



## **School Annual Education Report (AER) Cover Letter**

**February 10, 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 the Star International Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Ali Bazzi (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.starpsa.org/docs/2016](http://www.starpsa.org/docs/2016). 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/ezqmyS>.

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**

English Learners, in some subject areas more than others, continue to need additional interventions and accommodations targeted to their specific needs, and aligned to their State/District academic achievement data. Star International Academy will continue to implement the Multi-Tiered System of Support (MTSS) Process during the school day, the Achievement Campers Program (ACP) afterschool and during the summer and the Title III after school program design with identified and eligible students.

As an Academy focused on all students' needs, ongoing researched-based strategies and supplemental programs will be implemented, to include but not limited to, the McGraw Hill IMAGINE-IT literacy program, Fountas and Pinnell leveled readers, Pearson Connected Math and Math XL resources, The Young Scientists Club student kits, and TCI humanities resources, in alignment with the MTSS process for ALL students, which include the General Education, Special Education, and English Learners to ensure the focus is on high quality instruction and assessment. Tier I services will address 85% of students within the classroom, while Tier II/III services will address the bottom 15% of students. Tier II/III students will qualify for services based on the identified 31a and/or Title IA selection criteria, in



addition to teacher/team recommendations. Such recommendations consist of using multiple sources of data to identify students, with aligned services provided thereafter, close monitoring and evaluation of progress every 4-6 weeks.

The Academy aims to continue with the Epstein Model for Parent Involvement, incorporating the Michigan Department of Education's (MDE's) Parent Involvement Plan, which is available online. School Improvement Teams have updated the School Parent Involvement Plan with feedback from parents and other stakeholders, which included an updated No Child Left Behind (NCLB) Compact aligned to MTSS expectations.

State law requires that we also report additional information.

### **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 our 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. The 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.

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



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

At Star 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 Central Office who work closely with and lead the School Improvement (SI) Teams.

We utilize 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 completes it annually with updates made throughout the year as new data is made available. AdvancED continues to be used as the online tool to complete the School Data Profile which is a comprehensive analysis of our CNA.

The Academy's School-wide Reform Strategies (SRS), commonly referred to as the school 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, and are NCLB "scientifically" researched best practices. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for. The Academy has utilized AdvancED District/School Improvement Plan Goals and NCA Accredited Schools templates online, which allows staff to describe and present strategies in an action plan format within the consolidated, District-wide Improvement Plan.

The Academy's strategies address the needs of all children in the school, but particularly those of whom are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I Program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies, with continuous analysis to determine if student needs are met. CNA data and School Improvement Teams (SIT) review and evaluate continually to demonstrate how the SIP strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet District and School Accountability Scorecard requirements.

The Academy's 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 our MDE On Site Review visit. The Academy's SIP has been submitted o via AdvancED online planning tools by the deadline and will be available at the school upon request.





### **3. Brief Description of Each Specialized School**

Star International Academy is a public school academy that is authorized by Oakland University and is operating in two separate buildings with one located at 24480 George Street serving students in grades Pre-k through second with approximately 440 students and another located at 24425 Hass serving students in grades 3-12 with about 1110 students with both buildings in the City of Dearborn Heights, Wayne County, Michigan. All students are equitably assigned to their buildings and have equal access to the full facility, programs, resources, technology, highly qualified staff and curriculum. The Academy was founded in 1998 by Mrs. Nawal Hamadeh, President and Superintendent and is managed by Hamadeh Educational Services, Inc. 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.

Star 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 Star 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.

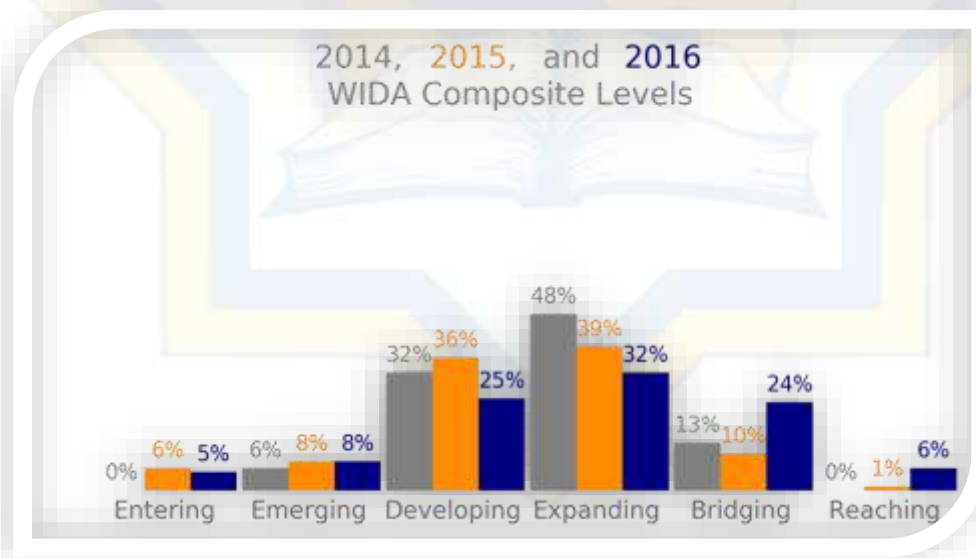


## 5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

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 and 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-12):**

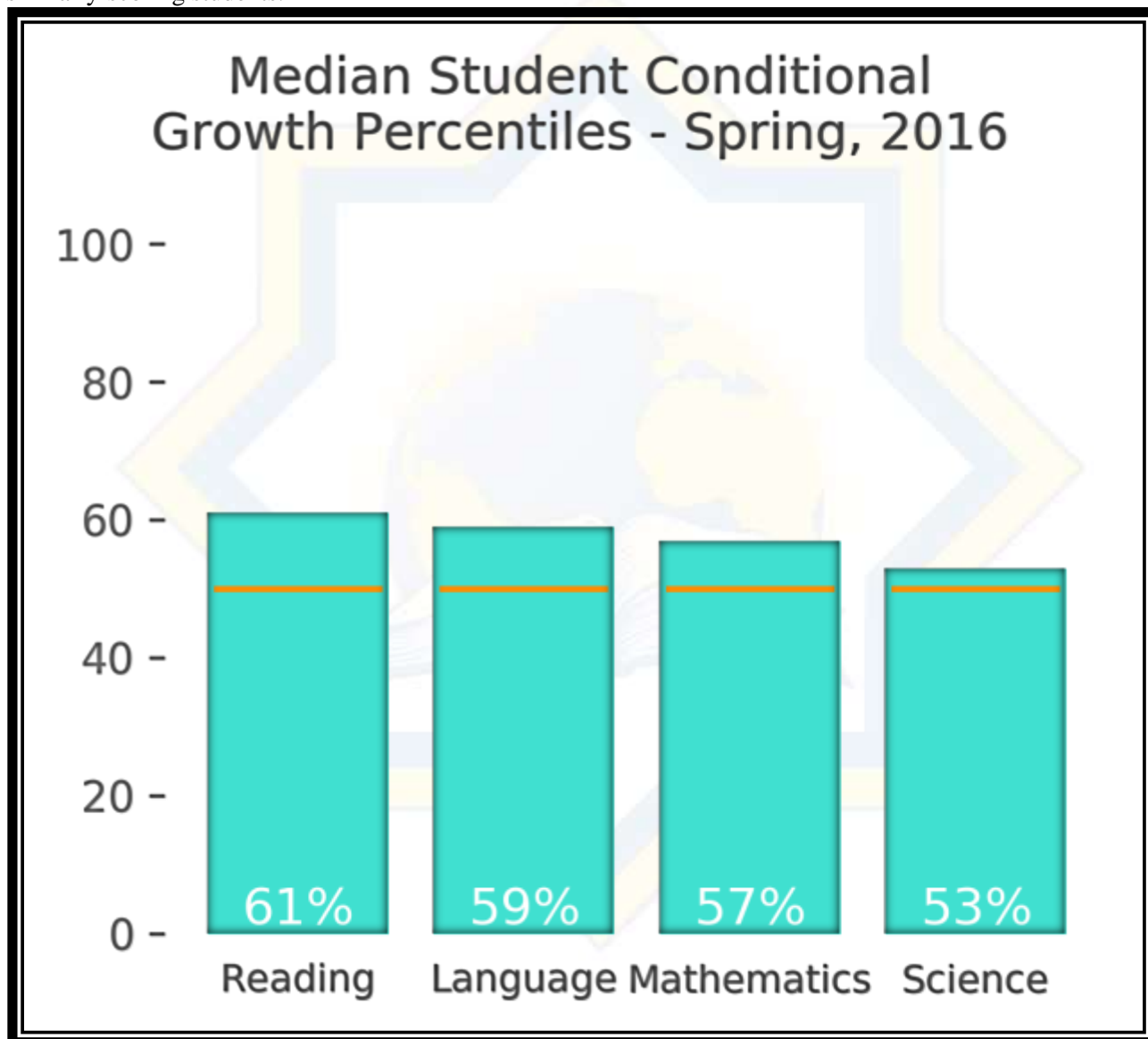
Data tables below provide trend data related to WIDA proficiency levels overall. This was the third year of WIDA testing. The following results are from the spring WIDA Access for ELL (English Language Learner) students. *“Reaching” or “Bridging” are considered proficient per the chart below.*





### NWEA Measures of Academic Progress: K-8

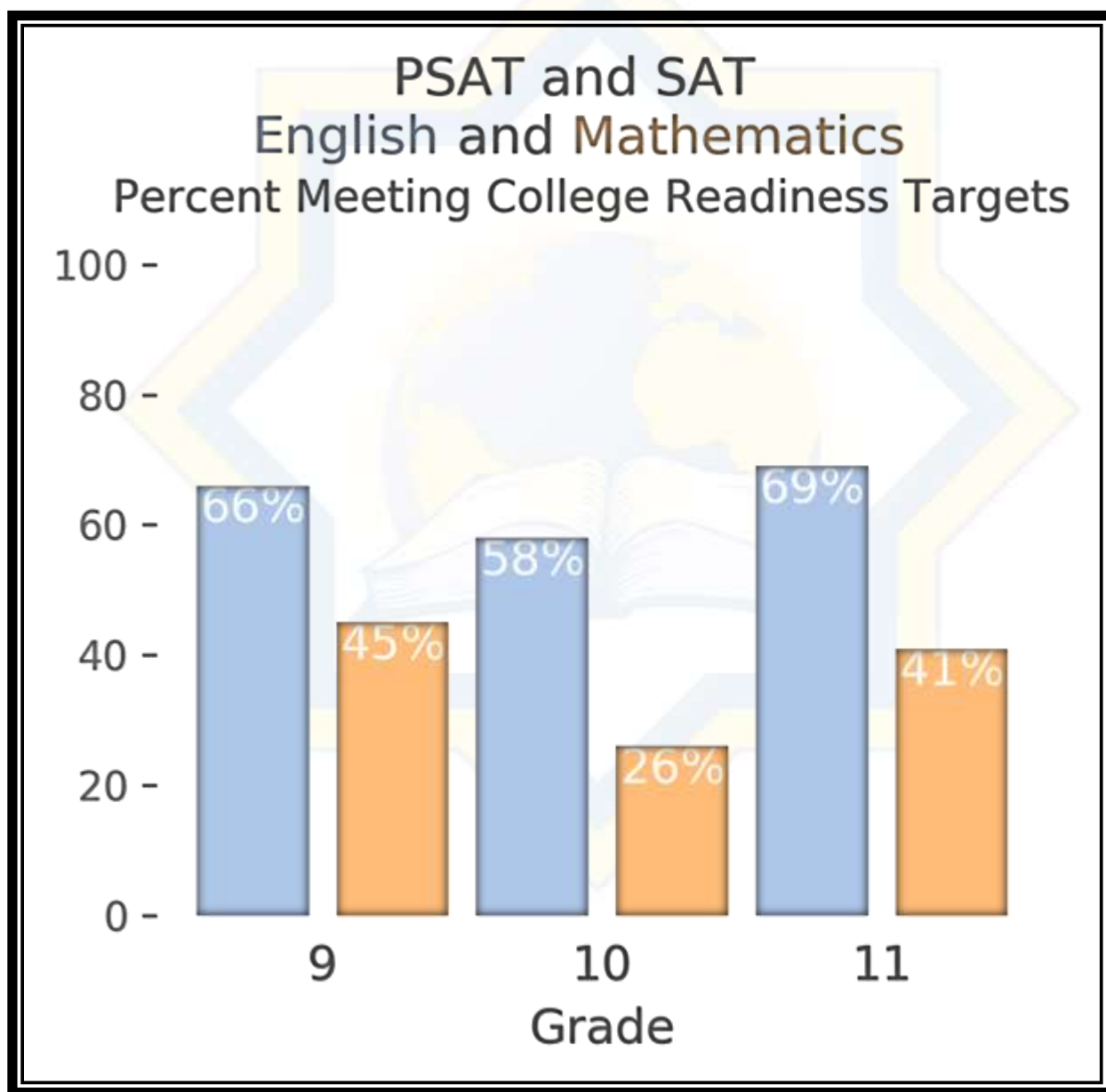
The student conditional growth percentiles, shown below, represent the quantity of growth made in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates less growth than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





**PSAT Grades: 9<sup>th</sup> & 10<sup>th</sup>**  
**SAT Grade: 11<sup>th</sup>**

The following graph shows the percentage of 9<sup>th</sup> and 10<sup>th</sup> grade students considered to be on track for college readiness on the PSAT exam and the percentage of 11<sup>th</sup> grade students considered to be on track for college readiness on the SAT exam.







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

Year	Student Count	Percentage Day of Conferences	Percentage Follow-up Conferences	Total Combined Percentage
2014-15	384	32%	68%	100%
2015-16	412	36%	64%	100%

The 2014-2015 parent attendance for Parent Teacher Conferences was 32% of parents showed up to conferences. The following week all teachers touched based verbally (via phone call and or personal conferences afterschool) with the remaining 68% of parents who did not show. This gave us **100%** follow up with all parents and students and participation in all conferences in 2014-15.

The 2015-2016 parent attendance for Parent Teacher Conferences was 35% of parents showed up to conferences. The following week all teachers touched based verbally (via phone call and or personal conferences afterschool) with the remaining 64% of parents who did not show. This gave us **100%** follow up with all parents and students and participation in all conferences in 2015-16.

**7. For High Schools, Only Also Report:**

**a. The Number and Percentage of Postsecondary (Dual) Enrollments**

Number of students 2015-16: 93  
Percent from total population: 25%

**b. The Number of College Equivalent Courses Offered**

The number of college equivalent courses offered (AP): 4

**c. The Number and Percentage of Students Enrolled in College Equivalent Courses**

Number of students 2015-16: 57  
Percent from total population: 15%

**d. The Number and Percentage of Students Receiving a Score Leading to College Credit**

Number of students 2015-16: 25  
Percent of students who took it vs. passing it: 44%





## CONCLUSION & STAKEHOLDER APPRECIATION

In 2016, Star International Academy was ranked **No. 1 with a CAP score of 126.80** by the Mackinaw Center for Public Policy. The 2016 Michigan Public High School Context and Performance Report Card is a report to provide school-level assessment of academic performance based on a four-year average of state standardized tests. Unlike other assessment measures, the report card takes into consideration the socioeconomic status of students when evaluating an individual school's performance.

Additionally, Star International Academy was awarded the **Bronze Medal** for "America's Best Performing High School" in the country according to the US News and World Report. Star International Academy also received the **#1** ranking as the **safest school** in the state by niche.com. Star International Academy has undergone many challenges as other charter schools have, yet the Academy continues to achieve its mission, goals and objectives. Further, the Academy continues to attract students and parents that are impressed with the progress and programs. Star International Academy continues to remain financially sound during times of economic crisis, remains educationally oriented to success, and prepared to exceed expectations of all stakeholders.

Star International Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts- parents, teachers, students, staff and the surrounding community. All stakeholders recognize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report. We would like to express our gratitude and appreciation to all stakeholders for this collaborative effort. The ultimate goal for Star International Academy is to become a Reward School and rank in the 90<sup>th</sup> percentile in the state of Michigan.

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%	45.3%	45.3%	19.7%	25.5%	27.7%	27.0%
ELA	3rd Grade Content	All Students	2015-16	46.0%	36.2%	36.2%	18.9%	17.3%	26.0%	37.8%
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	30.0%	30.0%	10.0%	20.0%	30.0%	40.0%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	45.0%	45.0%	19.2%	25.8%	27.5%	27.5%
ELA	3rd Grade Content	White	2015-16	53.9%	35.0%	35.0%	17.9%	17.1%	27.4%	37.6%
ELA	3rd Grade Content	Female	2014-15	54.7%	51.6%	51.6%	21.9%	29.7%	28.1%	20.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	40.6%	40.6%	21.9%	18.8%	23.4%	35.9%
ELA	3rd Grade Content	Male	2014-15	45.5%	39.7%	39.7%	17.8%	21.9%	27.4%	32.9%

### M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2015-16	42.6%	31.7%	31.7%	15.9%	15.9%	28.6%	39.7%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	42.3%	42.3%	15.4%	26.8%	28.5%	29.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	34.5%	34.5%	17.2%	17.2%	25.0%	40.5%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	28.2%	28.2%	9.4%	18.8%	35.3%	36.5%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	21.8%	21.8%	9.0%	12.8%	28.2%	50.0%
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%	33.6%	33.6%	15.4%	18.2%	31.5%	35.0%
ELA	4th Grade Content	All Students	2015-16	46.3%	36.3%	36.3%	12.9%	23.4%	27.4%	36.3%
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	18.2%	18.2%	0.0%	18.2%	54.5%	27.3%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10

### M-STEP Grades 3-11

ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	34.4%	34.4%	16.4%	18.0%	29.7%	35.9%
ELA	4th Grade Content	White	2015-16	53.9%	36.0%	36.0%	13.5%	22.5%	25.2%	38.7%
ELA	4th Grade Content	Female	2014-15	51.5%	39.2%	39.2%	18.9%	20.3%	33.8%	27.0%
ELA	4th Grade Content	Female	2015-16	50.9%	32.7%	32.7%	14.5%	18.2%	34.5%	32.7%
ELA	4th Grade Content	Male	2014-15	41.8%	27.5%	27.5%	11.6%	15.9%	29.0%	43.5%
ELA	4th Grade Content	Male	2015-16	41.8%	39.1%	39.1%	11.6%	27.5%	21.7%	39.1%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	28.9%	28.9%	10.9%	18.0%	33.6%	37.5%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	33.9%	33.9%	10.2%	23.7%	28.8%	37.3%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	14.3%	14.3%	5.4%	8.9%	33.9%	51.8%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	22.9%	22.9%	3.6%	19.3%	27.7%	49.4%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	14.3%	14.3%	0.0%	14.3%	14.3%	71.4%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10



### M-STEP Grades 3-11

ELA	5th Grade Content	All Students	2014-15	48.7%	54.0%	54.0%	11.3%	42.7%	27.3%	18.7%
ELA	5th Grade Content	All Students	2015-16	50.6%	33.1%	33.1%	9.2%	23.8%	31.5%	35.4%
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	33.3%	33.3%	8.3%	25.0%	41.7%	25.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	9.1%	9.1%	0.0%	9.1%	45.5%	45.5%
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	54.9%	54.9%	11.3%	43.6%	26.3%	18.8%
ELA	5th Grade Content	White	2015-16	58.1%	35.7%	35.7%	10.4%	25.2%	29.6%	34.8%
ELA	5th Grade Content	Female	2014-15	54.3%	57.6%	57.6%	13.6%	43.9%	27.3%	15.2%
ELA	5th Grade Content	Female	2015-16	55.8%	37.7%	37.7%	8.7%	29.0%	31.9%	30.4%
ELA	5th Grade Content	Male	2014-15	43.3%	51.2%	51.2%	9.5%	41.7%	27.4%	21.4%
ELA	5th Grade Content	Male	2015-16	45.5%	27.9%	27.9%	9.8%	18.0%	31.1%	41.0%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	51.5%	51.5%	10.3%	41.2%	28.7%	19.9%

### M-STEP Grades 3-11

ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	32.2%	32.2%	9.1%	23.1%	30.6%	37.2%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	21.8%	21.8%	1.8%	20.0%	40.0%	38.2%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	20.0%	20.0%	1.8%	18.2%	29.1%	50.9%
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%	8.3%	8.3%	0.0%	8.3%	16.7%	75.0%
ELA	6th Grade Content	All Students	2014-15	44.7%	40.6%	40.6%	8.4%	32.2%	39.2%	20.3%
ELA	6th Grade Content	All Students	2015-16	45.0%	36.9%	36.9%	9.2%	27.7%	37.6%	25.5%
ELA	6th Grade Content	Asian	2014-15	70.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10	<10
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%	27.3%	27.3%	9.1%	18.2%	36.4%	36.4%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	40.2%	40.2%	8.3%	31.8%	38.6%	21.2%

### M-STEP Grades 3-11

ELA	6th Grade Content	White	2015-16	51.9%	35.5%	35.5%	8.1%	27.4%	38.7%	25.8%
ELA	6th Grade Content	Female	2014-15	51.1%	54.1%	54.1%	14.9%	39.2%	31.1%	14.9%
ELA	6th Grade Content	Female	2015-16	49.8%	37.0%	37.0%	13.0%	24.1%	42.6%	20.4%
ELA	6th Grade Content	Male	2014-15	38.6%	26.1%	26.1%	1.4%	24.6%	47.8%	26.1%
ELA	6th Grade Content	Male	2015-16	40.4%	36.8%	36.8%	6.9%	29.9%	34.5%	28.7%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	40.3%	40.3%	8.2%	32.1%	38.1%	21.6%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	35.9%	35.9%	7.0%	28.9%	37.5%	26.6%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	16.3%	16.3%	0.0%	16.3%	32.7%	51.0%
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	10.5%	10.5%	0.0%	10.5%	45.6%	43.9%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10
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%	60.3%	60.3%	19.0%	41.3%	30.6%	9.1%
ELA	7th Grade Content	All Students	2015-16	47.1%	38.0%	38.0%	7.0%	31.0%	31.8%	30.2%
ELA	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10	<10

### M-STEP Grades 3-11

ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<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%	60.5%	60.5%	18.4%	42.1%	30.7%	8.8%
ELA	7th Grade Content	White	2015-16	53.7%	35.6%	35.6%	6.8%	28.8%	32.2%	32.2%
ELA	7th Grade Content	Female	2014-15	56.3%	69.1%	69.1%	25.0%	44.1%	22.1%	8.8%
ELA	7th Grade Content	Female	2015-16	53.8%	45.8%	45.8%	11.1%	34.7%	31.9%	22.2%
ELA	7th Grade Content	Male	2014-15	42.2%	49.1%	49.1%	11.3%	37.7%	41.5%	9.4%
ELA	7th Grade Content	Male	2015-16	40.6%	28.1%	28.1%	1.8%	26.3%	31.6%	40.4%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	58.0%	58.0%	17.9%	40.2%	32.1%	9.8%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	35.5%	35.5%	6.6%	28.9%	32.2%	32.2%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	23.7%	23.7%	2.6%	21.1%	52.6%	23.7%
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	14.6%	14.6%	0.0%	14.6%	29.2%	56.3%



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ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	66.7%	66.7%	20.2%	46.5%	27.9%	5.4%
ELA	8th Grade Content	All Students	2015-16	48.9%	54.5%	54.5%	14.9%	39.7%	27.3%	18.2%
ELA	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	67.5%	67.5%	20.5%	47.0%	26.5%	6.0%
ELA	8th Grade Content	White	2015-16	55.2%	55.7%	55.7%	13.9%	41.7%	27.8%	16.5%
ELA	8th Grade Content	Female	2014-15	54.2%	75.0%	75.0%	26.8%	48.2%	21.4%	3.6%
ELA	8th Grade Content	Female	2015-16	54.9%	63.4%	63.4%	18.3%	45.1%	22.5%	14.1%
ELA	8th Grade Content	Male	2014-15	41.2%	60.3%	60.3%	15.1%	45.2%	32.9%	6.8%

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ELA	8th Grade Content	Male	2015-16	43.0%	42.0%	42.0%	10.0%	32.0%	34.0%	24.0%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	63.6%	63.6%	17.8%	45.8%	30.5%	5.9%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	51.8%	51.8%	12.7%	39.1%	29.1%	19.1%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	41.3%	41.3%	4.3%	37.0%	45.7%	13.0%
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	24.4%	24.4%	4.9%	19.5%	39.0%	36.6%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	72.4%	72.4%	42.9%	29.6%	19.4%	8.2%
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	75.0%	75.0%	43.5%	31.5%	16.3%	8.7%
ELA	11th Grade Content	Female	2014-15	55.4%	77.8%	77.8%	44.4%	33.3%	16.7%	5.6%
ELA	11th Grade Content	Male	2014-15	43.3%	65.9%	65.9%	40.9%	25.0%	22.7%	11.4%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	70.3%	70.3%	41.8%	28.6%	20.9%	8.8%

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ELA	11th Grade Content	English Language Learners	2014-15	15.2%	50.0%	50.0%	7.1%	42.9%	21.4%	28.6%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	48.1%	48.1%	13.3%	34.8%	27.4%	24.4%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	40.2%	40.2%	13.4%	26.8%	33.9%	26.0%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	30.0%	30.0%	0.0%	30.0%	30.0%	40.0%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	49.2%	49.2%	13.6%	35.6%	28.0%	22.9%
Mathematics	3rd Grade Content	White	2015-16	53.2%	41.9%	41.9%	12.8%	29.1%	34.2%	23.9%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	48.4%	48.4%	14.5%	33.9%	24.2%	27.4%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	42.2%	42.2%	17.2%	25.0%	29.7%	28.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	47.9%	47.9%	12.3%	35.6%	30.1%	21.9%

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Mathematics	3rd Grade Content	Male	2015-16	46.6%	38.1%	38.1%	9.5%	28.6%	38.1%	23.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	43.8%	43.8%	9.1%	34.7%	29.8%	26.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	38.8%	38.8%	11.2%	27.6%	33.6%	27.6%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	37.3%	37.3%	4.8%	32.5%	33.7%	28.9%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	28.2%	28.2%	2.6%	25.6%	38.5%	33.3%
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%	33.6%	33.6%	9.1%	24.5%	40.6%	25.9%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	40.3%	40.3%	8.9%	31.5%	41.1%	18.5%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	9.1%	9.1%	0.0%	9.1%	36.4%	54.5%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10



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Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	34.4%	34.4%	9.4%	25.0%	41.4%	24.2%
Mathematics	4th Grade Content	White	2015-16	52.3%	43.2%	43.2%	8.1%	35.1%	37.8%	18.9%
Mathematics	4th Grade Content	Female	2014-15	40.3%	35.1%	35.1%	8.1%	27.0%	43.2%	21.6%
Mathematics	4th Grade Content	Female	2015-16	42.1%	36.4%	36.4%	5.5%	30.9%	49.1%	14.5%
Mathematics	4th Grade Content	Male	2014-15	42.4%	31.9%	31.9%	10.1%	21.7%	37.7%	30.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	43.5%	43.5%	11.6%	31.9%	34.8%	21.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	29.7%	29.7%	6.3%	23.4%	42.2%	28.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	38.1%	38.1%	6.8%	31.4%	42.4%	19.5%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	16.1%	16.1%	1.8%	14.3%	50.0%	33.9%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	27.7%	27.7%	3.6%	24.1%	47.0%	25.3%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	14.3%	14.3%	0.0%	14.3%	42.9%	42.9%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	All Students	2014-15	33.4%	23.3%	23.3%	9.3%	14.0%	30.7%	46.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	22.3%	22.3%	8.5%	13.8%	39.2%	38.5%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	8.3%	8.3%	8.3%	0.0%	25.0%	66.7%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	18.2%	18.2%	0.0%	18.2%	18.2%	63.6%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	23.3%	23.3%	8.3%	15.0%	31.6%	45.1%
Mathematics	5th Grade Content	White	2015-16	41.0%	22.6%	22.6%	8.7%	13.9%	40.0%	37.4%
Mathematics	5th Grade Content	Female	2014-15	32.6%	21.2%	21.2%	7.6%	13.6%	34.8%	43.9%
Mathematics	5th Grade Content	Female	2015-16	31.7%	15.9%	15.9%	5.8%	10.1%	43.5%	40.6%
Mathematics	5th Grade Content	Male	2014-15	34.1%	25.0%	25.0%	10.7%	14.3%	27.4%	47.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	29.5%	29.5%	11.5%	18.0%	34.4%	36.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	21.3%	21.3%	8.1%	13.2%	30.1%	48.5%

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Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	21.5%	21.5%	7.4%	14.0%	38.8%	39.7%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	1.8%	1.8%	0.0%	1.8%	29.1%	69.1%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	7.3%	7.3%	0.0%	7.3%	40.0%	52.7%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	23.8%	23.8%	4.2%	19.6%	42.0%	34.3%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	23.4%	23.4%	7.8%	15.6%	44.0%	32.6%
Mathematics	6th Grade Content	Asian	2014-15	65.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	23.5%	23.5%	4.5%	18.9%	42.4%	34.1%

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Mathematics	6th Grade Content	White	2015-16	39.2%	21.8%	21.8%	8.1%	13.7%	46.0%	32.3%
Mathematics	6th Grade Content	Female	2014-15	34.1%	25.7%	25.7%	5.4%	20.3%	43.2%	31.1%
Mathematics	6th Grade Content	Female	2015-16	31.4%	22.2%	22.2%	3.7%	18.5%	50.0%	27.8%
Mathematics	6th Grade Content	Male	2014-15	32.5%	21.7%	21.7%	2.9%	18.8%	40.6%	37.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	24.1%	24.1%	10.3%	13.8%	40.2%	35.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	22.4%	22.4%	3.7%	18.7%	44.0%	33.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	21.1%	21.1%	7.0%	14.1%	44.5%	34.4%
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	2.0%	2.0%	0.0%	2.0%	32.7%	65.3%
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	7.0%	7.0%	1.8%	5.3%	42.1%	50.9%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
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%	42.6%	42.6%	13.1%	29.5%	32.8%	24.6%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	20.2%	20.2%	4.7%	15.5%	40.3%	39.5%
Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10	<10



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Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<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%	43.5%	43.5%	13.0%	30.4%	33.0%	23.5%
Mathematics	7th Grade Content	White	2015-16	41.6%	19.5%	19.5%	3.4%	16.1%	39.0%	41.5%
Mathematics	7th Grade Content	Female	2014-15	33.0%	45.6%	45.6%	13.2%	32.4%	32.4%	22.1%
Mathematics	7th Grade Content	Female	2015-16	34.5%	22.2%	22.2%	6.9%	15.3%	44.4%	33.3%
Mathematics	7th Grade Content	Male	2014-15	33.5%	38.9%	38.9%	13.0%	25.9%	33.3%	27.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	17.5%	17.5%	1.8%	15.8%	35.1%	47.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	38.9%	38.9%	12.4%	26.5%	34.5%	26.5%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	17.4%	17.4%	2.5%	14.9%	42.1%	40.5%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	17.9%	17.9%	2.6%	15.4%	33.3%	48.7%
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	6.3%	6.3%	2.1%	4.2%	27.1%	66.7%

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Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	60.5%	60.5%	35.7%	24.8%	27.1%	12.4%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	47.9%	47.9%	22.3%	25.6%	22.3%	29.8%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	64.1%	64.1%	37.6%	26.5%	24.8%	11.1%
Mathematics	8th Grade Content	White	2015-16	38.3%	48.7%	48.7%	22.6%	26.1%	22.6%	28.7%
Mathematics	8th Grade Content	Female	2014-15	32.6%	58.9%	58.9%	32.1%	26.8%	26.8%	14.3%
Mathematics	8th Grade Content	Female	2015-16	34.1%	56.3%	56.3%	22.5%	33.8%	21.1%	22.5%
Mathematics	8th Grade Content	Male	2014-15	31.8%	61.6%	61.6%	38.4%	23.3%	27.4%	11.0%

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Mathematics	8th Grade Content	Male	2015-16	31.4%	36.0%	36.0%	22.0%	14.0%	24.0%	40.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	59.3%	59.3%	33.9%	25.4%	27.1%	13.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	45.5%	45.5%	20.9%	24.5%	22.7%	31.8%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	52.2%	52.2%	23.9%	28.3%	30.4%	17.4%
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	22.0%	22.0%	4.9%	17.1%	19.5%	58.5%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	33.3%	33.3%	12.1%	21.2%	32.3%	34.3%
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	33.3%	33.3%	11.8%	21.5%	34.4%	32.3%
Mathematics	11th Grade Content	Female	2014-15	29.1%	38.9%	38.9%	11.1%	27.8%	29.6%	31.5%
Mathematics	11th Grade Content	Male	2014-15	27.8%	26.7%	26.7%	13.3%	13.3%	35.6%	37.8%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	34.8%	34.8%	12.0%	22.8%	30.4%	34.8%

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Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	13.3%	13.3%	0.0%	13.3%	13.3%	73.3%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	7.0%	7.0%	2.1%	4.9%	18.2%	74.8%
Science	4th Grade Content	All Students	2015-16	14.7%	4.8%	4.8%	0.8%	4.0%	25.0%	70.2%
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	9.1%	9.1%	0.0%	9.1%	9.1%	81.8%
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	7.0%	7.0%	2.3%	4.7%	18.8%	74.2%
Science	4th Grade Content	White	2015-16	18.4%	5.4%	5.4%	0.9%	4.5%	24.3%	70.3%
Science	4th Grade Content	Female	2014-15	10.4%	8.1%	8.1%	1.4%	6.8%	13.5%	78.4%
Science	4th Grade Content	Female	2015-16	13.0%	3.6%	3.6%	0.0%	3.6%	20.0%	76.4%

### M-STEP Grades 3-11

Science	4th Grade Content	Male	2014-15	14.3%	5.8%	5.8%	2.9%	2.9%	23.2%	71.0%
Science	4th Grade Content	Male	2015-16	16.4%	5.8%	5.8%	1.4%	4.3%	29.0%	65.2%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	4.7%	4.7%	1.6%	3.1%	17.2%	78.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	4.2%	4.2%	0.8%	3.4%	22.9%	72.9%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0.0%	0.0%	0.0%	0.0%	8.9%	91.1%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	1.2%	1.2%	0.0%	1.2%	18.1%	80.7%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
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%	13.9%	13.9%	4.1%	9.8%	25.4%	60.7%
Science	7th Grade Content	All Students	2015-16	23.9%	13.2%	13.2%	3.9%	9.3%	24.0%	62.8%
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	2014-15	5.0%	<10	<10	<10	<10	<10	<10

### M-STEP Grades 3-11

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%	13.9%	13.9%	3.5%	10.4%	26.1%	60.0%
Science	7th Grade Content	White	2015-16	28.9%	13.6%	13.6%	3.4%	10.2%	21.2%	65.3%
Science	7th Grade Content	Female	2014-15	20.8%	7.4%	7.4%	2.9%	4.4%	35.3%	57.4%
Science	7th Grade Content	Female	2015-16	22.6%	16.7%	16.7%	5.6%	11.1%	27.8%	55.6%
Science	7th Grade Content	Male	2014-15	24.6%	22.2%	22.2%	5.6%	16.7%	13.0%	64.8%
Science	7th Grade Content	Male	2015-16	25.1%	8.8%	8.8%	1.8%	7.0%	19.3%	71.9%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	13.3%	13.3%	3.5%	9.7%	23.0%	63.7%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	11.6%	11.6%	4.1%	7.4%	24.0%	64.5%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	5.1%	5.1%	0.0%	5.1%	5.1%	89.7%
Science	7th Grade Content	English Language Learners	2015-16	3.5%	4.2%	4.2%	2.1%	2.1%	6.3%	89.6%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	27.3%	27.3%	9.1%	18.2%	38.4%	34.3%



### M-STEP Grades 3-11

Science	11th Grade Content	All Students	2015-16	33.0%	16.2%	16.2%	5.4%	10.8%	37.8%	45.9%
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	28.0%	28.0%	8.6%	19.4%	38.7%	33.3%
Science	11th Grade Content	White	2015-16	38.7%	16.7%	16.7%	4.5%	12.1%	40.9%	42.4%
Science	11th Grade Content	Female	2014-15	26.7%	20.4%	20.4%	5.6%	14.8%	44.4%	35.2%
Science	11th Grade Content	Female	2015-16	29.8%	16.2%	16.2%	2.7%	13.5%	43.2%	40.5%
Science	11th Grade Content	Male	2014-15	32.1%	35.6%	35.6%	13.3%	22.2%	31.1%	33.3%
Science	11th Grade Content	Male	2015-16	36.3%	16.2%	16.2%	8.1%	8.1%	32.4%	51.4%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	29.3%	29.3%	9.8%	19.6%	37.0%	33.7%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	14.1%	14.1%	5.6%	8.5%	38.0%	47.9%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	0.0%	0.0%	0.0%	0.0%	26.7%	73.3%

### M-STEP Grades 3-11

Science	11th Grade Content	English Language Learners	2015-16	4.2%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	16.0%	16.0%	0.0%	16.0%	64.0%	20.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	10.8%	10.8%	2.3%	8.5%	56.9%	32.3%
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%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	16.7%	16.7%	0.0%	16.7%	66.7%	16.7%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	15.0%	15.0%	0.0%	15.0%	64.7%	20.3%
Social Studies	5th Grade Content	White	2015-16	23.0%	12.2%	12.2%	2.6%	9.6%	57.4%	30.4%
Social Studies	5th Grade Content	Female	2014-15	20.6%	18.2%	18.2%	0.0%	18.2%	63.6%	18.2%
Social Studies	5th Grade Content	Female	2015-16	16.7%	5.8%	5.8%	1.4%	4.3%	62.3%	31.9%

### M-STEP Grades 3-11

Social Studies	5th Grade Content	Male	2014-15	23.8%	14.3%	14.3%	0.0%	14.3%	64.3%	21.4%
Social Studies	5th Grade Content	Male	2015-16	21.0%	16.4%	16.4%	3.3%	13.1%	50.8%	32.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	13.2%	13.2%	0.0%	13.2%	66.2%	20.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	9.9%	9.9%	1.7%	8.3%	57.9%	32.2%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	3.6%	3.6%	0.0%	3.6%	60.0%	36.4%
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%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	19.4%	19.4%	1.6%	17.8%	44.2%	36.4%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	19.0%	19.0%	0.8%	18.2%	57.0%	24.0%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10	<10

### M-STEP Grades 3-11

Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	17.9%	17.9%	0.9%	17.1%	46.2%	35.9%
Social Studies	8th Grade Content	White	2015-16	34.3%	18.3%	18.3%	0.9%	17.4%	60.0%	21.7%
Social Studies	8th Grade Content	Female	2014-15	25.2%	14.3%	14.3%	0.0%	14.3%	46.4%	39.3%
Social Studies	8th Grade Content	Female	2015-16	26.0%	18.3%	18.3%	1.4%	16.9%	59.2%	22.5%
Social Studies	8th Grade Content	Male	2014-15	34.0%	23.3%	23.3%	2.7%	20.5%	42.5%	34.2%
Social Studies	8th Grade Content	Male	2015-16	32.6%	20.0%	20.0%	0.0%	20.0%	54.0%	26.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	16.1%	16.1%	1.7%	14.4%	45.8%	38.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	18.2%	18.2%	0.0%	18.2%	56.4%	25.5%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	13.0%	13.0%	2.2%	10.9%	32.6%	54.3%
Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	12.2%	12.2%	0.0%	12.2%	41.5%	46.3%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10

### M-STEP Grades 3-11

Social Studies	11th Grade Content	All Students	2014-15	43.9%	45.9%	45.9%	4.1%	41.8%	44.9%	9.2%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	37.8%	37.8%	4.1%	33.8%	52.7%	9.5%
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	44.6%	44.6%	3.3%	41.3%	45.7%	9.8%
Social Studies	11th Grade Content	White	2015-16	49.3%	39.4%	39.4%	3.0%	36.4%	53.0%	7.6%
Social Studies	11th Grade Content	Female	2014-15	40.5%	38.9%	38.9%	0.0%	38.9%	53.7%	7.4%
Social Studies	11th Grade Content	Female	2015-16	39.1%	40.5%	40.5%	5.4%	35.1%	51.4%	8.1%
Social Studies	11th Grade Content	Male	2014-15	47.2%	54.5%	54.5%	9.1%	45.5%	34.1%	11.4%
Social Studies	11th Grade Content	Male	2015-16	47.1%	35.1%	35.1%	2.7%	32.4%	54.1%	10.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	46.2%	46.2%	4.4%	41.8%	44.0%	9.9%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	36.6%	36.6%	1.4%	35.2%	53.5%	9.9%

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	14.3%	14.3%	0.0%	14.3%	42.9%	42.9%
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	16.7%	16.7%	0.0%	16.7%	58.3%	25.0%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<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
Star International Academy	2015-16	Total Score	All Students	976.2	N/A	24	32.4%	50	67.6%	74
Star International Academy	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Star International Academy	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Star International Academy	2015-16	Total Score	White	981.8	N/A	21	31.8%	45	68.2%	66
Star International Academy	2015-16	Total Score	Female	993.5	N/A	13	35.1%	24	64.9%	37
Star International Academy	2015-16	Total Score	Male	958.9	N/A	11	29.7%	26	70.3%	37
Star International Academy	2015-16	Total Score	Economically Disadvantaged	968.7	N/A	22	31.0%	49	69.0%	71
Star International Academy	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Star International Academy	2015-16	Total Score	English Language Learners	848.3	N/A	<10	8.3%	11	91.7%	12
Star International Academy	2015-16	Total Score	Not English Language Learners	1001.0	N/A	23	37.1%	39	62.9%	62

## SAT

Star International Academy	2015-16	Total Score	Not Migrant	976.2	N/A	24	32.4%	50	67.6%	74
Star International Academy	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Star International Academy	2015-16	Total Score	Students Without Disabilities	991.6	N/A	23	33.8%	45	66.2%	68
Star International Academy	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Star International Academy	2015-16	Total Score	Not Homeless	984.4	N/A	23	33.8%	45	66.2%	68
Star International Academy	2015-16	Evidence-Based Reading and Writing	All Students	501.5	480	44	59.5%	30	40.5%	74
Star International Academy	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Star International Academy	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
Star International Academy	2015-16	Evidence-Based Reading and Writing	White	501.8	480	40	60.6%	26	39.4%	66
Star International Academy	2015-16	Evidence-Based Reading and Writing	Female	513.2	480	24	64.9%	13	35.1%	37
Star International Academy	2015-16	Evidence-Based Reading and Writing	Male	489.7	480	20	54.1%	17	45.9%	37

## SAT

Star International Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	496.1	480	41	57.7%	30	42.3%	71
Star International Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Star International Academy	2015-16	Evidence-Based Reading and Writing	English Language Learners	436.7	480	<10	16.7%	10	83.3%	12
Star International Academy	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	514.0	480	42	67.7%	20	32.3%	62
Star International Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	501.5	480	44	59.5%	30	40.5%	74
Star International Academy	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Star International Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	508.1	480	43	63.2%	25	36.8%	68
Star International Academy	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Star International Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	506.6	480	43	63.2%	25	36.8%	68
Star International Academy	2015-16	Mathematics	All Students	474.7	530	26	35.1%	48	64.9%	74
Star International Academy	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10

## SAT

Star International Academy	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Star International Academy	2015-16	Mathematics	White	480.0	530	23	34.8%	43	65.2%	66
Star International Academy	2015-16	Mathematics	Female	480.3	530	14	37.8%	23	62.2%	37
Star International Academy	2015-16	Mathematics	Male	469.2	530	12	32.4%	25	67.6%	37
Star International Academy	2015-16	Mathematics	Economically Disadvantaged	472.7	530	24	33.8%	47	66.2%	71
Star International Academy	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Star International Academy	2015-16	Mathematics	English Language Learners	411.7	530	<10	16.7%	10	83.3%	12
Star International Academy	2015-16	Mathematics	Not English Language Learners	486.9	530	24	38.7%	38	61.3%	62
Star International Academy	2015-16	Mathematics	Not Migrant	474.7	530	26	35.1%	48	64.9%	74
Star International Academy	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Star International Academy	2015-16	Mathematics	Students Without Disabilities	483.5	530	25	36.8%	43	63.2%	68

**SAT**

Star International Academy	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Star International Academy	2015-16	Mathematics	Not Homeless	477.8	530	25	36.8%	43	63.2%	68

**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
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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
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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
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No Data to Display

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	100.0%	64.3%	100.0%	64.3%
All Students	Mathematics	98.6%	62.1%	100.0%	61.0%	100.0%	61.0%
All Students	Science	98.1%	50.0%	100.0%	41.5%	100.0%	41.5%
All Students	Social Studies	98.1%	59.3%	100.0%	51.2%	100.0%	51.2%
Bottom 30%	ELA	N/A	25.1%	N/A	12.2%	N/A	11.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	18.9%	N/A	18.9%
Bottom 30%	Science	N/A	9.8%	N/A	5.1%	N/A	5.1%
Bottom 30%	Social Studies	N/A	13.3%	N/A	5.1%	N/A	5.1%
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%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
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%	100.0%	59.3%	100.0%	59.3%
Black or African American	Mathematics	97.4%	37.3%	100.0%	42.6%	100.0%	42.6%
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%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

### 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%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
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%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	100.0%	64.3%	100.0%	64.3%
White	Mathematics	98.9%	68.4%	100.0%	61.5%	100.0%	61.5%
White	Science	98.6%	57.1%	100.0%	41.2%	100.0%	41.2%
White	Social Studies	98.5%	65.8%	100.0%	52.5%	100.0%	52.5%
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	63.0%	100.0%	63.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	60.3%	100.0%	60.3%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	38.9%	100.0%	38.9%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	49.5%	100.0%	49.5%
English Language Learners	ELA	98.8%	49.5%	100.0%	46.3%	100.0%	46.3%
English Language Learners	Mathematics	99.0%	48.4%	100.0%	50.3%	100.0%	50.3%

### Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	100.0%	17.5%	100.0%	17.5%
English Language Learners	Social Studies	98.2%	30.9%	100.0%	29.6%	100.0%	29.6%
Students With Disabilities	ELA	97.2%	40.1%	100.0%	43.8%	100.0%	43.8%
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	41.7%	100.0%	41.7%
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%	98.86%	98.86%
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%	98.78%	98.78%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	98.73%	98.73%
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%	89.48%	N/A

*\* 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
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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
Star International Academy	Green	2	Green	2	Green	2	Green	2	Lime	50

### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	4	90	22	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%	N/A

### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.6%

### 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	72	15	85	39	5
White	15	53	47	10	&#35
Black or African American	6	38	62	21	3
Hispanic	4	11	89	58	19
Asian	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	&#8225
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

### 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	&#35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	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