



4100 W. Coldwater Road
Flint, Michigan 48504
810.785.8811

May 11, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the 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 Northridge Academy for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.northridgeflint.com/>, or you may review a copy in the main office at your child's school.

For the 2016-2017 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

The Academy has not been given one of these labels.

Northridge Academy thrives in an environment with a population of students who contain many challenges with excessive transiency, and a lack of respect for learning and achievement with a open display of hopelessness, helplessness. Often times education is not a priority for most of our students. Students are not intrinsically motivated. Although the Academy face such challenges, we are able to transform the mindset of our students and their families into children with a desire and ability to overcome their challenges and face them head on with success being the result.

Key initiatives that Northridge Academy has in place by school design:

Instructional time, fiscal, and material resources are more than sufficient to support the purpose and direction of the Academy.

The Academy follows a rigorous daily master schedule with the inclusion of a daily 90 minute Success for All reading block set aside for the school's daily tiered reading schedule, and 30 minutes for the school's daily 30 minute math tiered block and has transitioned into a "Balanced Calendar" with small intercessions throughout the academic year. We employ two full-time interventionist instructional para's to work specifically with primary grades K-3 students in the area of reading, vocabulary, phonics, and math to more adequately prepare our students for elementary grades. We use the State of Michigan and Common Core Standards as a curricular framework. For our measurement of academic growth the Academy uses Naiku Assessment as our electronic teacher created assessment of what has been taught, NWEA quarterly benchmark assessments, and yearly state mandated M-Step Assessment. 1) Center-based learning is highly encouraged and implemented with flexible seating in our classrooms. The following technology have been purchased: 65 Near-Pods including full use of the website, 90 laptops, 290 Chromebooks, 36 desktops, 18 document cameras, 10 Mobi boards, and 10 iPads. Every classroom has a Promethean board whether the classroom is occupied or not with a total of 19 promethean boards. Software licenses for Reading A-Z, Naiku, MobiMax, Discovery Education, TCI for social studies and science, and Near-Pod, Flocabulary, Brain-POP, and vocabulary workshop. One of our classrooms used specifically for our FOSS/Delta Science Kits, math manipulatives in the amount that every classroom teacher is able to create math kits for each student in their class.

State law requires that we also report additional information:

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:

The academy had 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:

- 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.
- 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%

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 pull-out 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. 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 NWEA goals and assessment results, DIBELS, M-Step, and Naiku. Parents and students are kept abreast of all assessment results, 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 encourage 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:

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- NWEA MAP Data: 2015-2016 Fall to Spring by Grade Level

In the table below shows students' Fall Mean RIT, their Spring Mean RIT, the growth attained, and the percentile that growth places them for each grade level 2-8(10). It is the goal that all grade levels would attain growth that places them at or above the 50th percentile in both

reading and math. Boxes shaded in green are grades and subjects where that metric was met; boxes shaded in red are grades and subjects where the metric was not met.

		Reading	Math
2	Fall Mean RIT	159.3	165.8
	Fall Achievement Percentile	1	3
	Spring Mean RIT	207.6	198.5
	Spring Achievement Percentile	99	84
	Growth Achieved	48.3	32.7
	Growth Percentile	99	99
3	Fall Mean RIT	172.1	173.4
	Fall Achievement Percentile	1	1
	Spring Mean RIT	186.7	192.6
	Spring Achievement Percentile	4	5
	Growth Achieved	14.6	19.2
	Growth Percentile	95	99
4	Fall Mean RIT	186.6	187.7
	Fall Achievement Percentile	4	1
	Spring Mean RIT	196.9	201.3
	Spring Achievement Percentile	8	4
	Growth Achieved	10.3	13.6
	Growth Percentile	90	94
5	Fall Mean RIT	194.3	195.3
	Fall Achievement Percentile	3	1
	Spring Mean RIT	204.2	204.0
	Spring Achievement Percentile	11	2
	Growth Achieved	9.9	8.7

	Growth Percentile	97	57
6	Fall Mean RIT	202.6	205.8
	Fall Achievement Percentile	9	5
	Spring Mean RIT	208.7	214.7
	Spring Achievement Percentile	14	9
	Growth Achieved	6.1	8.9
	Growth Percentile	72	82
7	Fall Mean RIT	211.8	216.2
	Fall Achievement Percentile	34	20
	Spring Mean RIT	217.8	223.2
	Spring Achievement Percentile	48	26
	Growth Achieved	6.0	7.0
	Growth Percentile	89	75
8	Fall Mean RIT	212.5	217.4
	Fall Achievement Percentile	26	16
	Spring Mean RIT	214.0	226.2
	Spring Achievement Percentile	21	31
	Growth Achieved	1.5	8.8
	Growth Percentile	24	99

**Aggregate Student Achievement- NWEA MAP Data:
2016-2017 Fall to Spring by Grade Level**

In the table below shows students' Fall Mean RIT, their Spring Mean RIT, the growth attained, and the percentile that growth places them for each grade level 2-8 (10). It is the goal that all grade levels would attain growth that places them at or above the 50th percentile in both reading and math. Boxes shaded in green are grades and subjects where that metric was met; boxes shaded in red are grades and subjects where the metric was not met.

		Reading	Math
2	Fall Mean RIT	162.0	172.9
	Fall Achievement Percentile	2	25
	Spring Mean RIT	189.7	199.1
	Spring Achievement Percentile	56	87
	Growth Achieved	27.8	26.2
	Growth Percentile	99	99
3	Fall Mean RIT	173.4	179.3
	Fall Achievement Percentile	1	3
	Spring Mean RIT	194.3	208.6
	Spring Achievement Percentile	26	79
	Growth Achieved	20.9	29.3
	Growth Percentile	99	99
4	Fall Mean RIT	185.6	185.9
	Fall Achievement Percentile	3	1
	Spring Mean RIT	207.2	210.4
	Spring Achievement Percentile	58	33
	Growth Achieved	21.5	24.6
	Growth Percentile	99	99
5	Fall Mean RIT	196.1	197.0
	Fall Achievement Percentile	6	2
	Spring Mean RIT	204.3	210.5
	Spring Achievement Percentile	12	9
	Growth Achieved	8.3	13.6
	Growth Percentile	84	98
6	Fall Mean RIT	202.3	202.2
	Fall Achievement Percentile	8	2
	Spring Mean RIT	209.7	216.2
	Spring Achievement Percentile	17	13
	Growth Achieved	7.4	14.0
	Growth Percentile	90	99
7	Fall Mean RIT	207.6	212.2
	Fall Achievement Percentile	15	9
	Spring Mean RIT	212.3	221.7
	Spring Achievement Percentile	19	21
	Growth Achieved	4.7	9.5
	Growth Percentile	68	98
8	Fall Mean RIT	219.4	224.1
	Fall Achievement Percentile	61	40

	Spring Mean RIT	223.1	232.0
	Spring Achievement Percentile	66	54
	Growth Achieved	3.7	7.8
	Growth Percentile	67	95

2015-2016 M-Step Proficiency by Grade-Level in Percent (overall)				
Grade	ELA (percent)	Math (percent)	Social Studies (percent)	Science (percent)
3	14.0	14.0		
4	15.2	0		0
5	29.3	4.9	2.4	
6	22.6	6.5		
7	51.7	24.1		13.8
8	45.8	8.3	4.2	
3-8 Aggregate	27.9	9.5	3.1	6.5
2016-2017 M-Step Proficiency by Grade Level in Percent (overall)				
Grade	ELA (percent)	Math (percent)	Social Studies (percent)	Science (percent)
3	12.1	54.5		
4	9.7	6.5		0
5	29.0	3.2	6.5	
6	25.7	25.7		
7	36	16		0
8	65.2	26.1	17.4	
3-8 Aggregate	27.5	22.5	11.1	0

Parent-Teacher Conferences:

15/16: 276 students, 86%

16/17: 267 Students, 76 %

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 Brown
Northridge Academy
School Leader

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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	2015-16	46.0%	14.0%	4.7%	9.3%	11.6%	74.4%
ELA	3rd Grade Content	All Students	2016-17	44.1%	12.1%	6.1%	6.1%	24.2%	63.6%
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	Black or African American	2016-17	19.9%	6.5%	3.2%	3.2%	25.8%	67.7%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	51.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	14.3%	7.1%	7.1%	10.7%	75.0%
ELA	3rd Grade Content	Female	2016-17	47.7%	15.8%	10.5%	5.3%	21.1%	63.2%
ELA	3rd Grade Content	Male	2015-16	42.6%	13.3%	0.0%	13.3%	13.3%	73.3%
ELA	3rd Grade Content	Male	2016-17	40.7%	7.1%	0.0%	7.1%	28.6%	64.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	14.0%	4.7%	9.3%	11.6%	74.4%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	12.1%	6.1%	6.1%	24.2%	63.6%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<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	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	15.2%	0.0%	15.2%	21.2%	63.6%
ELA	4th Grade Content	All Students	2016-17	44.2%	9.7%	0.0%	9.7%	19.4%	71.0%
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	2015-16	20.4%	15.6%	0.0%	15.6%	21.9%	62.5%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	9.7%	0.0%	9.7%	19.4%	71.0%
ELA	4th Grade Content	Female	2015-16	50.9%	15.0%	0.0%	15.0%	20.0%	65.0%
ELA	4th Grade Content	Female	2016-17	48.6%	9.1%	0.0%	9.1%	22.7%	68.2%
ELA	4th Grade Content	Male	2015-16	41.8%	15.4%	0.0%	15.4%	23.1%	61.5%
ELA	4th Grade Content	Male	2016-17	39.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	15.6%	0.0%	15.6%	21.9%	62.5%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	9.7%	0.0%	9.7%	19.4%	71.0%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<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	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	29.3%	2.4%	26.8%	29.3%	41.5%
ELA	5th Grade Content	All Students	2016-17	51.1%	29.0%	3.2%	25.8%	25.8%	45.2%
ELA	5th Grade Content	American Indian or Alaska Native	2016-17	45.6%	<10	<10	<10	<10	<10
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	Black or African American	2016-17	24.8%	30.0%	3.3%	26.7%	23.3%	46.7%
ELA	5th Grade Content	Female	2015-16	55.8%	23.1%	3.8%	19.2%	38.5%	38.5%
ELA	5th Grade Content	Female	2016-17	56.0%	38.9%	5.6%	33.3%	27.8%	33.3%
ELA	5th Grade Content	Male	2015-16	45.5%	40.0%	0.0%	40.0%	13.3%	46.7%
ELA	5th Grade Content	Male	2016-17	46.2%	15.4%	0.0%	15.4%	23.1%	61.5%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	30.8%	2.6%	28.2%	28.2%	41.0%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	30.0%	3.3%	26.7%	26.7%	43.3%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<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	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	22.6%	0.0%	22.6%	35.5%	41.9%
ELA	6th Grade Content	All Students	2016-17	43.6%	25.7%	8.6%	17.1%	25.7%	48.6%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	22.6%	0.0%	22.6%	35.5%	41.9%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	26.5%	8.8%	17.6%	26.5%	47.1%
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	26.3%	0.0%	26.3%	42.1%	31.6%
ELA	6th Grade Content	Female	2016-17	48.7%	23.5%	5.9%	17.6%	35.3%	41.2%
ELA	6th Grade Content	Male	2015-16	40.4%	16.7%	0.0%	16.7%	25.0%	58.3%
ELA	6th Grade Content	Male	2016-17	38.7%	27.8%	11.1%	16.7%	16.7%	55.6%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	24.1%	0.0%	24.1%	31.0%	44.8%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	25.7%	8.6%	17.1%	25.7%	48.6%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<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	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	51.7%	3.4%	48.3%	24.1%	24.1%
ELA	7th Grade Content	All Students	2016-17	44.8%	36.0%	4.0%	32.0%	40.0%	24.0%
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	Black or African American	2016-17	21.1%	36.0%	4.0%	32.0%	40.0%	24.0%
ELA	7th Grade Content	Female	2015-16	53.8%	64.3%	0.0%	64.3%	28.6%	7.1%
ELA	7th Grade Content	Female	2016-17	50.9%	50.0%	6.3%	43.8%	31.3%	18.8%
ELA	7th Grade Content	Male	2015-16	40.6%	40.0%	6.7%	33.3%	20.0%	40.0%
ELA	7th Grade Content	Male	2016-17	39.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	53.6%	3.6%	50.0%	21.4%	25.0%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	36.0%	4.0%	32.0%	40.0%	24.0%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<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	8th Grade Content	All Students	2015-16	48.9%	45.8%	12.5%	33.3%	33.3%	20.8%
ELA	8th Grade Content	All Students	2016-17	48.0%	65.2%	13.0%	52.2%	26.1%	8.7%
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	Black or African American	2016-17	24.0%	65.2%	13.0%	52.2%	26.1%	8.7%
ELA	8th Grade Content	Female	2015-16	54.9%	46.2%	23.1%	23.1%	30.8%	23.1%
ELA	8th Grade Content	Female	2016-17	54.9%	70.0%	20.0%	50.0%	30.0%	0.0%
ELA	8th Grade Content	Male	2015-16	43.0%	45.5%	0.0%	45.5%	36.4%	18.2%
ELA	8th Grade Content	Male	2016-17	41.4%	61.5%	7.7%	53.8%	23.1%	15.4%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	45.8%	12.5%	33.3%	33.3%	20.8%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	68.2%	13.6%	54.5%	27.3%	4.5%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	14.0%	0.0%	14.0%	37.2%	48.8%

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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	3rd Grade Content	All Students	2016-17	46.8%	54.5%	18.2%	36.4%	45.5%	0.0%
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	Black or African American	2016-17	20.6%	51.6%	19.4%	32.3%	48.4%	0.0%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	54.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	17.9%	0.0%	17.9%	28.6%	53.6%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	47.4%	10.5%	36.8%	52.6%	0.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	6.7%	0.0%	6.7%	53.3%	40.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	64.3%	28.6%	35.7%	35.7%	0.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	14.0%	0.0%	14.0%	37.2%	48.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	54.5%	18.2%	36.4%	45.5%	0.0%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<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
Mathematics	4th Grade Content	All Students	2015-16	44.0%	0.0%	0.0%	0.0%	54.5%	45.5%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	6.5%	0.0%	6.5%	54.8%	38.7%
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	2015-16	15.1%	0.0%	0.0%	0.0%	56.3%	43.8%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	6.5%	0.0%	6.5%	54.8%	38.7%
Mathematics	4th Grade Content	Female	2015-16	42.1%	0.0%	0.0%	0.0%	60.0%	40.0%
Mathematics	4th Grade Content	Female	2016-17	39.6%	4.5%	0.0%	4.5%	50.0%	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	Male	2016-17	44.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	0.0%	0.0%	0.0%	53.1%	46.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	6.5%	0.0%	6.5%	54.8%	38.7%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<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
Mathematics	5th Grade Content	All Students	2015-16	33.8%	4.9%	0.0%	4.9%	19.5%	75.6%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	3.2%	3.2%	0.0%	48.4%	48.4%
Mathematics	5th Grade Content	American Indian or Alaska Native	2016-17	28.4%	<10	<10	<10	<10	<10
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	Black or African American	2016-17	9.4%	3.3%	3.3%	0.0%	50.0%	46.7%
Mathematics	5th Grade Content	Female	2015-16	31.7%	7.7%	0.0%	7.7%	11.5%	80.8%
Mathematics	5th Grade Content	Female	2016-17	32.6%	5.6%	5.6%	0.0%	38.9%	55.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	5th Grade Content	Male	2016-17	37.4%	0.0%	0.0%	0.0%	61.5%	38.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	5.1%	0.0%	5.1%	20.5%	74.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	3.3%	3.3%	0.0%	46.7%	50.0%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<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
Mathematics	6th Grade Content	All Students	2015-16	32.8%	6.5%	3.2%	3.2%	29.0%	64.5%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	25.7%	11.4%	14.3%	22.9%	51.4%
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	Black or African American	2016-17	9.3%	26.5%	11.8%	14.7%	20.6%	52.9%
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	0.0%	0.0%	0.0%	31.6%	68.4%
Mathematics	6th Grade Content	Female	2016-17	33.1%	11.8%	5.9%	5.9%	23.5%	64.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	16.7%	8.3%	8.3%	25.0%	58.3%
Mathematics	6th Grade Content	Male	2016-17	35.2%	38.9%	16.7%	22.2%	22.2%	38.9%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	6.9%	3.4%	3.4%	27.6%	65.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	25.7%	11.4%	14.3%	22.9%	51.4%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<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
Mathematics	7th Grade Content	All Students	2015-16	35.3%	24.1%	3.4%	20.7%	27.6%	48.3%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	16.0%	0.0%	16.0%	48.0%	36.0%
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	Black or African American	2016-17	10.8%	16.0%	0.0%	16.0%	48.0%	36.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	21.4%	7.1%	14.3%	28.6%	50.0%
Mathematics	7th Grade Content	Female	2016-17	35.1%	18.8%	0.0%	18.8%	43.8%	37.5%
Mathematics	7th Grade Content	Male	2015-16	36.1%	26.7%	0.0%	26.7%	26.7%	46.7%
Mathematics	7th Grade Content	Male	2016-17	37.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	25.0%	3.6%	21.4%	28.6%	46.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	16.0%	0.0%	16.0%	48.0%	36.0%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	16.7%	4.2%	12.5%	29.2%	54.2%

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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
Mathematics	8th Grade Content	All Students	2016-17	33.5%	26.1%	8.7%	17.4%	47.8%	26.1%
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	Black or African American	2016-17	10.1%	26.1%	8.7%	17.4%	47.8%	26.1%
Mathematics	8th Grade Content	Female	2015-16	34.1%	23.1%	7.7%	15.4%	30.8%	46.2%
Mathematics	8th Grade Content	Female	2016-17	35.2%	30.0%	10.0%	20.0%	40.0%	30.0%
Mathematics	8th Grade Content	Male	2015-16	31.4%	9.1%	0.0%	9.1%	27.3%	63.6%
Mathematics	8th Grade Content	Male	2016-17	31.8%	23.1%	7.7%	15.4%	53.8%	23.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	16.7%	4.2%	12.5%	29.2%	54.2%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	27.3%	9.1%	18.2%	50.0%	22.7%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	39.4%	60.6%
Science	4th Grade Content	All Students	2016-17	14.6%	0.0%	0.0%	0.0%	6.7%	93.3%

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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
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	2015-16	2.4%	0.0%	0.0%	0.0%	37.5%	62.5%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	6.7%	93.3%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	45.0%	55.0%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	9.5%	90.5%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	30.8%	69.2%
Science	4th Grade Content	Male	2016-17	16.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	40.6%	59.4%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	0.0%	0.0%	0.0%	6.7%	93.3%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	13.8%	0.0%	13.8%	27.6%	58.6%
Science	7th Grade Content	All Students	2016-17	22.7%	0.0%	0.0%	0.0%	32.0%	68.0%

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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	Black or African American	2015-16	5.4%	13.8%	0.0%	13.8%	27.6%	58.6%
Science	7th Grade Content	Black or African American	2016-17	5.1%	0.0%	0.0%	0.0%	32.0%	68.0%
Science	7th Grade Content	Female	2015-16	22.6%	14.3%	0.0%	14.3%	28.6%	57.1%
Science	7th Grade Content	Female	2016-17	21.2%	0.0%	0.0%	0.0%	31.3%	68.8%
Science	7th Grade Content	Male	2015-16	25.1%	13.3%	0.0%	13.3%	26.7%	60.0%
Science	7th Grade Content	Male	2016-17	24.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	14.3%	0.0%	14.3%	28.6%	57.1%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	0.0%	0.0%	0.0%	32.0%	68.0%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10
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	All Students	2016-17	21.6%	6.5%	3.2%	3.2%	77.4%	16.1%
Social Studies	5th Grade Content	American Indian or Alaska Native	2016-17	18.3%	<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
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	Black or African American	2016-17	4.8%	6.7%	3.3%	3.3%	76.7%	16.7%
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	Female	2016-17	19.3%	5.6%	5.6%	0.0%	77.8%	16.7%
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	Male	2016-17	23.9%	7.7%	0.0%	7.7%	76.9%	15.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	2.6%	0.0%	2.6%	74.4%	23.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	6.7%	3.3%	3.3%	76.7%	16.7%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10
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	All Students	2016-17	31.4%	17.4%	0.0%	17.4%	56.5%	26.1%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	4.2%	0.0%	4.2%	45.8%	50.0%

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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
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	17.4%	0.0%	17.4%	56.5%	26.1%
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	Female	2016-17	28.6%	10.0%	0.0%	10.0%	60.0%	30.0%
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	Male	2016-17	34.0%	23.1%	0.0%	23.1%	53.8%	23.1%
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	Economically Disadvantaged	2016-17	16.4%	18.2%	0.0%	18.2%	59.1%	22.7%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10



04/17/2018

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SAT

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

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<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	Male	2016-17	68.8%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<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

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<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	2015-16	43.3%	<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	2015-16	57.5%	<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	2015-16	91.9%	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	<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	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<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	2015-16	43.9%	<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
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No Data to Display

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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

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	ELA	98.6%	49.5%	100.0%	30.7%
All Students	Mathematics	98.7%	39.1%	99.5%	24.4%
All Students	Science	97.9%	24.9%	100.0%	5.4%
All Students	Social Studies	97.8%	33.7%	100.0%	12.7%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30
Asian	ELA	99.1%	70.5%	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	30.2%
Black or African American	Mathematics	97.5%	14.2%	99.4%	23.8%
Black or African American	Science	96.0%	7.0%	100.0%	5.4%
Black or African American	Social Studies	95.9%	11.2%	100.0%	13.0%
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30
Hispanic of Any Race	Science	97.7%	13.5%	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	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*
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	N/A	N/A
Two or More Races	Mathematics	98.6%	35.1%	N/A	N/A
Two or More Races	Science	97.7%	21.9%	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	N/A	N/A
White	ELA	98.9%	56.1%	<30	<30
White	Mathematics	99.0%	45.6%	<30	<30
White	Science	98.4%	29.7%	N/A	N/A
White	Social Studies	98.3%	39.7%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	31.0%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.5%	24.7%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	5.4%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	13.2%
English Learners	ELA	98.6%	24.0%	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	N/A	N/A
English Learners	Science	98.4%	5.0%	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30

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

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

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Accountability Details Attendance Data

Student Group	Statewide	District
All Students	84.41%	57.00%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Northridge Academy	51.12	71.37	N/A	N/A	57.91	100.00	N/A	62.28

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	20	4	1
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District (Northridge Academy - 08721)	0	20	4	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
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers (Northridge Academy - 08721)	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	24.0%
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification (Northridge Academy - 08721)	24.0%

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NAEP Grade 4 Math

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

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

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NAEP Grade 8 Math

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

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

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NAEP Grade 12 Math

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

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

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NAEP Grade 4 Reading

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

Rounds to zero

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

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NAEP Grade 8 Reading

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

Rounds to zero

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

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NAEP Grade 12 Reading

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

Rounds to zero

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

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NAEP Participation Data

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