



School Annual Education Report (AER)

February 22, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Noor International Academy (00757). 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. Shannon Carrico (School Principal) or Mrs. Nawal Hamadeh (Founder, Superintendent, and CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site: www.niapsa.org/docs/2016_AER_NIA.pdf. You may also review a copy in the main office at your child's school. The combined report is located online at: <https://goo.gl/l4iT9e>.

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

Our school has not been given one of these labels.

Key Challenges and Initiatives

For the 2013-2014, Noor International Academy was identified as a Reward School due to the student achievement results on the 2013-14 MEAP assessment results. When the Academy's students tested on the newly released MSTEP assessment in 2014-2015, it was determined that the Academy's students averaged higher than state proficiency averages in the following grade levels and subject areas:

- 3rd, 4th, 6th and 7th grade English Language Arts
- 3rd, 4th, 5th, 6th and 7th grade math
- 5th grade social studies

Together as a team, we are actively working to address the needs of student achievement by using a problem-solving model as a method of improving student performance, utilizing the new data skills learned. This involves data review, analysis and inquiry that is used to develop action plans to facilitate student achievement and improve climate and culture.



The key initiatives being implemented to accelerate/improve student achievement are:

1. Identification of students needing intensive reading instruction and implementation of the DIBELS Progress Monitoring program.
2. Marzano Academic Vocabulary Initiative – Explicit teaching of academic vocabulary building wide.
3. New teacher training in the research based Sheltered Instruction Observation Training (SIOP).
4. Use of explicit teaching strategies in mathematics to promote higher order thinking and problem solving strategies.
5. Administration and Teacher participation in the Central Michigan University led Falcon Initiative.
6. Established professional collaboration time (PLC's) to strengthen core instruction.
7. Identification of students needing additional remediation in grant funded programs, during school hours, after school and in summer school.
8. All instructional K-7 staff will employ differentiated instruction within the classroom to address the needs of all students.
9. All instructional K-7 staff will employ the Reading for Meaning Techniques in the classroom as defined in "The Core Essential Strategies for Achieving Excellence with the Common Core."
10. All instructional K-7 staff will employ the Focused Instructional Model, a research-based instructional method developed by the Institute for Excellence in Education. This systematic process allows teachers to develop integrative lessons that naturally demonstrate real-world application. Teachers use the process to monitor their students' mastery of the content and provide interventions when appropriate.

1. Process for Assigning Pupils to the Schools

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in the Academy's Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. The Academy may provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.



Noor International Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

2. Status of the 3-5 Year School Improvement Plan

At Noor International Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the district's Support Center, which works closely with and lead the School Improvement (SI) Team.

The Academy utilizes the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxis.

- **Gather Data** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us?
- **Plan** How do we organize our work so that it aligns to our goals and resources?
- **Do** Staff implements the strategies and action steps outlined in the plan.
- **Gather Data II** Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, the Academy annually revisits and makes updates throughout the year as applicable, and as new data is made available. The Academy continues to use the AdvancED online tools to complete the School Data Profile which is a comprehensive analysis of the CNA.

The Academy's School-wide Reform Strategies, commonly referred to as the SIP Goals, are derived from the CNA and are focused on helping all students reach the state's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail, are "scientifically" researched best practices and in implementation need resources/materials and professional development to provide an enriched and accelerated curriculum for all students. The Academy has utilized AdvancED District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows the Academy to describe and present our strategies in an action plan format within our consolidated, district wide improvement plan.

The strategies address the needs of all children in the school, but particularly that who are low achieving, and meet the needs of students representing all major subgroups participating in the School Wide Title I program. Teachers are directed to meet student needs in utilizing the School Improvement Plan strategies with continuous analysis to determine if student needs are met. CNA data and School Improvement Team (SIT) review and evaluation continue to demonstrate that our SIP strategies are effective and increasing student achievement allowing us to continue to meet accountability requirements.



The Academy's SIP Goals & Objectives continue to address Title I assurances and have been updated based on MDE's waiver approval to include targets through the year 2022 year in which 100% of students are expected to be proficient as well as updating our measures to include full year growth measures and additional details per the MDE On Site Review visit during the winter of 2016. The Academy's SIP has been submitted online via AdvancED online planning tools by the deadline and will be available at the school upon request.

3. Brief Description of Each Specialized School

Noor International Academy is a public school academy that is authorized by Central Michigan University and is operating in a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum. A recognized and upcoming school, Noor International Academy is located in Sterling Heights, and it is a part of the Macomb ISD. Noor International Academy is a unique PreK-7th grade Public School Academy. It was founded in 2011 by Mrs. Nawal Hamadeh, President and Superintendent and is managed by Hamadeh Educational Services. Noor International Academy services and educates 247 students who come from various countries, ethnicities and nationalities. The Academy prides itself on promoting diversity, culture of other's and culture of one's one. Teachers work on incorporating a global perspective into the classroom, in order to prepare students for real world careers and jobs in the 21st century. Since the inception, the Academy continues to make progress in achieving the mission and goals envisioned by the Founder. Through publication of this report, the aim is to share progress, along with plans for continued growth and improvement into the future, with all stakeholders.

Noor International Academy encourages students to tear down walls and build bridges by sharing and celebrating their diverse cultural backgrounds. Thus, students learn not to fear their differences; moreover, to draw from one another's strengths and maximize each one's potential. Noor International Academy is authorized by Central Michigan University, and it is located at 37412 Dequindre, Sterling Heights, MI 48310.

Noor International Academy is not considered a specialized school.

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.

Our district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.



The district is in full implementation with the curriculum as Noor International Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.

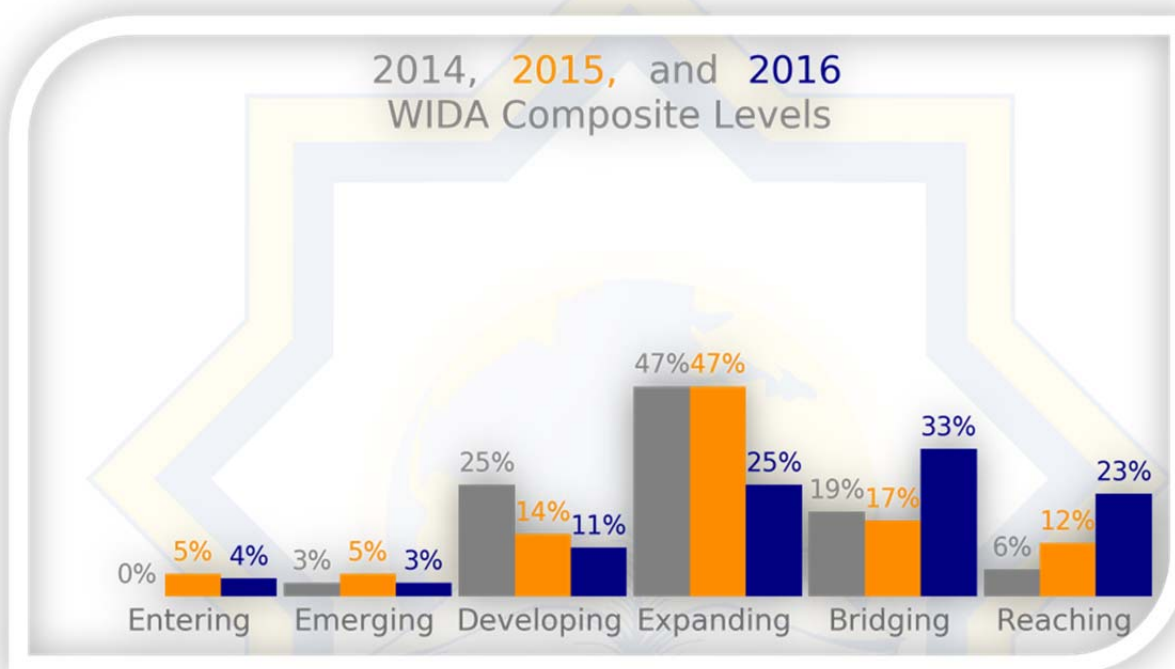
5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework, the Grade Level Content Expectations, Michigan Merit Curriculum in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in-service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.



World-Class Instructional Design and Assessment (WIDA: K-7):

Data tables below provide trend data related to WIDA proficiency levels overall. This was the third year of WIDA testing. The following results are from the spring WIDA Access for ELL (English Language Learner) students. “Reaching” or “Bridging” are considered proficient per the chart below.



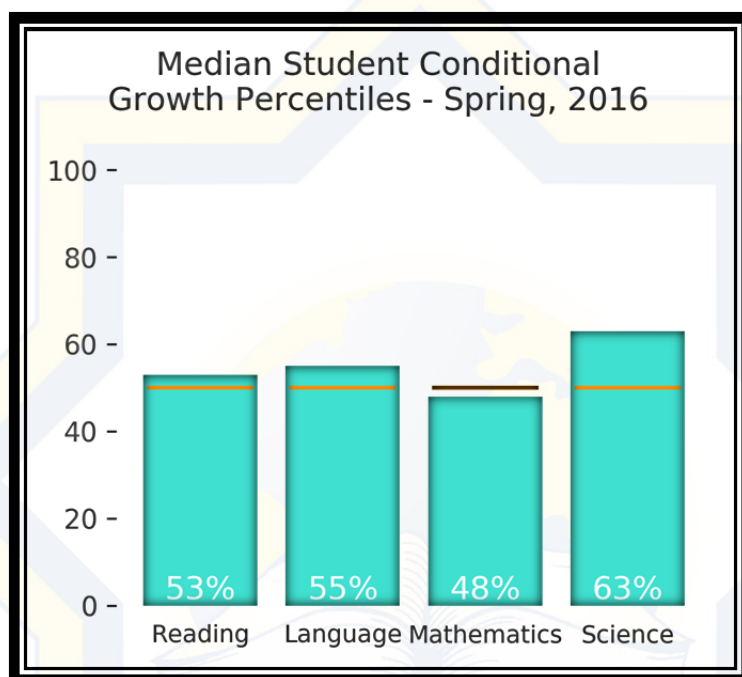
Together as a school, teachers are focusing on teaching literacy skills through the use of guided reading, targeted literacy centers and an integration of technology into the classroom through programs such as Title III funded MyOn Reading and Rosetta Stone. The Academy will continue to focus on and work with the English language learners that scored within the Entering, Emerging and Developing categories. The Academy identified that there were 25% of students within these three categories in the 2015 school year, and when 2016 data was analyzed, the Academy saw a decrease to 19% of students identified in these three categories. In order to continue closing the gap between students, the Academy will use this data source, along with other data sources to pinpoint and identify those students that need additional interventions through during school, after school and summer school tutorial sessions.

Academy teachers will also continue to use supplemental English Language Arts resources to target specific areas of need including academic vocabulary, phonics, grammar, writing and reading comprehension through differentiated literacy centers, cooperative learning groups, technology, and project based learning.



NWEA Measures of Academic Progress: K-7

The student conditional growth percentiles, shown below, represent the quantity of growth made in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates less growth than similarly-scoring students.



Note: Because 2015-16 was the first year for which we have complete data for NWEA, we can only display one year of data at this point. Future AERs will have at least two years for NWEA data

When the Academy staff evaluated and analyzed the 2015-2016 NWEA assessment scores for students, the Academy determined that progress is definitely being made in ELA, reading and math, as students proficiency scores improved from the fall 2015-2016 to the spring 2015-2016. This progress was due to targeted instructional strategies that teachers were incorporating into the classroom, the targeted Learning Continuum that were pulled for each student from NWEA, the Beginning Teacher Mentor program that is put in place at the Academy, and the additional supplemental resources that teachers have access to and incorporate into their classrooms with fidelity. One strategy that teachers have also incorporated into their classrooms for the 2015-2016 and 2016-2017 are creating student targeted and aligned goals to the district wide assessment. Teachers and students utilized fall proficiency scores to create goals in reading, mathematics and ELA for K-7, and reading, mathematics, ELA and science for 3-7th grades. These student targeted goals are revisited by the classroom teacher and the student before Parent/Teacher Conferences, three times a school year, as well as communicated and shared with parents.



While we are pleased with this success, we are continuously working to improve in all areas, with a particular focus on reading, mathematics, and science in grades K-7. The Academy plans on continuing to close the gap areas for all students through the use of identifying at-risk students through the MTSS process, the use of grant funded supplemental materials in English Language Arts and mathematics, school wide programs, such as the after school tutorial program and during school tutorial programs. Our school improvement plan highlights additional strategies that the Academy is taking to improve in the area of reading, mathematics and science for all student learners. During the 2015-2016 school year, the Academy has purchased a grant funded math and reading online program, in hopes of continuing to push students towards success and proficiency in both subject areas. This program is MyOn Reading and Reading and Math IXL.

Also based on the Academy's data, mathematics for some grades seems to need the most intervention. This will require drilling down to the student level of achievement and growth data to identify specific students as well as looking at the delivery of curriculum for these and successive grade levels. As enrollment is increasing, the Academy continues to look for a larger facility to serve our students. The Academy also strives to help our English language learner students, as the Academy has recently been awarded Title III funding. In general, the Academy attempts to aim for continued success by implementing the MTSS model for ALL students (General & Special Ed) to ensure focus on high quality instruction and assessment to 85% of students within the classroom and Tier 2/3 services (15% of students) which are supplemental for students who qualify (31a and/or TIA selection criteria) and need based on teacher/team decision-making using multiple data sources and evaluating progress every 4-6 weeks in alignment with when summative assessments take place (end of unit).

6. Identify the Number and Percentage of Students Represented by Parent at Parent-Teacher Conferences.

Parents participate in a wide range of activities here at the Academy. Their participation, support and aligned goals have enhanced and enriched the lives of our students and staff. Several examples of parent participation include the Parent Teacher Council (PTC), Title I Parent Orientation, Parent/Teacher Conferences, field trips, family engagement events, book fairs, and willing volunteers throughout the year.

Noor International Academy believes in providing information to parents and legal guardians on a regular basis throughout the school year. Progress reports and report cards provide information on student progress in the classroom. Progress reports are shared with parents of at-risk students every 4-6 weeks and report cards for all students are shared at the three Parent Teacher Conference meetings that are scheduled throughout the school year, in November, February and March, respectively. Report cards and online (PowerSchool Parent Portal) progress reports provide information on student progress and they can be viewed at any time by a parent using their personal login information.

Year	Student Count	Percentage
2014-15	191	100%
2015-16	227	100%



Noor International Academy

37412 Dequindre Road
Sterling Heights, MI 48310
Tel: 586.365.5000
Fax: 586.365.5001

Year	Student Count	Percentage
2014-15	191	100%
2015-16	227	100%

CONCLUSION & STAKEHOLDER APPRECIATION

Noor International Academy staff is committed to creating and maintaining a positive educational environment that supports academic achievement, while upholding district, state and national standards to meet all students' learning needs. Our exceptional staff continues to improve our daily practices by participating in a variety of professional development opportunities, ensuring that effective teaching, learning and leading is taking place in each and every classroom. We believe that all students can learn and it is our collective responsibility to help ensure that each and every student soars by reaching their potential. I congratulate our students, parents and staff for their continued commitment to excellence, a quality education and dedication to student learning and achievement.

Sincerely,



Mrs. Nawal Hamadeh,
Superintendent and CEO

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	61.3%	61.3%	35.5%	25.8%	29.0%	9.7%
ELA	3rd Grade Content	All Students	2015-16	46.0%	75.0%	75.0%	46.9%	28.1%	18.8%	6.3%
ELA	3rd Grade Content	Asian	2014-15	69.7%	90.0%	90.0%	60.0%	30.0%	0.0%	10.0%
ELA	3rd Grade Content	Asian	2015-16	65.9%	86.7%	86.7%	60.0%	26.7%	6.7%	6.7%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	44.4%	44.4%	22.2%	22.2%	50.0%	5.6%
ELA	3rd Grade Content	White	2015-16	53.9%	60.0%	60.0%	33.3%	26.7%	33.3%	6.7%
ELA	3rd Grade Content	Female	2014-15	54.7%	52.9%	52.9%	29.4%	23.5%	41.2%	5.9%
ELA	3rd Grade Content	Female	2015-16	49.5%	87.5%	87.5%	68.8%	18.8%	12.5%	0.0%
ELA	3rd Grade Content	Male	2014-15	45.5%	71.4%	71.4%	42.9%	28.6%	14.3%	14.3%
ELA	3rd Grade Content	Male	2015-16	42.6%	62.5%	62.5%	25.0%	37.5%	25.0%	12.5%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	46.2%	46.2%	23.1%	23.1%	38.5%	15.4%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	42.9%	42.9%	42.9%	0.0%	42.9%	14.3%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	47.1%	47.1%	17.6%	29.4%	41.2%	11.8%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	60.0%	60.0%	33.3%	26.7%	26.7%	13.3%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	65.5%	65.5%	44.8%	20.7%	17.2%	17.2%
ELA	4th Grade Content	All Students	2015-16	46.3%	44.4%	44.4%	7.4%	37.0%	37.0%	18.5%
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	58.3%	58.3%	16.7%	41.7%	33.3%	8.3%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	57.1%	57.1%	35.7%	21.4%	28.6%	14.3%

M-STEP Grades 3-11

ELA	4th Grade Content	White	2015-16	53.9%	28.6%	28.6%	0.0%	28.6%	42.9%	28.6%
ELA	4th Grade Content	Female	2014-15	51.5%	63.2%	63.2%	52.6%	10.5%	21.1%	15.8%
ELA	4th Grade Content	Female	2015-16	50.9%	37.5%	37.5%	6.3%	31.3%	43.8%	18.8%
ELA	4th Grade Content	Male	2014-15	41.8%	70.0%	70.0%	30.0%	40.0%	10.0%	20.0%
ELA	4th Grade Content	Male	2015-16	41.8%	54.5%	54.5%	9.1%	45.5%	27.3%	18.2%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	53.8%	53.8%	38.5%	15.4%	7.7%	38.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	16.7%	16.7%	0.0%	16.7%	50.0%	33.3%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	63.2%	63.2%	36.8%	26.3%	21.1%	15.8%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	37.5%	37.5%	0.0%	37.5%	37.5%	25.0%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	46.2%	46.2%	7.7%	38.5%	38.5%	15.4%
ELA	5th Grade Content	All Students	2015-16	50.6%	76.7%	76.7%	26.7%	50.0%	13.3%	10.0%
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	Asian	2015-16	74.7%	90.0%	90.0%	30.0%	60.0%	0.0%	10.0%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	78.6%	78.6%	21.4%	57.1%	14.3%	7.1%
ELA	5th Grade Content	Female	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	80.0%	80.0%	25.0%	55.0%	15.0%	5.0%
ELA	5th Grade Content	Male	2014-15	43.3%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	45.5%	70.0%	70.0%	30.0%	40.0%	10.0%	20.0%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	64.3%	64.3%	14.3%	50.0%	14.3%	21.4%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	English Language Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	44.7%	85.7%	85.7%	64.3%	21.4%	14.3%	0.0%
ELA	6th Grade Content	All Students	2015-16	45.0%	52.9%	52.9%	11.8%	41.2%	23.5%	23.5%
ELA	6th Grade Content	Asian	2014-15	70.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	54.5%	54.5%	9.1%	45.5%	18.2%	27.3%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	90.0%	90.0%	70.0%	20.0%	10.0%	0.0%
ELA	6th Grade Content	Female	2015-16	49.8%	75.0%	75.0%	16.7%	58.3%	16.7%	8.3%
ELA	6th Grade Content	Male	2014-15	38.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	6th Grade Content	Male	2015-16	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	45.5%	45.5%	0.0%	45.5%	18.2%	36.4%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	83.3%	83.3%	41.7%	41.7%	0.0%	16.7%
ELA	7th Grade Content	All Students	2015-16	47.1%	76.9%	76.9%	23.1%	53.8%	23.1%	0.0%
ELA	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	7th Grade Content	Female	2015-16	53.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	42.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	58.1%	58.1%	22.6%	35.5%	29.0%	12.9%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	81.3%	81.3%	34.4%	46.9%	9.4%	9.4%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	70.0%	70.0%	40.0%	30.0%	20.0%	10.0%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	80.0%	80.0%	40.0%	40.0%	6.7%	13.3%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	White	2014-15	57.3%	55.6%	55.6%	16.7%	38.9%	27.8%	16.7%
Mathematics	3rd Grade Content	White	2015-16	53.2%	86.7%	86.7%	33.3%	53.3%	6.7%	6.7%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	47.1%	47.1%	23.5%	23.5%	41.2%	11.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	87.5%	87.5%	37.5%	50.0%	6.3%	6.3%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	71.4%	71.4%	21.4%	50.0%	14.3%	14.3%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	75.0%	75.0%	31.3%	43.8%	12.5%	12.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	53.8%	53.8%	0.0%	53.8%	30.8%	15.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	64.3%	64.3%	28.6%	35.7%	14.3%	21.4%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	47.1%	47.1%	17.6%	29.4%	29.4%	23.5%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	73.3%	73.3%	26.7%	46.7%	6.7%	20.0%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	41.4%	41.4%	13.8%	27.6%	48.3%	10.3%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	66.7%	66.7%	11.1%	55.6%	25.9%	7.4%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	66.7%	66.7%	25.0%	41.7%	33.3%	0.0%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	28.6%	28.6%	7.1%	21.4%	64.3%	7.1%
Mathematics	4th Grade Content	White	2015-16	52.3%	64.3%	64.3%	0.0%	64.3%	21.4%	14.3%
Mathematics	4th Grade Content	Female	2014-15	40.3%	42.1%	42.1%	10.5%	31.6%	47.4%	10.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	56.3%	56.3%	12.5%	43.8%	31.3%	12.5%
Mathematics	4th Grade Content	Male	2014-15	42.4%	40.0%	40.0%	20.0%	20.0%	50.0%	10.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	81.8%	81.8%	9.1%	72.7%	18.2%	0.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	23.1%	23.1%	7.7%	15.4%	61.5%	15.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	41.7%	41.7%	0.0%	41.7%	50.0%	8.3%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	36.8%	36.8%	10.5%	26.3%	57.9%	5.3%

M-STEP Grades 3-11

Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	50.0%	50.0%	6.3%	43.8%	37.5%	12.5%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	53.8%	53.8%	23.1%	30.8%	23.1%	23.1%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	36.7%	36.7%	10.0%	26.7%	40.0%	23.3%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	50.0%	50.0%	20.0%	30.0%	30.0%	20.0%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	21.4%	21.4%	7.1%	14.3%	57.1%	21.4%
Mathematics	5th Grade Content	Female	2014-15	32.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	30.0%	30.0%	5.0%	25.0%	45.0%	25.0%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Male	2014-15	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	35.8%	50.0%	50.0%	20.0%	30.0%	30.0%	20.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	28.6%	28.6%	14.3%	14.3%	35.7%	35.7%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	64.3%	64.3%	35.7%	28.6%	28.6%	7.1%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	41.2%	41.2%	11.8%	29.4%	17.6%	41.2%
Mathematics	6th Grade Content	Asian	2014-15	65.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	36.4%	36.4%	18.2%	18.2%	18.2%	45.5%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<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	2015-16	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	70.0%	70.0%	50.0%	20.0%	20.0%	10.0%
Mathematics	6th Grade Content	Female	2015-16	31.4%	50.0%	50.0%	16.7%	33.3%	25.0%	25.0%
Mathematics	6th Grade Content	Male	2014-15	32.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	41.7%	41.7%	8.3%	33.3%	25.0%	33.3%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	46.2%	46.2%	30.8%	15.4%	46.2%	7.7%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	3.4%	3.4%	0.0%	3.4%	44.8%	51.7%
Science	4th Grade Content	All Students	2015-16	14.7%	7.4%	7.4%	7.4%	0.0%	29.6%	63.0%
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	16.7%	16.7%	16.7%	0.0%	41.7%	41.7%
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Science	4th Grade Content	White	2015-16	18.4%	0.0%	0.0%	0.0%	0.0%	21.4%	78.6%
Science	4th Grade Content	Female	2014-15	10.4%	5.3%	5.3%	0.0%	5.3%	42.1%	52.6%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	31.3%	68.8%
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Science	4th Grade Content	Male	2015-16	16.4%	18.2%	18.2%	18.2%	0.0%	27.3%	54.5%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%

M-STEP Grades 3-11

Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	5.3%	5.3%	0.0%	5.3%	42.1%	52.6%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	6.3%	6.3%	6.3%	0.0%	25.0%	68.8%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Science	7th Grade Content	All Students	2015-16	23.9%	38.5%	38.5%	7.7%	30.8%	23.1%	38.5%
Science	7th Grade Content	Asian	2014-15	43.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Male	2014-15	24.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2014-15	2.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
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%	38.5%	38.5%	15.4%	23.1%	53.8%	7.7%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	30.0%	30.0%	6.7%	23.3%	66.7%	3.3%
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	40.0%	40.0%	10.0%	30.0%	60.0%	0.0%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	21.4%	21.4%	0.0%	21.4%	71.4%	7.1%
Social Studies	5th Grade Content	Female	2014-15	20.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	30.0%	30.0%	5.0%	25.0%	70.0%	0.0%
Social Studies	5th Grade Content	Male	2014-15	23.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	21.0%	30.0%	30.0%	10.0%	20.0%	60.0%	10.0%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	21.4%	21.4%	7.1%	14.3%	71.4%	7.1%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
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	2015-16	5.6%	<10	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
---------------	-------------	---------	---------------	----------------	-----------	-----------------	-------------------	--------------	----------------	-----------------

No Data to Display

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
---------	-------	---------------	-------------	---	---	--	----------------------	---------------------	---------------------

No Data to Display

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
---------	-------	---------------	-------------	---	---	--	----------------------	---------------------	---------------------

No Data to Display

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
---------	-------	---------------	-------------	---	---	--	----------------------	---------------------	---------------------

No Data to Display

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	100.0%	81.7%	100.0%	81.7%
All Students	Mathematics	98.6%	62.1%	100.0%	72.2%	100.0%	72.2%
All Students	Science	98.1%	50.0%	100.0%	47.4%	100.0%	47.4%
All Students	Social Studies	98.1%	59.3%	100.0%	<30	100.0%	<30
Bottom 30%	ELA	N/A	25.1%	N/A	40.0%	N/A	40.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.1%	N/A	17.1%
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	82.4%	100.0%	82.4%
Asian	Mathematics	99.4%	83.7%	100.0%	72.6%	100.0%	72.6%
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A	N/A	N/A

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	100.0%	78.9%	100.0%	78.9%
White	Mathematics	98.9%	68.4%	100.0%	75.0%	100.0%	75.0%
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	70.4%	100.0%	70.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	63.0%	100.0%	63.0%
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30	<30	<30
English Language Learners	ELA	98.8%	49.5%	100.0%	70.0%	100.0%	70.0%
English Language Learners	Mathematics	99.0%	48.4%	100.0%	66.0%	100.0%	66.0%

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

Accountability Details Graduation Data

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

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

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.77%	94.77%

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

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
---------------	------------	-----------	-------------	------------	----------------	---------------	-----------------------	----------------------	----------------	---------------

No Data to Display

Accountability Status School Data

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

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	14	5	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%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other 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.

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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other 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.

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
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	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.

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 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	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.

NAEP Grade 12 Reading

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

Rounds to zero

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

NAEP Participation Data

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