



Global Preparatory Academy Annual Education Report (AER) Cover Letter

April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Global Preparatory 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. Woods for assistance.

The AER is available for you to review electronically by visiting the following websites [http://www.munetrix.com/Michigan/Schools/GDR/Macomb-
ISD/PSA/Global-Preparatory-Academy](http://www.munetrix.com/Michigan/Schools/GDR/Macomb-ISD/PSA/Global-Preparatory-Academy) or <https://goo.gl/QJuJPb> . You may review a copy in the main office at your child's school.

Global Preparatory Academy has challenges not unlike many other schools in the state, which is to create a learning environment that promotes student achievement, build character and develop a teamwork approach to solving problems, with a high level of parent involvement. Our students arrive with significant academic challenges and many are below grade level.

Student achievement data, including State test data, NWEA data, and local and formative assessment data is analyzed and discussed by the Leadership Team and School Improvement Sub-group Teams. Results of the analysis determine the school's focus areas and are shared and confirmed by the staff, parents, and board members. We have determined that an increased focus on differentiation of instruction will improve overall student performance, particularly through meeting more directly the needs of the school's at risk students. Title I teachers will collaborate with teachers as they will work with support staff in the development of Individualized Student learning Plans to create targeted interventions for at risk students. Additionally, increased differentiation and academic enrichment opportunities will be provided for higher-level learners as well.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2014-2015

Global Preparatory Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based

on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

During the open enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of open enrollment, all applications received during the open enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

Once students are enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period. In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade.

2013-2014

Global Preparatory Academy is a state-funded, public school academy. Therefore, there is no cost to attend and is open to any Pre-K through 8th grade student living in the state of Michigan. Enrollment applications are accepted and placement is made into various grade levels based on available spaces at each grade level. As the Academy is its own district, all district pupils are assigned to this building.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2014-2015

The school's School Improvement Team reviews data formally and informally throughout the school year as part of its continuous school improvement process. In spring 2014, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Northwest Evaluation Association’s (NWEA)
- Classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent and staff surveys
- Programs and Processes Data

The school annually evaluates the implementation of our school improvement efforts through the school improvement process. While the school regularly assesses our needs, when engaged in the school improvement process we specifically consider student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of our school improvement plan on meeting identified needs. The school improvement process is an ongoing, cyclical effort that encompasses capturing, analyzing, and reporting data; prioritizing needs based on data; communicating priorities; organizing and implementing specific action in accordance with priorities; and evaluating progress. The evaluation of progress during the improvement process allows the school to assess the degree to which our school improvement plan is successful and fosters conversation for adjustments for overall improvement efforts.

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

GOAL 1:	All students at Global Preparatory Academy will be proficient in Science.
Data to support goal selection:	Based on the review of student achievement, using M-STEP data, 0% of 4 th grade students are proficient in science and 13% of 8 th Grade students are scoring proficient compared to the goal of 100% proficient.
Planned Strategies and Interventions:	<ol style="list-style-type: none"> 1. Hands-On Learning Opportunities - Multiple Hands-on learning opportunities will be offered to students in grades K-8. 2. Create an inquiry based, problem solving initiative within the school community - Under the direction of the principal, all staff will facilitate meaningful, conceptual and experimentally rich scientific exploration. There will be a spirit of problem solving, investigation, and explanation incorporated into the cross

	curricular teaching of the scientific method.
Implications for next year:	Extended Day Learning opportunities will continue to be available for students performing below grade level. The Title I program will continue to offer individualized and small group instruction for students. Teachers will continue to utilize Individualized Student Learning Plans and progress monitor student achievement.
GOAL 2:	All students will be proficient in Mathematics.
Data to support goal selection:	Based on the review of student achievement data sources, M-STEP and NWEA, students have not increased their scores by 25% from last school year.
Planned Strategies and Interventions:	<ol style="list-style-type: none"> 1. Additional support will be given to students who are identified as "at risk", through the Academy's RTI process, by a Title One Aide during regular classroom instructional time. 2. Certified staff will serve as math interventionist for the Academy's embedded intervention program to take place for the last 45 minutes of the day four days a week.
Implications for next year:	Extended Day Learning opportunities will continue to be available for students performing below grade level. The Title I program will continue to offer individualized and small group instruction for students. Teachers will continue to utilize Individualized Student Learning Plans and progress monitor student achievement.
GOAL 3:	All students at Global Preparatory Academy will become proficient in Social Studies.
Data to support goal selection:	Based on the review of student achievement, using M-STEP data, 0% of 5 th grade students are proficient in social studies and 10% of 8 th grade students are scoring proficient compared to the goal of 100% proficient.
Planned Strategies and Interventions:	<ol style="list-style-type: none"> 1. Students in grades K-8 will participate in Service Learning Projects that support the Academy's Social Studies curriculum. 2. Students in grades K-8 will receive real world experiences that connect to the Academy's

	science curriculum.
Implications for next year:	Extended Day Learning opportunities will continue to be available for students performing below grade level. The Title I program will continue to offer individualized and small group instruction for students. Teachers will continue to utilize Individualized Student Learning Plans and progress monitor student achievement.

As students are not reaching their academic goals, we must continue to improve our differentiated instruction for all students, providing additional instructional support for students at-risk of not meeting state standards, and provide on-going professional development and coaching to meet the individual needs of teachers and support staff. Academic intervention support is offered if students are below grade level in reading or math. Services are provided by reading/math paraprofessionals who push-in to support the classroom teachers' goals with each student.

2013-2014

The Board of Directors supports the concept of school improvement as established by the State Board of Education. School improvement plans are developed and implemented by Global Preparatory Academy teams that work collaboratively so that building level goals for students can be identified and achieved through effective planning, problem-solving, and assessments. Each year, the school improvement plan is reviewed and modified based upon data collection that determines the level of accomplishment of performance objectives and program goals.

GOAL:	All students will be proficient in Reading.
Data to support goal selection:	Based on the review of student achievement, using MEAP and Scantron's Performance Series as data sources, 57.3% of students are scoring proficient compared to the goal of 100% proficient.
Planned Strategies and Interventions:	Staff will utilize PLC's to review data such as teacher made assessments, Running Records, and Scantron's Performance Series and plan for use of best practices in each class. The Academy will continue the use of Daily 5 and Orton Gillingham to impact student learning, focusing on Phonemic Awareness, Fluency, Comprehension, and Vocabulary.
Implications for next year:	Extended Day Learning opportunities will continue to be available for students performing below grade level. The Title I program will continue to

	offer individualized and small group instruction for students. Teachers will continue to utilize Individualized Student Learning Plans and progress monitor student achievement.
GOAL:	All students will be proficient in Mathematics.
Data to support goal selection:	Based on the review of student achievement data sources, MEAP and Scantron's Performance Series, only 69% of students are scoring proficient on both measures compared to the goal of 100% proficient.
Planned Strategies and Interventions:	Teachers and instructional coach will map the curriculum and review pacing guides for math Common Core standards and GLCE's, review instructional strategies, incorporate differentiated Instruction, and focus on best practices for all students.
Implications for next year:	Extended Day Learning opportunities will continue to be available for students performing below grade level. The Title I program will continue to offer individualized and small group instruction for students. Teachers will continue to utilize Individualized Student Learning Plans and progress monitor student achievement.
GOAL:	All students will be proficient in Social Studies.
Data to support goal selection:	Based on the review of student achievement on the MEAP, only 10% of students scored proficient on the measure compared to the goal of 100%.
Planned Strategies and Interventions:	Teachers and instructional coach will align Curriculum Crafter Tool online Social Studies GLCE's with lesson plans to improve social studies instruction. Teachers will use the Michigan Citizenship Collaborative Curriculum as a resource for Social Studies.
Implications for next year	GPA will continue to utilize Individualized Student Learning Plans and progress monitor student achievement. Additionally, the extended day program will expand its focus to include more emphasis on Social Studies.
Goal:	All students will be proficient in Science.
Data to support goal selection:	Based on the review of student achievement, using MEAP and Scantron's Performance Series as Data Sources, 29% of students are scoring proficient compared to the goal of 100%.

Planned Strategies and Interventions:	Teachers and instructional coach will work to map curriculum and review pacing guides for science GLCE's, review instructional strategies, incorporate differentiated Instruction, and focus on best practices for all students. Teachers will include more hands-on instruction for Science.
Implications for next year:	GPA will continue to utilize Individualized Student Learning Plans and progress monitor student achievement. Additionally, the extended day program will expand its focus to include more emphasis on Science. Full Option Science Systems (FOSS) kits will be used to enhance learning. Title I services will be used to support academic growth in Science.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not applicable

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

2014-2015

The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). All students are expected to reach the CCSS and GLCE goals; however, modifications/accommodations are sometimes necessary to ensure learning for all students.

This support comes through classroom differentiation, in-class support services, targeted resources, and out of class intervention all of which are designed to accelerate student growth. In addition to the core subjects, students participate in enrichment courses such as physical education, art, foreign language and technology. These courses provide students with diverse opportunities to integrate knowledge and content from different courses and demonstrate skill mastery through authentic assessments.

A copy of the core curriculum can be obtained by parents written request submitted to the school administration or by visiting Global Preparatory Academy's main office. In 2014-2015, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

2013- 2014

Core Curriculum

The curricula implemented at Global Preparatory Academy is based on the Kent County Collaborative Core Curriculum (KC4) from the Kent ISD. The curriculum is aligned with the Common Core standards and Grade Level Content Expectations. Academy staff is continually updated on the changes to the state's curriculum to meet necessary requirements and are committed to meet the challenges laid out by this legislation. Grade level teachers, as well as content area teachers, work together to design curricular goals within each core subject area, and to discuss ways to improve student performance. In addition to the core subjects, students participate in enrichment courses such as physical education, art, foreign language and technology. These courses provide students with diverse opportunities to integrate knowledge and content from different courses and demonstrate skill mastery through authentic assessments.

The core curriculum and a description of its implementation is available at the main office of Global Preparatory Academy.

English Language Arts

The English Language Arts curriculum follows the Common Core State Standards. The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. Currently forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.

Math

The Math curriculum follows the Common Core State Standards. The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. Currently forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education.

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

Comparison data for 2014-2015 NWEA to 2013-2014 PST

2014-2015: NWEA Math Results						
Grade Level	# Students Tested	Fall	Spring	Growth	College Readiness	Gap
2nd	21	164	183	19	191	-8
3rd	23	183	193	10	204	-11
4th	17	187	199	12	214	-15
5th	21	200	209	9	224	-15
6th	19	207	210	3	229	-19
7th	26	212	218	6	236	-18
8th	10	219	226	7	242	-16

2014-2015: NWEA Reading Results						
Grade Level	# Students Tested	Fall	Spring	Growth	College Readiness	Gap
2nd	21	159	181	22	190	-9
3rd	23	174	190	16	201	-11
4th	17	189	199	10	208	-9
5th	21	194	205	11	215	-10
6th	19	206	211	5	218	-7
7th	26	209	215	6	222	-7
8th	10	212	218	6	227	-9

2013-2014 Performance Series Test Reading Results						
Grade Level	# Students Tested	Fall	Spring	Growth	College Readiness	Gap
2nd	16	1792	2087	295	2265	-178
3rd	9	2105	2268	163	2504	-236
4th	12	2335	2471	136	2691	-220
5th	13	2510	2572	62	2843	-271
6th	22	2617	2719	102	2921	-202
7th	6	2561	2707	146	2948	-241
8th	10	2860	2963	103	3012	-49

2013-2014 Performance Series Test Math Results						
Grade Level	# Students Tested	Fall	Spring	Growth	College Readiness	Gap
2nd	16	1921	2119	198	2191	-72
3rd	9	2099	2211	112	2380	-169
4th	12	2282	2337	55	2497	-160
5th	13	2342	2391	49	2615	-224
6th	22	2410	2500	90	2733	-233
7th	6	2534	2644	110	2800	-156
8th	10	2585	2722	137	2890	-168

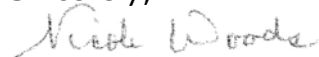
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2014-2015 Student Lead Parent Teacher Conferences			
	Grades	# of Parents	Percent of Students Represented
Fall 2014	K-8	87	100%
Spring 2015	K-8	80	92%

In 2013-2014, 166 students attended Global Preparatory Academy. 89% of our parents participated in conferences with their teachers. The parent-teacher conference participation rate is the percentage of students who were represented by a parent(s)/guardian at a scheduled parent-teacher conference.

Global Preparatory Academy Board of Directors, staff, students and families have worked together very closely to create a school environment where children feel valued, supported, challenged academically, and prepared for school, as well as for life. We are committed to improving student achievement as we institute best practices and assessments. We are taking all measures to ensure that high academic standards are met. Thanks to all of our supporters in advance for the great work we will accomplish in the lives of our students. We look forward to the continued growth of our school community and being able to promote high achieving and self-disciplined students. Education is a cooperative endeavor among home, school, and community. Always remember....From here, anything is possible!

Sincerely,



Global Preparatory Academy, Principal

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	13.6%	13.6%	4.5%	9.1%	18.2%	68.2%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	46.2%	46.2%	0%	46.2%	46.2%	7.7%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	15%	15%	5%	10%	15%	70%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	41.7%	41.7%	0%	41.7%	50%	8.3%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	11.8%	11.8%	0%	11.8%	11.8%	76.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	14.3%	14.3%	4.8%	9.5%	19%	66.7%

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	45.5%	45.5%	0%	45.5%	45.5%	9.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<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	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	17.6%	17.6%	0%	17.6%	23.5%	58.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	23.5%	23.5%	0%	23.5%	58.8%	17.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	13.3%	13.3%	0%	13.3%	26.7%	60%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	21.4%	21.4%	0%	21.4%	57.1%	21.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Two or More Races	2013-14	72.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	0%	0%	0%	0%	27.3%	72.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	27.3%	27.3%	0%	27.3%	72.7%	0%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	18.8%	18.8%	0%	18.8%	25%	56.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	14.3%	14.3%	0%	14.3%	64.3%	21.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	19%	19%	0%	19%	33.3%	47.6%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2013-14	71.5%	42.9%	42.9%	4.8%	38.1%	33.3%	23.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	20%	20%	0%	20%	35%	45%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2013-14	50%	42.9%	42.9%	4.8%	38.1%	33.3%	23.8%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2013-14	74.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	14.3%	14.3%	0%	14.3%	21.4%	64.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2013-14	68.4%	50%	50%	0%	50%	25%	25%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	20%	20%	0%	20%	35%	45%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2013-14	59.2%	40%	40%	5%	35%	35%	25%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2014-15	44.7%	11.1%	11.1%	0%	11.1%	61.1%	27.8%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2013-14	60.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2014-15	20%	6.7%	6.7%	0%	6.7%	66.7%	26.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2013-14	34.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2014-15	32%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Two or More Races	2013-14	59%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2013-14	67.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2014-15	51.1%	9.1%	9.1%	0%	9.1%	63.6%	27.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2014-15	38.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2013-14	58.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	11.1%	11.1%	0%	11.1%	61.1%	27.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2013-14	45.4%	<10	<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	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2014-15	49.1%	33.3%	33.3%	4.2%	29.2%	37.5%	29.2%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2013-14	72.7%	53.8%	53.8%	23.1%	30.8%	46.2%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2014-15	25.2%	36.4%	36.4%	4.5%	31.8%	36.4%	27.3%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2013-14	49.7%	54.5%	54.5%	18.2%	36.4%	45.5%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2014-15	56.3%	45.5%	45.5%	9.1%	36.4%	36.4%	18.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2013-14	74.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2014-15	42.2%	23.1%	23.1%	0%	23.1%	38.5%	38.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2013-14	70.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	33.3%	33.3%	4.2%	29.2%	37.5%	29.2%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2013-14	60.1%	50%	50%	20%	30%	50%	0%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Female	2014-15	54.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	0%	0%	0%	0%	20%	80%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	0%	0%	0%	0%	20%	80%
Mathematics	2nd Grade Content	Female	2013-14	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	40.6%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	9.1%	9.1%	0%	9.1%	22.7%	68.2%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	7.7%	7.7%	0%	7.7%	15.4%	76.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	African American	2014-15	20.3%	10%	10%	0%	10%	20%	70%
Mathematics	3rd Grade Content	African American	2013-14	18.2%	8.3%	8.3%	0%	8.3%	8.3%	83.3%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	52.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2013-14	43.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	49.5%	5.9%	5.9%	0%	5.9%	23.5%	70.6%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	9.5%	9.5%	0%	9.5%	19%	71.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	9.1%	9.1%	0%	9.1%	18.2%	72.7%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2014-15	41.4%	0%	0%	0%	0%	41.2%	58.8%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	0%	0%	0%	0%	35.3%	64.7%
Mathematics	4th Grade Content	African American	2014-15	13.2%	0%	0%	0%	0%	40%	60%
Mathematics	4th Grade Content	African American	2013-14	20%	0%	0%	0%	0%	35.7%	64.3%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2013-14	43.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	51.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2013-14	44.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	42.4%	0%	0%	0%	0%	18.2%	81.8%
Mathematics	4th Grade Content	Male	2013-14	45.7%	0%	0%	0%	0%	27.3%	72.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	0%	0%	0%	0%	43.8%	56.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	0%	0%	0%	0%	42.9%	57.1%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	0%	0%	0%	0%	19%	81%
Mathematics	5th Grade Content	All Students	2013-14	41.5%	4.5%	4.5%	0%	4.5%	9.1%	86.4%
Mathematics	5th Grade Content	African American	2014-15	9.1%	0%	0%	0%	0%	20%	80%
Mathematics	5th Grade Content	African American	2013-14	17.6%	4.5%	4.5%	0%	4.5%	9.1%	86.4%
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2013-14	40.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	34.1%	0%	0%	0%	0%	21.4%	78.6%
Mathematics	5th Grade Content	Male	2013-14	42%	0%	0%	0%	0%	0%	100%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	0%	0%	0%	0%	15%	85%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2013-14	25.9%	4.8%	4.8%	0%	4.8%	9.5%	85.7%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	5.6%	5.6%	0%	5.6%	33.3%	61.1%
Mathematics	6th Grade Content	All Students	2013-14	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2014-15	9.4%	6.7%	6.7%	0%	6.7%	33.3%	60%
Mathematics	6th Grade Content	African American	2013-14	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2013-14	34.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2013-14	45.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	9.1%	9.1%	0%	9.1%	27.3%	63.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Male	2014-15	32.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2013-14	38.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	5.6%	5.6%	0%	5.6%	33.3%	61.1%
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	23.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	20.8%	20.8%	0%	20.8%	33.3%	45.8%
Mathematics	7th Grade Content	All Students	2013-14	34.5%	7.7%	7.7%	0%	7.7%	23.1%	69.2%
Mathematics	7th Grade Content	African American	2014-15	10.6%	22.7%	22.7%	0%	22.7%	36.4%	40.9%
Mathematics	7th Grade Content	African American	2013-14	11.4%	9.1%	9.1%	0%	9.1%	27.3%	63.6%
Mathematics	7th Grade Content	White	2014-15	39%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2013-14	40.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33%	27.3%	27.3%	0%	27.3%	27.3%	45.5%
Mathematics	7th Grade Content	Female	2013-14	33.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Male	2014-15	33.5%	15.4%	15.4%	0%	15.4%	38.5%	46.2%
Mathematics	7th Grade Content	Male	2013-14	35.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	20.8%	20.8%	0%	20.8%	33.3%	45.8%
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	18.7%	10%	10%	0%	10%	20%	70%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	0%	0%	0%	0%	0%	100%
Science	4th Grade Content	All Students	2013-14	16.8%	0%	0%	0%	0%	11.1%	88.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	African American	2014-15	2%	0%	0%	0%	0%	0%	100%
Science	4th Grade Content	African American	2013-14	3.3%	0%	0%	0%	0%	7.1%	92.9%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2013-14	15.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	20.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2013-14	15.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	0%	0%	0%	0%	0%	100%
Science	4th Grade Content	Male	2013-14	17.7%	0%	0%	0%	0%	16.7%	83.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0%	0%	0%	0%	0%	100%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	0%	0%	0%	0%	6.7%	93.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	12.5%	12.5%	0%	12.5%	8.3%	79.2%
Science	7th Grade Content	All Students	2013-14	19.8%	7.7%	7.7%	7.7%	0%	7.7%	84.6%
Science	7th Grade Content	African American	2014-15	5%	13.6%	13.6%	0%	13.6%	9.1%	77.3%
Science	7th Grade Content	African American	2013-14	3.9%	9.1%	9.1%	9.1%	0%	0%	90.9%
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2013-14	24.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	18.2%	18.2%	0%	18.2%	9.1%	72.7%
Science	7th Grade Content	Female	2013-14	17.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	24.6%	7.7%	7.7%	0%	7.7%	7.7%	84.6%
Science	7th Grade Content	Male	2013-14	22%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	12.5%	12.5%	0%	12.5%	8.3%	79.2%
Science	7th Grade Content	Economically Disadvantaged	2013-14	9.4%	10%	10%	10%	0%	0%	90%

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Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	0%	0%	0%	0%	61.9%	38.1%
Social Studies	5th Grade Content	All Students	2013-14	26.5%	0%	0%	0%	0%	64%	36%
Social Studies	5th Grade Content	African American	2014-15	5.4%	0%	0%	0%	0%	65%	35%
Social Studies	5th Grade Content	African American	2013-14	8.1%	0%	0%	0%	0%	69.6%	30.4%
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2013-14	31.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2013-14	25.2%	0%	0%	0%	0%	60%	40%
Social Studies	5th Grade Content	Male	2014-15	23.8%	0%	0%	0%	0%	64.3%	35.7%
Social Studies	5th Grade Content	Male	2013-14	27.8%	0%	0%	0%	0%	66.7%	33.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	0%	65%	35%
Social Studies	5th Grade Content	Economically Disadvantaged	2013-14	13.2%	0%	0%	0%	0%	66.7%	33.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2013-14	6.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	10%	10%	0%	10%	30%	60%
Social Studies	8th Grade Content	African American	2014-15	9.1%	10%	10%	0%	10%	30%	60%
Social Studies	8th Grade Content	Female	2014-15	25.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	10%	10%	0%	10%	30%	60%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10

Annual Education Report
Global Preparatory Academy

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

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Global Preparatory Academy

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	5th	All Students	2013-14	56.8%	<10	<10	<10	<10	<10
Mathematics	5th	Two or More Races	2013-14	50.9%	<10	<10	<10	<10	<10
Mathematics	5th	Male	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	5th	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10	<10
Mathematics	6th	All Students	2013-14	65.3%	100%	100%	0%	100%	0%
Mathematics	6th	African American	2013-14	54.7%	<10	<10	<10	<10	<10
Mathematics	6th	White	2013-14	70.4%	<10	<10	<10	<10	<10
Mathematics	6th	Female	2013-14	66.5%	<10	<10	<10	<10	<10
Mathematics	6th	Male	2013-14	64.5%	<10	<10	<10	<10	<10
Mathematics	6th	Economically Disadvantaged	2013-14	62.8%	100%	100%	0%	100%	0%
Mathematics	7th	All Students	2013-14	47.2%	<10	<10	<10	<10	<10
Mathematics	7th	African American	2013-14	35.9%	<10	<10	<10	<10	<10
Mathematics	7th	Male	2013-14	46.1%	<10	<10	<10	<10	<10
Mathematics	7th	Economically Disadvantaged	2013-14	44.5%	<10	<10	<10	<10	<10
Reading	3rd	All Students	2013-14	38.7%	<10	<10	<10	<10	<10
Reading	3rd	African American	2013-14	30.4%	<10	<10	<10	<10	<10

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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	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	3rd	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	5th	All Students	2013-14	59.8%	<10	<10	<10	<10	<10
Reading	5th	Two or More Races	2013-14	61.9%	<10	<10	<10	<10	<10
Reading	5th	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	5th	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10
Reading	6th	All Students	2013-14	58.1%	75%	75%	25%	50%	25%
Reading	6th	African American	2013-14	48.6%	<10	<10	<10	<10	<10
Reading	6th	White	2013-14	62.2%	<10	<10	<10	<10	<10
Reading	6th	Female	2013-14	63.1%	<10	<10	<10	<10	<10
Reading	6th	Male	2013-14	55.3%	100%	100%	33.3%	66.7%	0%
Reading	6th	Economically Disadvantaged	2013-14	55.2%	75%	75%	25%	50%	25%
Reading	7th	All Students	2013-14	61.7%	<10	<10	<10	<10	<10
Reading	7th	African American	2013-14	49%	<10	<10	<10	<10	<10
Reading	7th	Male	2013-14	59.3%	<10	<10	<10	<10	<10
Reading	7th	Economically Disadvantaged	2013-14	59.3%	<10	<10	<10	<10	<10

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Global Preparatory Academy

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	African American	2014-15	64.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	African American	2014-15	64%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	64.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	72.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	69.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	69.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2013-14	75.9%	<10	<10	<10	<10	<10
Reading	7th Grade Content	All Students	2013-14	90.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10	<10

Annual Education Report
Global Preparatory Academy

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	7th Grade Content	All Students	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2014-15	58.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2013-14	67.6%	<10	<10	<10	<10	<10
Reading	7th Grade Content	African American	2013-14	85.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	African American	2014-15	62.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	African American	2014-15	39.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	African American	2013-14	39.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2013-14	78%	<10	<10	<10	<10	<10
Reading	7th Grade Content	Male	2013-14	90.1%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2013-14	56.5%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	77.1%	<10	<10	<10	<10	<10
Reading	7th Grade Content	Economically Disadvantaged	2013-14	90.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2013-14	54.3%	<10	<10	<10	<10	<10

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MI -Access Supported Independence

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

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Global Preparatory Academy

MI -Access Participation

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

Annual Education Report Global Preparatory Academy

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	98.3%	N/A	98.3%	N/A
All Students	ELA	98.1%	48.5%	98.3%	N/A	98.3%	N/A
All Students	Science	97.5%	22.2%	97.7%	N/A	97.7%	N/A
All Students	Social Studies	97.4%	31.8%	100%	N/A	100%	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99%	N/A	99%	N/A
African American	ELA	96.5%	24.5%	99%	N/A	99%	N/A
African American	Science	95.4%	6.1%	97.4%	N/A	97.4%	N/A
African American	Social Studies	95.2%	11%	100%	N/A	100%	N/A
Asian	Mathematics	99.1%	66.3%	N/A	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	N/A	N/A	N/A	N/A
Asian	Science	99%	38%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	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*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	<30	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	<30	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	<30	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	<30	N/A	<30	N/A
White	ELA	98.5%	55%	<30	N/A	<30	N/A
White	Science	98.1%	26.6%	<30	N/A	<30	N/A
White	Social Studies	98%	37.3%	<30	N/A	<30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	98.2%	N/A	98.2%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	98.2%	N/A	98.2%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.6%	N/A	97.6%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	100%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	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*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	<30	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	<30	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A	<30	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	N/A	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	N/A	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	N/A	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	91.8%	91.8%

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

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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



04/14/2016

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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

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	17	3	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School 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	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	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	0	0	0	0	0
Hawaiian/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