics	98.1%	36.5%	99.6%	N/A
All Students	ELA	98.1%	48.5%	100%	N/A
All Students	Science	97.5%	22.2%	100%	N/A
All Students	Social Studies	97.4%	31.8%	100%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A
American Indian	ELA	98%	41.5%	<30	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.6%	N/A
African American	ELA	96.5%	24.5%	100%	N/A
African American	Science	95.4%	6.1%	100%	N/A
African American	Social Studies	95.2%	11%	100%	N/A
Asian	Mathematics	99.1%	66.3%	N/A	N/A
Asian	ELA	98.7%	70.2%	N/A	N/A
Asian	Science	99%	38%	N/A	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
Two or More Races	Science	98.5%	20.1%	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A
White	Mathematics	98.5%	42.5%	<30	N/A
White	ELA	98.5%	55%	<30	N/A
White	Science	98.1%	26.6%	<30	N/A
White	Social Studies	98%	37.3%	<30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.6%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A

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

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Accountability Details Graduation Data

Testing Group	Statewide	District
All Students	78.6%	N/A
American Indian	64.8%	N/A
African American	64.5%	N/A
Asian	89.1%	N/A
Hispanic of Any Race	68.8%	N/A
Migrant	63.2%	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A
Two or More Races	74.2%	N/A
White	82.9%	N/A
Female	82.9%	N/A
Male	74.4%	N/A
Economically Disadvantaged	65.6%	N/A
English Language Learners	68.2%	N/A
Students With Disabilities	55.1%	N/A
Homeless	54.0%	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District
All Students	94.7%	91.5%

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



03/17/2016

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Accountability Status District Data

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



03/17/2016

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report Northridge Academy

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	22	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%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	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	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/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.

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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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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 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	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
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.

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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