

University YES Academy

Annual Education Report (AER)



**NEW PARADIGM
FOR EDUCATION**

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for University YES Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Principal for assistance.

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

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has been labeled with Targeted Support and Improvement.

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Current Challenges

New Paradigm for Education is UYA's Charter Management Organization (CMO). New Paradigm for Education provides a rigorous college-focus learning environment by utilizing a scientifically research-based curriculum, high expectations, and a safe and nurturing school campus. Our goal is to bring stability so that we can lay a strong foundation to cultivate high student achievement. In 2016-17, UYA was removed from the priority status list and continues to focus on increasing student achievement. Since last year, New Paradigm for Education has taken over and UYA continues to see academic growth. Our goal is to continue to implement the curricular programs and align the interventions with the needs of each student and bring about stability for a strong foundation which will lead to high student achievement. UYA is challenged with parental involvement for parent-teacher conferences, curriculum nights and after-school programs. We are striving to implement more creative ways and incentivizing participation to increase parental involvement. UYA understands that parental participation is key for student success.

Key Initiatives to Foster Student Achievement

We are currently focusing on the following initiatives to accelerate student achievement:

- Building a Strong Literacy Block through implementation of Success For All literacy curriculum
- Creating a Strong Math Block through the implementation of Eureka Math curriculum
- Building Teacher Capacity through support of curriculum coaches
- Effective Curriculum Alignment and Pacing through resources provided by New Paradigm
- Data Analysis and Reteach Planning support through our partnership with the Achievement Network

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

University Yes Academy operates as an application enrollment charter school under New Paradigm for Education, our charter management company. Students residing in the state of Michigan can apply to our school during the open enrollment period. The new application process begins in March of each year. All interested families can contact the registrar's office to obtain an application for grades Pre-kindergarten – eighth grade. Applications can also be downloaded from the district website using the following link: [Enrollment Application](#) When grades have reached enrollment capacity, students are placed on a waiting list.

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

Goals have been set for each core subject in our school improvement plan. The following outlines those goals:

- All UYA students will demonstrate reading proficiency by having a deep understanding of Common Core Standards.
- All UYA students will demonstrate Math proficiency by having a deep understanding of Common Core Standards.
- All UYA students will demonstrate Science proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction.
- All UYA students will demonstrate Writing proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction.
- All UYA students will demonstrate Social Studies proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction.



3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

University YES Academy exists to prepare students entrusted to our care for a future as compassionate and caring global citizens and successful lifelong learners. Academic development is achieved in a dignified and supportive environment that incorporates diversity, family, staff, and community partnerships, in pursuit of educational excellence. Our school environment is one in which all learners grow, thrive and succeed beyond measure. We value, appreciate and accommodate diversity. We support our students because they are more than capable, and we fully believe in them. Our teaching practices are both reflective of and responsive to the needs of ALL our students. Our families are recognized as partners in the learning process. We embrace communication between students, parents, teachers, support staff and the community as we work to create the ultimate learning experiences for all children.

BELIEFS

At the University YES Academy, we:

1. Believe that a culture of achievement promotes high student achievement.
 2. Believe that students who are empowered with prior knowledge of assessment goals will be better prepared to take an active role in their own achievement.
 3. Believe that high expectations promote excellence.
 4. Believe that learning is optimized when parents and professionals work in partnership.
 5. Believe that children have individual learning styles and intelligences that must be addressed in order for everyone to achieve.
 6. Believe that staff members must be aware of state curriculum standards and benchmarks to maximize a student's achievement of goals.
 7. Believe that the use of best practices reflecting current educational research increases our standard of quality.
 8. Believe that all staff members are models for our students.
 9. Believe that staff and students are entitled to learn and work in a clean and safe environment.
- Believe that a cooperative learning environment educates, empowers and enlightens.

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

The current and new curricular programs for UYA were chosen and are aligned to the Common Core standards which are adopted by the state of Michigan. Websites containing information about the programs utilized by our school are listed below:

Literacy

In many ways, the achievement gap can be equated to a gap in vocabulary and literacy development. Students will receive 60 minutes of literacy instruction and 60 minutes of writing instruction every day. This sacred time will ensure that students are given the opportunity to immerse themselves in all aspects of literacy and that educators have enough time to create various engagement opportunities for our scholars.

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Curricular Program	Resources in program used for:
Success for All www.successforall.org	Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression
Step Up to Writing www.voyagersopris.com	Foundational Writing Skills, Vocabulary Acquisition, Speaking and Listening, Development in Writing Purpose
Write Source www.hmhco.com	Grammar, Six Traits, Usage and Mechanics
6 + 1 Traits www.greatsource.com	Traits of Writing to include: ideas, organization, voice, word choice, and sentence fluency

Math

At UYA we believe in creating a strong math foundation by building strong number sense with our students during a 60-minute math block and 30 minutes for math games. Rather than increasing the pace and covering standards from higher grade levels, we focus on the depth of our instruction rather than the breadth. This strong foundation will prevent future gaps and equip our students with the necessary tools to be critical thinkers and problem solvers.

Curricular Program	Resources in program used for:
Eureka Math http://greatminds.org	Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving

Science and Social Studies

UYA offers interdisciplinary study of literacy and math skills through science and social studies. Our goal is for students to study the world through a focus on world events, research, and experimentation. Each block will occur daily for 60 minutes.

Subject and Curricular Program	Resources in program used for:
Social Studies – MC3 Rubicon www.resa.net/curriculum/curriculum/socialstudies	Civics and Government, Economics, US History and Geography, World History and Geography
Science – STEMscopes www.acceleratelearning.com	Biology, Chemistry, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics

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Supplemental Elementary	Resources in program used for:
Meet Michigan www.hillsdalepublishers.com	Michigan History, Core Democratic Values, Economy, Geography and Government
Supplemental	Resources in program used for:
Networks-A Social Studies Learning System www.mheducation.com	History of the United States and World Geography-Eastern and Western Hemisphere

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

Our overall student achievement data (Combined Report) for the 2015-16 school term and 2016-17 school term is located in the Appendix with a focus on state testing reporting from the MSTEP. The AER is available for you to review electronically by visiting the following web site <https://goo.gl/XGZyfx> or you may review a copy in the main office at your child's school.

The content of the Combined Report is presented in several sections:

Teacher Quality: Displays the professional qualifications of teachers within the state, district, and school. You can view percentages of teachers with emergency or provisional certifications, and percentages of core academic subjects not taught by highly qualified teachers, within the state, district, and school.

Student Assessment: Includes the assessments: M-STEP

(Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT assessment information for English language arts and mathematics for grade 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

NAEP Report: The NAEP (National Assessment of Educational Progress), commonly referred to as 'the Nation's Report Card,' is another important assessment tool used to determine student progress. NAEP administers a state level assessment in mathematics and reading every two years. The most current results are from the year 2017. Results from the 2017 NAEP will replace 2015 results on the AER when they become available. NAEP results cannot be directly compared with M-STEP results for the same grade. There are no national standards. NAEP uses a different assessment framework from Michigan. NAEP and M-STEP define their performance level descriptions differently and performance levels do not correspond between the two assessments. NAEP is given in the winter, M-STEP is given in the spring.

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Accountability: Uses information from assessments, graduation and attendance rates, and several other indicators to determine if the school is meeting accountability targets. Here you can identify how well the school and district is serving the overall academic needs of students.

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

2016-17 Parent-Teacher Conference Attendance Data for University Yes Academy		
The 16-17 school year was the first year under NPFE Management		
Quarter 1	Quarter 2	Quarter 3
8%	10%	6%

All stakeholders at University Yes Academy are on a journey together to make our school a great place to teach, learn and grow. We have embarked upon opportunities that lead to significant academic achievement and student success. We are committed to implementing proven methods of success by providing all our students with strong academic outcomes that prepares them To, Through and Beyond College.

Please feel free to reach out to us with any questions, concerns or feedback to help our school become one of the strongest learning institutions in the City of Detroit.

Sincerely,

Mr. Hines
Principal



APPENDIX



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University Yes Academy (00378)

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	2015-16	46.0%	7.3%	7.3%	0.0%	7.3%	12.7%	80.0%
ELA	3rd Grade Content	All Students	2016-17	44.1%	20.4%	20.4%	2.0%	18.4%	30.6%	49.0%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	7.4%	7.4%	0.0%	7.4%	11.1%	81.5%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	20.4%	20.4%	2.0%	18.4%	30.6%	49.0%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade Content	Female	2015-16	49.5%	10.7%	10.7%	0.0%	10.7%	21.4%	67.9%
ELA	3rd Grade Content	Female	2016-17	47.7%	32.0%	32.0%	0.0%	32.0%	32.0%	36.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	3.7%	3.7%	0.0%	3.7%	3.7%	92.6%
ELA	3rd Grade Content	Male	2016-17	40.7%	8.3%	8.3%	4.2%	4.2%	29.2%	62.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	6.7%	6.7%	0.0%	6.7%	13.3%	80.0%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	18.2%	18.2%	2.3%	15.9%	29.5%	52.3%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	< 10	< 10	< 10	< 10	< 10	< 10

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ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	All Students	2015-16	46.3%	9.1%	9.1%	3.0%	6.1%	9.1%	81.8%
ELA	4th Grade Content	All Students	2016-17	44.2%	20.8%	20.8%	3.8%	17.0%	17.0%	62.3%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	9.2%	9.2%	3.1%	6.2%	9.2%	81.5%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	20.8%	20.8%	3.8%	17.0%	17.0%	62.3%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Female	2015-16	50.9%	10.0%	10.0%	3.3%	6.7%	10.0%	80.0%
ELA	4th Grade Content	Female	2016-17	48.6%	28.6%	28.6%	9.5%	19.0%	19.0%	52.4%
ELA	4th Grade Content	Male	2015-16	41.8%	8.3%	8.3%	2.8%	5.6%	8.3%	83.3%
ELA	4th Grade Content	Male	2016-17	39.9%	15.6%	15.6%	0.0%	15.6%	15.6%	68.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	8.5%	8.5%	2.1%	6.4%	10.6%	80.9%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15.2%	15.2%	2.2%	13.0%	17.4%	67.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	All Students	2015-16	50.6%	11.9%	11.9%	1.5%	10.4%	13.4%	74.6%
ELA	5th Grade Content	All Students	2016-17	51.1%	14.8%	14.8%	4.9%	9.8%	34.4%	50.8%
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	12.1%	12.1%	1.5%	10.6%	13.6%	74.2%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	15.0%	15.0%	5.0%	10.0%	33.3%	51.7%
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Female	2015-16	55.8%	25.9%	25.9%	3.7%	22.2%	14.8%	59.3%
ELA	5th Grade Content	Female	2016-17	56.0%	15.4%	15.4%	0.0%	15.4%	23.1%	61.5%
ELA	5th Grade Content	Male	2015-16	45.5%	2.5%	2.5%	0.0%	2.5%	12.5%	85.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Male	2016-17	46.2%	14.3%	14.3%	8.6%	5.7%	42.9%	42.9%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	12.2%	12.2%	2.0%	10.2%	16.3%	71.4%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	14.8%	14.8%	5.6%	9.3%	31.5%	53.7%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	All Students	2015-16	45.0%	8.3%	8.3%	1.2%	7.1%	19.0%	72.6%
ELA	6th Grade Content	All Students	2016-17	43.6%	9.6%	9.6%	0.0%	9.6%	32.9%	57.5%
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	8.3%	8.3%	1.2%	7.1%	19.0%	72.6%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	9.9%	9.9%	0.0%	9.9%	33.8%	56.3%
ELA	6th Grade Content	White	2016-17	50.3%	< 10	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Female	2015-16	49.8%	14.7%	14.7%	2.9%	11.8%	26.5%	58.8%
ELA	6th Grade Content	Female	2016-17	48.7%	16.1%	16.1%	0.0%	16.1%	41.9%	41.9%
ELA	6th Grade Content	Male	2015-16	40.4%	4.0%	4.0%	0.0%	4.0%	14.0%	82.0%
ELA	6th Grade Content	Male	2016-17	38.7%	4.8%	4.8%	0.0%	4.8%	26.2%	69.0%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	10.3%	10.3%	1.7%	8.6%	19.0%	70.7%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	8.1%	8.1%	0.0%	8.1%	33.9%	58.1%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	All Students	2015-16	47.1%	7.8%	7.8%	1.0%	6.9%	27.5%	64.7%
ELA	7th Grade Content	All Students	2016-17	44.8%	40.7%	40.7%	8.1%	32.6%	27.9%	31.4%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	7.8%	7.8%	1.0%	6.9%	27.5%	64.7%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	40.7%	40.7%	8.1%	32.6%	27.9%	31.4%

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ELA	7th Grade Content	Female	2015-16	53.8%	6.1%	6.1%	2.0%	4.1%	34.7%	59.2%
ELA	7th Grade Content	Female	2016-17	50.9%	57.5%	57.5%	12.5%	45.0%	27.5%	15.0%
ELA	7th Grade Content	Male	2015-16	40.6%	9.4%	9.4%	0.0%	9.4%	20.8%	69.8%
ELA	7th Grade Content	Male	2016-17	39.1%	26.1%	26.1%	4.3%	21.7%	28.3%	45.7%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	8.9%	8.9%	1.3%	7.6%	25.3%	65.8%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	38.8%	38.8%	6.0%	32.8%	29.9%	31.3%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
ELA	8th Grade Content	All Students	2015-16	48.9%	5.9%	5.9%	0.0%	5.9%	38.2%	55.9%
ELA	8th Grade Content	All Students	2016-17	48.0%	33.3%	33.3%	0.0%	33.3%	46.4%	20.2%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	5.9%	5.9%	0.0%	5.9%	38.2%	55.9%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	33.3%	33.3%	0.0%	33.3%	46.4%	20.2%

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ELA	8th Grade Content	Female	2015-16	54.9%	9.8%	9.8%	0.0%	9.8%	43.1%	47.1%
ELA	8th Grade Content	Female	2016-17	54.9%	24.4%	24.4%	0.0%	24.4%	51.2%	24.4%
ELA	8th Grade Content	Male	2015-16	43.0%	2.0%	2.0%	0.0%	2.0%	33.3%	64.7%
ELA	8th Grade Content	Male	2016-17	41.4%	41.9%	41.9%	0.0%	41.9%	41.9%	16.3%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	3.0%	3.0%	0.0%	3.0%	38.8%	58.2%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	27.4%	27.4%	0.0%	27.4%	49.3%	23.3%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	< 10	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	4.2%	4.2%	0.0%	4.2%	20.8%	75.0%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	10.2%	10.2%	0.0%	10.2%	18.4%	71.4%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	4.3%	4.3%	0.0%	4.3%	19.1%	76.6%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	10.2%	10.2%	0.0%	10.2%	18.4%	71.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	8.7%	8.7%	0.0%	8.7%	21.7%	69.6%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	16.0%	16.0%	0.0%	16.0%	24.0%	60.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	4.2%	4.2%	0.0%	4.2%	12.5%	83.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	5.1%	5.1%	0.0%	5.1%	20.5%	74.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	8.6%	8.6%	1.7%	6.9%	34.5%	56.9%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	11.3%	11.3%	0.0%	11.3%	35.8%	52.8%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	8.8%	8.8%	1.8%	7.0%	33.3%	57.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	11.3%	11.3%	0.0%	11.3%	35.8%	52.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Female	2015-16	42.1%	10.3%	10.3%	0.0%	10.3%	31.0%	58.6%
Mathematics	4th Grade Content	Female	2016-17	39.6%	23.8%	23.8%	0.0%	23.8%	33.3%	42.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	6.9%	6.9%	3.4%	3.4%	37.9%	55.2%
Mathematics	4th Grade Content	Male	2016-17	44.2%	3.1%	3.1%	0.0%	3.1%	37.5%	59.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	4.8%	4.8%	0.0%	4.8%	28.6%	66.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	10.9%	10.9%	0.0%	10.9%	37.0%	52.2%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	6.0%	6.0%	1.5%	4.5%	11.9%	82.1%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	5.0%	5.0%	1.7%	3.3%	38.3%	56.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.0%	6.0%	1.5%	4.5%	11.9%	82.1%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	5.1%	5.1%	1.7%	3.4%	37.3%	57.6%
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.0%	8.0%	4.0%	4.0%	24.0%	68.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	4.0%	4.0%	0.0%	4.0%	48.0%	48.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	4.8%	4.8%	0.0%	4.8%	4.8%	90.5%
Mathematics	5th Grade Content	Male	2016-17	37.4%	5.7%	5.7%	2.9%	2.9%	31.4%	62.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	6.3%	6.3%	0.0%	6.3%	12.5%	81.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	5.7%	5.7%	1.9%	3.8%	37.7%	56.6%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	1.2%	1.2%	0.0%	1.2%	29.8%	69.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	All Students	2016-17	34.2%	6.8%	6.8%	0.0%	6.8%	35.6%	57.5%
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	1.2%	1.2%	0.0%	1.2%	29.8%	69.0%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	7.0%	7.0%	0.0%	7.0%	36.6%	56.3%
Mathematics	6th Grade Content	White	2016-17	41.0%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	Female	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	44.1%	55.9%
Mathematics	6th Grade Content	Female	2016-17	33.1%	16.1%	16.1%	0.0%	16.1%	45.2%	38.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	2.0%	2.0%	0.0%	2.0%	20.0%	78.0%
Mathematics	6th Grade Content	Male	2016-17	35.2%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	0.0%	0.0%	0.0%	0.0%	32.8%	67.2%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	6.5%	6.5%	0.0%	6.5%	33.9%	59.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	3.0%	3.0%	0.0%	3.0%	23.8%	73.3%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	15.1%	15.1%	1.2%	14.0%	50.0%	34.9%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	3.0%	3.0%	0.0%	3.0%	23.8%	73.3%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	15.1%	15.1%	1.2%	14.0%	50.0%	34.9%
Mathematics	7th Grade Content	Female	2015-16	34.5%	2.0%	2.0%	0.0%	2.0%	26.5%	71.4%
Mathematics	7th Grade Content	Female	2016-17	35.1%	20.0%	20.0%	0.0%	20.0%	52.5%	27.5%
Mathematics	7th Grade Content	Male	2015-16	36.1%	3.8%	3.8%	0.0%	3.8%	21.2%	75.0%
Mathematics	7th Grade Content	Male	2016-17	37.3%	10.9%	10.9%	2.2%	8.7%	47.8%	41.3%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	3.9%	3.9%	0.0%	3.9%	20.8%	75.3%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	16.2%	16.2%	1.5%	14.7%	48.5%	35.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	1.0%	1.0%	0.0%	1.0%	19.0%	80.0%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	4.8%	4.8%	0.0%	4.8%	23.8%	71.4%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	1.0%	1.0%	0.0%	1.0%	19.0%	80.0%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	4.8%	4.8%	0.0%	4.8%	23.8%	71.4%
Mathematics	8th Grade Content	Female	2015-16	34.1%	2.0%	2.0%	0.0%	2.0%	17.6%	80.4%
Mathematics	8th Grade Content	Female	2016-17	35.2%	2.4%	2.4%	0.0%	2.4%	29.3%	68.3%
Mathematics	8th Grade Content	Male	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	20.4%	79.6%
Mathematics	8th Grade Content	Male	2016-17	31.8%	7.0%	7.0%	0.0%	7.0%	18.6%	74.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	1.4%	1.4%	0.0%	1.4%	15.7%	82.9%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	2.7%	2.7%	0.0%	2.7%	24.7%	72.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	1.6%	98.4%
Science	4th Grade Content	All Students	2016-17	14.6%	0.0%	0.0%	0.0%	0.0%	13.2%	86.8%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	1.6%	98.4%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	0.0%	13.2%	86.8%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	< 10	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	3.3%	96.7%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Male	2016-17	16.5%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	0.0%	0.0%	0.0%	0.0%	10.9%	89.1%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	All Students	2015-16	23.9%	0.0%	0.0%	0.0%	0.0%	4.0%	96.0%
Science	7th Grade Content	All Students	2016-17	22.7%	7.1%	7.1%	0.0%	7.1%	27.1%	65.9%
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	4.0%	96.0%
Science	7th Grade Content	Black or African American	2016-17	5.1%	7.1%	7.1%	0.0%	7.1%	27.1%	65.9%
Science	7th Grade Content	Female	2015-16	22.6%	0.0%	0.0%	0.0%	0.0%	2.2%	97.8%
Science	7th Grade Content	Female	2016-17	21.2%	5.0%	5.0%	0.0%	5.0%	40.0%	55.0%
Science	7th Grade Content	Male	2015-16	25.1%	0.0%	0.0%	0.0%	0.0%	5.6%	94.4%
Science	7th Grade Content	Male	2016-17	24.3%	8.9%	8.9%	0.0%	8.9%	15.6%	75.6%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	0.0%	0.0%	0.0%	0.0%	3.9%	96.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	6.1%	6.1%	0.0%	6.1%	27.3%	66.7%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	All Students	2015-16	33.0%	6.7%	6.7%	1.7%	5.0%	15.0%	78.3%
Science	11th Grade Content	Black or African American	2015-16	8.3%	6.7%	6.7%	1.7%	5.0%	15.0%	78.3%
Science	11th Grade Content	Female	2015-16	29.8%	6.7%	6.7%	0.0%	6.7%	10.0%	83.3%
Science	11th Grade Content	Male	2015-16	36.3%	6.7%	6.7%	3.3%	3.3%	20.0%	73.3%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	8.0%	8.0%	2.0%	6.0%	14.0%	78.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	0.0%	0.0%	0.0%	0.0%	42.0%	58.0%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	1.6%	1.6%	0.0%	1.6%	31.1%	67.2%
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	< 10	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	41.2%	58.8%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	1.7%	1.7%	0.0%	1.7%	30.0%	68.3%
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	< 10	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	44.4%	55.6%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	23.1%	76.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	40.5%	59.5%
Social Studies	5th Grade Content	Male	2016-17	23.9%	2.9%	2.9%	0.0%	2.9%	37.1%	60.0%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	0.0%	0.0%	0.0%	0.0%	44.9%	55.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	1.9%	1.9%	0.0%	1.9%	31.5%	66.7%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	< 10	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	< 10	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	2.0%	2.0%	0.0%	2.0%	34.7%	63.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2016-17	31.4%	2.4%	2.4%	0.0%	2.4%	34.5%	63.1%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	2.0%	2.0%	0.0%	2.0%	34.7%	63.4%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	2.4%	2.4%	0.0%	2.4%	34.5%	63.1%
Social Studies	8th Grade Content	Female	2015-16	26.0%	0.0%	0.0%	0.0%	0.0%	36.7%	63.3%
Social Studies	8th Grade Content	Female	2016-17	28.6%	0.0%	0.0%	0.0%	0.0%	24.4%	75.6%
Social Studies	8th Grade Content	Male	2015-16	32.6%	3.8%	3.8%	0.0%	3.8%	32.7%	63.5%
Social Studies	8th Grade Content	Male	2016-17	34.0%	4.7%	4.7%	0.0%	4.7%	44.2%	51.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	0.0%	0.0%	0.0%	0.0%	35.8%	64.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	2.7%	2.7%	0.0%	2.7%	31.5%	65.8%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	8.3%	8.3%	0.0%	8.3%	70.0%	21.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	8.3%	8.3%	0.0%	8.3%	70.0%	21.7%
Social Studies	11th Grade Content	Female	2015-16	39.1%	10.0%	10.0%	0.0%	10.0%	80.0%	10.0%
Social Studies	11th Grade Content	Male	2015-16	47.1%	6.7%	6.7%	0.0%	6.7%	60.0%	33.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	8.0%	8.0%	0.0%	8.0%	70.0%	22.0%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
University Yes Academy	2015-16	Total Score	All Students	846.6	N/A	< 10	< 5%	58	> 95%	61
University Yes Academy	2015-16	Total Score	Black or African American	846.6	N/A	< 10	< 5%	58	> 95%	61
University Yes Academy	2015-16	Total Score	Female	834.8	N/A	< 10	6.5%	29	93.5%	31
University Yes Academy	2015-16	Total Score	Male	858.7	N/A	< 10	< 5%	29	> 95%	30
University Yes Academy	2015-16	Total Score	Economically Disadvantaged	840.8	N/A	< 10	6.0%	47	94.0%	50
University Yes Academy	2015-16	Total Score	Not Economically Disadvantaged	872.7	N/A	< 10	< 5%	11	> 95%	11
University Yes Academy	2015-16	Total Score	Not English Learners	846.6	N/A	< 10	< 5%	58	> 95%	61
University Yes Academy	2015-16	Total Score	Not Migrant	846.6	N/A	< 10	< 5%	58	> 95%	61
University Yes Academy	2015-16	Total Score	Students With Disabilities	708.0	N/A	< 10	< 5%	10	> 95%	10
University Yes Academy	2015-16	Total Score	Students Without Disabilities	873.7	N/A	< 10	5.9%	48	94.1%	51
University Yes Academy	2015-16	Total Score	Homeless	< 10	N/A	< 10	< 10	< 10	< 10	< 10
University Yes Academy	2015-16	Total Score	Not Homeless	847.5	N/A	< 10	5.0%	57	95.0%	60

University YES Academy

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
University Yes Academy	2015-16	Evidence-Based Reading and Writing	All Students	422.8	480	10	16.4%	51	83.6%	61
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Black or African American	422.8	480	10	16.4%	51	83.6%	61
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Female	425.2	480	< 10	19.4%	25	80.6%	31
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Male	420.3	480	< 10	13.3%	26	86.7%	30
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	421.8	480	< 10	16.0%	42	84.0%	50
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	427.3	480	< 10	18.2%	< 10	81.8%	11
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Not English Learners	422.8	480	10	16.4%	51	83.6%	61
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	422.8	480	10	16.4%	51	83.6%	61
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	358.0	480	< 10	< 5%	10	> 95%	10
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	435.5	480	10	19.6%	41	80.4%	51

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
University Yes Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	423.8	480	10	16.7%	50	83.3%	60
University Yes Academy	2015-16	Mathematics	All Students	423.8	530	<10	8.2%	56	91.8%	61
University Yes Academy	2015-16	Mathematics	Black or African American	423.8	530	<10	8.2%	56	91.8%	61
University Yes Academy	2015-16	Mathematics	Female	409.7	530	<10	6.5%	29	93.5%	31
University Yes Academy	2015-16	Mathematics	Male	438.3	530	<10	10.0%	27	90.0%	30
University Yes Academy	2015-16	Mathematics	Economically Disadvantaged	419.0	530	<10	8.0%	46	92.0%	50
University Yes Academy	2015-16	Mathematics	Not Economically Disadvantaged	445.5	530	<10	9.1%	10	90.9%	11
University Yes Academy	2015-16	Mathematics	Not English Learners	423.8	530	<10	8.2%	56	91.8%	61
University Yes Academy	2015-16	Mathematics	Not Migrant	423.8	530	<10	8.2%	56	91.8%	61
University Yes Academy	2015-16	Mathematics	Students With Disabilities	350.0	530	<10	<5%	10	>95%	10

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
University Yes Academy	2015-16	Mathematics	Students Without Disabilities	438.2	530	< 10	9.8%	46	90.2%	51
University Yes Academy	2015-16	Mathematics	Homeless	< 10	530	< 10	< 10	< 10	< 10	< 10
University Yes Academy	2015-16	Mathematics	Not Homeless	423.7	530	< 10	8.3%	55	91.7%	60

University YES Academy

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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade Content	Male	2016-17	68.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	All Students	2015-16	78.2%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	All Students	2016-17	82.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	All Students	2015-16	54.3%	< 10	< 10	< 10	< 10	< 10

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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	All Students	2016-17	54.4%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Black or African American	2015-16	44.4%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Black or African American	2016-17	45.2%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Female	2015-16	78.5%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Female	2016-17	85.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Female	2015-16	69.0%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Female	2016-17	65.6%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Female	2015-16	51.0%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Female	2016-17	54.0%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	< 10	< 10	< 10	< 10	< 10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	< 10	< 10	< 10	< 10	< 10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	All Students	2015-16	80.4%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	All Students	2016-17	81.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Black or African American	2015-16	72.7%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	Black or African American	2016-17	78.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Black or African American	2015-16	48.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Black or African American	2015-16	28.2%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Female	2015-16	81.1%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Female	2016-17	84.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Female	2015-16	53.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Female	2016-17	53.9%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Female	2015-16	34.0%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Female	2016-17	37.5%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	< 10	< 10	< 10	< 10	< 10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	< 10	< 10	< 10	< 10	< 10



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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	< 10	< 10	< 10	< 10	< 10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	All Students	2015-16	84.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	Male	2015-16	84.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	Male	2015-16	67.6%	< 10	< 10	< 10	< 10	< 10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	All Students	2015-16	77.2%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	All Students	2016-17	88.0%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	All Students	2016-17	52.3%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	All Students	2015-16	48.2%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	All Students	2016-17	47.8%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Black or African American	2016-17	86.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	Black or African American	2015-16	32.5%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	Black or African American	2016-17	36.0%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Female	2015-16	79.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Female	2015-16	67.2%	< 10	< 10	< 10	< 10	< 10

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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	7th Grade Content	Female	2015-16	43.5%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Male	2016-17	85.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Male	2016-17	54.3%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	Male	2016-17	50.0%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	< 10	< 10	< 10	< 10	< 10
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	< 10	< 10	< 10	< 10	< 10
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	All Students	2015-16	88.2%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	All Students	2016-17	82.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	< 10	< 10	< 10	< 10	< 10

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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	8th Grade Content	All Students	2016-17	63.3%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	All Students	2016-17	41.8%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Black or African American	2016-17	78.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Female	2015-16	91.9%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Female	2016-17	84.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Female	2015-16	61.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Female	2016-17	58.0%	< 10	< 10	< 10	< 10	< 10

University YES Academy

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MI - Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	8th Grade Content	Female	2015-16	45.3%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	Female	2016-17	41.2%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	< 10	< 10	< 10	< 10	< 10
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	< 10	< 10	< 10	< 10	< 10
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	< 10	< 10	< 10	< 10	< 10

University YES Academy

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University Yes Academy (00378)

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

University YES Academy

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MI School Data

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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



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.8%	25.0%	99.8%	25.0%
All Students	Mathematics	98.7%	39.1%	99.3%	9.0%	99.3%	9.0%
All Students	Science	97.9%	24.9%	98.6%	4.3%	98.6%	4.3%
All Students	Social Studies	97.8%	33.7%	100.0%	2.7%	100.0%	2.7%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	< 30	< 30	< 30	< 30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	< 30	< 30	< 30	< 30
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	99.8%	25.2%	99.8%	25.2%
Black or African American	Mathematics	97.5%	14.2%	99.3%	9.1%	99.3%	9.1%
Black or African American	Science	96.0%	7.0%	98.6%	4.3%	98.6%	4.3%
Black or African American	Social Studies	95.9%	11.2%	100.0%	2.7%	100.0%	2.7%
Hispanic of Any Race	ELA	98.6%	36.9%	< 30	< 30	< 30	< 30
Hispanic of Any Race	Mathematics	98.7%	25.1%	< 30	< 30	< 30	< 30

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	< 30	< 30	< 30	< 30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.6%	35.1%	N/A	N/A	N/A	N/A
Two or More Races	Science	97.7%	21.9%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	N/A	N/A	N/A	N/A
White	ELA	98.9%	56.1%	< 30	< 30	< 30	< 30
White	Mathematics	99.0%	45.6%	< 30	< 30	< 30	< 30
White	Science	98.4%	29.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.3%	39.7%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.7%	21.9%	99.7%	21.9%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.4%	8.6%	99.4%	8.6%
Economically Disadvantaged	Science	97.2%	13.0%	98.3%	3.5%	98.3%	3.5%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	3.1%	100.0%	3.1%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	N/A	N/A	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	N/A	N/A	N/A	N/A
English Learners	Science	98.4%	5.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	100.0%	10.0%	100.0%	10.0%
Students With Disabilities	Mathematics	97.9%	20.7%	98.0%	2.0%	98.0%	2.0%
Students With Disabilities	Science	96.9%	15.8%	< 30	< 30	< 30	< 30
Students With Disabilities	Social Studies	95.9%	14.2%	< 30	< 30	< 30	< 30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	41.67%	41.67%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
University Yes Academy	24.65	48.45	N/A	N/A	50.87	100.00	N/A	41.44

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Teacher Quality - Qualification

	Other	B. A.	M. A.	P. H. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	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%	0.0%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency or Provisional Certification	47.4%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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) 2017 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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) 2017 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
	Reading	82	3.3	90	3.4
8	Math	85	2.4	86	3.2
	Reading	84	2.4	92	1.9