



February 15, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Starr Detroit 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 Melissa Ross, Supervisor of Compliance for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.starracademy.org/home/accountability> , or you can find the Academy's Combined report at <https://goo.gl/5IjlbG> or you may review a copy in the school's main office.

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.

Unfortunately, like many other schools, our M-Step results for 2015-16 declined. The Mean Growth Percentile for Starr Detroit was 37.6 in math, and 37.3 in English Language Arts. This indicates that our students are not growing as fast as we would like. As the data has shown, most students come to our Academy far behind in achievement. They cannot afford to fall further behind. So beginning this year as an initiative to accelerate student achievement, staff will review progress monitoring data monthly (during PLC meetings or common planning time) for ELA and Math. Using the data, teachers will adjust instructional groups. Interventionists and para-educators will adjust their schedules to meet the needs of the students based on the data. Academic Deans will guide grade level teams through looking at assessment data and class assessments using the Instructional Learning Cycle protocol. All team work sessions will have a record sheet that will be archived by the Academic Dean.

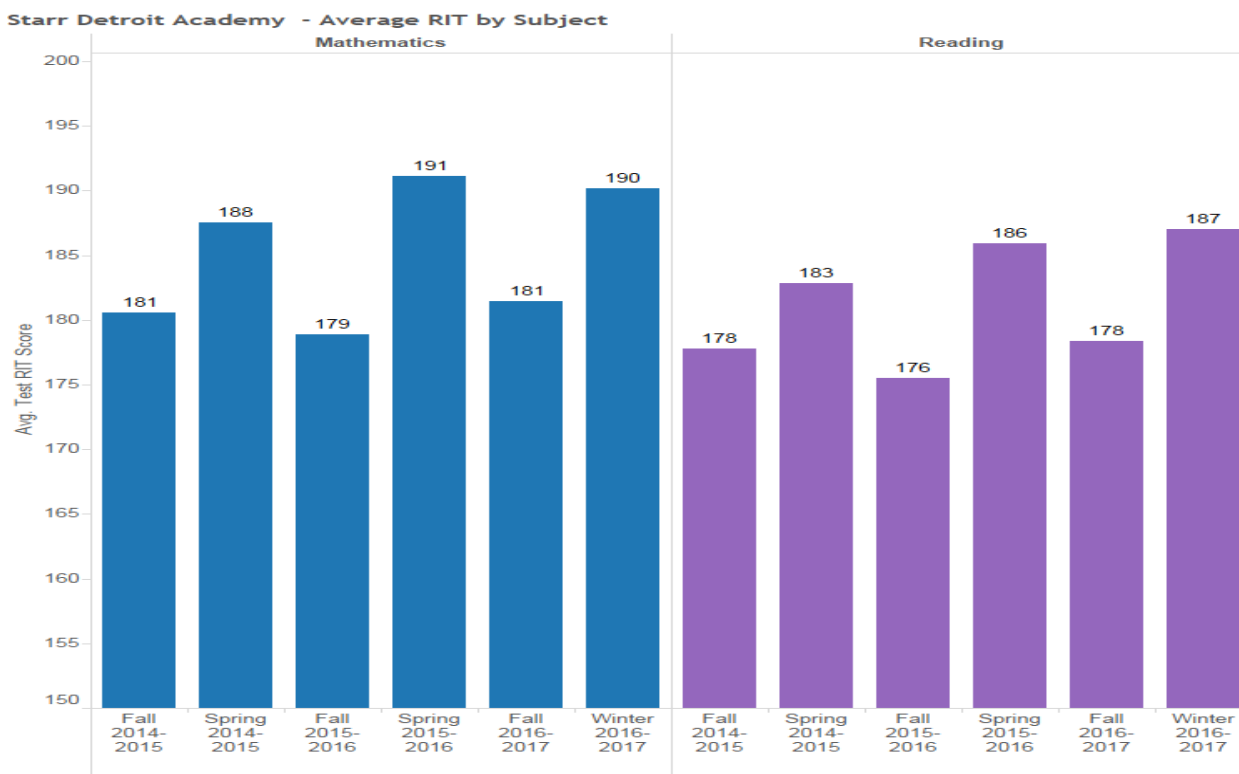


As a single site location, we accept students in grades K-8. Starr Detroit Academy is a state funded public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, Starr Detroit Academy cannot restrict enrollment based on selection criteria. Starr Detroit Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

Our school completed the school improvement plan and received schoolwide status in 2014. Since then, we have updated our plan and are in the 3rd year of a 3 year plan. Our school improvement teams meet regularly to maintain continuous improvement on our goals: student achievement in the core areas, parent involvement and a positive school climate and culture.

Our school uses various core curriculum resources as the means for addressing all students learning needs as well as implementing common core state standards. At any time, our curriculum is available for review. In order to do so, please contact Laura Green, the Supervisor of Curriculum.

The graph below shows our aggregate student achievement results for the NWEA MAP assessment that our students take in the Fall, Winter and Spring of each year.





In 2013/2014, we had 492/750 parents (65%) attend Parent teacher conferences. In 2014/2015, we had 600/800 parents (75%) attend Parent teacher conferences and in 2015/2016, we had 752/865 (86%). We appreciate the continued support of parents, staff and our community in this effort.

In closing, I am so proud of the wonderful work we are doing here at SDA. I would like to encourage all students and parents to continue to work hard. We expect this to be a rewarding and successful school year and we are excited to continue this school year with you as partners in education. The Starr Detroit team along with Starr Commonwealth are honored to service your sons, daughters and families.

Sincerely,

Kimberley Pressley

Kimberley Pressley

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|-------------------------------------------|-------------|-----------------------------------|--------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | All Students | 2014-15 | 50.0% | 23.7% | 5.2% | 18.6% | 21.6% | 54.6% |
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 11.9% | 3.2% | 8.7% | 20.6% | 67.5% |
| ELA | 3rd Grade Content | Black or African American | 2014-15 | 23.2% | 24.0% | 5.2% | 18.8% | 21.9% | 54.2% |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | 12.1% | 3.2% | 8.9% | 20.2% | 67.7% |
| ELA | 3rd Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 46.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2014-15 | 47.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2015-16 | 42.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Female | 2014-15 | 54.7% | 25.0% | 6.3% | 18.8% | 25.0% | 50.0% |
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 14.5% | 3.6% | 10.9% | 25.5% | 60.0% |
| ELA | 3rd Grade Content | Male | 2014-15 | 45.5% | 22.4% | 4.1% | 18.4% | 18.4% | 59.2% |
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 9.9% | 2.8% | 7.0% | 16.9% | 73.2% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 35.3% | 24.0% | 5.2% | 18.8% | 21.9% | 54.2% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 12.2% | 3.3% | 8.9% | 20.3% | 67.5% |

M-STEP Grades 3-11

| | | | | | | | | | |
|-----|-------------------|----------------------------|---------|-------|-------|------|-------|-------|-------|
| ELA | 3rd Grade Content | Students With Disabilities | 2014-15 | 23.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2014-15 | 46.6% | 4.7% | 0.9% | 3.7% | 20.6% | 74.8% |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 14.2% | 4.7% | 9.4% | 17.9% | 67.9% |
| ELA | 4th Grade Content | Black or African American | 2014-15 | 21.2% | 4.7% | 0.9% | 3.7% | 20.6% | 74.8% |
| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | 14.3% | 4.8% | 9.5% | 18.1% | 67.6% |
| ELA | 4th Grade Content | Two or More Races | 2015-16 | 43.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2014-15 | 51.5% | 5.7% | 1.9% | 3.8% | 24.5% | 69.8% |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 18.5% | 3.7% | 14.8% | 18.5% | 63.0% |
| ELA | 4th Grade Content | Male | 2014-15 | 41.8% | 3.7% | 0.0% | 3.7% | 16.7% | 79.6% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 9.6% | 5.8% | 3.8% | 17.3% | 73.1% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2014-15 | 30.9% | 4.7% | 0.9% | 3.8% | 19.8% | 75.5% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 15.2% | 5.1% | 10.1% | 17.2% | 67.7% |
| ELA | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 0.0% | 0.0% | 0.0% | 8.3% | 91.7% |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------|---------|-------|-------|------|-------|-------|-------|
| ELA | 5th Grade Content | All Students | 2014-15 | 48.7% | 10.0% | 0.0% | 10.0% | 20.0% | 70.0% |
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 5.8% | 0.0% | 5.8% | 16.5% | 77.7% |
| ELA | 5th Grade Content | Black or African American | 2014-15 | 22.5% | 10.0% | 0.0% | 10.0% | 20.0% | 70.0% |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | 5.8% | 0.0% | 5.8% | 16.5% | 77.7% |
| ELA | 5th Grade Content | Female | 2014-15 | 54.3% | 12.0% | 0.0% | 12.0% | 24.0% | 64.0% |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 7.4% | 0.0% | 7.4% | 14.8% | 77.8% |
| ELA | 5th Grade Content | Male | 2014-15 | 43.3% | 8.6% | 0.0% | 8.6% | 17.1% | 74.3% |
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 4.1% | 0.0% | 4.1% | 18.4% | 77.6% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2014-15 | 32.6% | 10.0% | 0.0% | 10.0% | 20.0% | 70.0% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 5.9% | 0.0% | 5.9% | 15.8% | 78.2% |
| ELA | 5th Grade Content | Students With Disabilities | 2014-15 | 14.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | 0.0% | 0.0% | 0.0% | 9.1% | 90.9% |
| ELA | 6th Grade Content | All Students | 2014-15 | 44.7% | 18.5% | 3.7% | 14.8% | 32.1% | 49.4% |
| ELA | 6th Grade Content | All Students | 2015-16 | 45.0% | 1.8% | 0.0% | 1.8% | 25.0% | 73.2% |
| ELA | 6th Grade Content | Asian | 2015-16 | 70.4% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

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|-----|-------------------|----------------------------------|---------|-------|-------|------|-------|-------|-------|
| ELA | 6th Grade Content | Black or African American | 2014-15 | 20.0% | 18.5% | 3.7% | 14.8% | 32.1% | 49.4% |
| ELA | 6th Grade Content | Black or African American | 2015-16 | 19.2% | 1.9% | 0.0% | 1.9% | 24.1% | 74.1% |
| ELA | 6th Grade Content | Two or More Races | 2015-16 | 42.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Female | 2014-15 | 51.1% | 25.6% | 7.7% | 17.9% | 30.8% | 43.6% |
| ELA | 6th Grade Content | Female | 2015-16 | 49.8% | 4.2% | 0.0% | 4.2% | 20.8% | 75.0% |
| ELA | 6th Grade Content | Male | 2014-15 | 38.6% | 11.9% | 0.0% | 11.9% | 33.3% | 54.8% |
| ELA | 6th Grade Content | Male | 2015-16 | 40.4% | 0.0% | 0.0% | 0.0% | 28.1% | 71.9% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2014-15 | 29.1% | 17.7% | 3.8% | 13.9% | 32.9% | 49.4% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2015-16 | 28.3% | 1.8% | 0.0% | 1.8% | 23.6% | 74.5% |
| ELA | 6th Grade Content | Students With Disabilities | 2014-15 | 10.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Students With Disabilities | 2015-16 | 10.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | All Students | 2014-15 | 49.1% | 16.3% | 2.0% | 14.3% | 24.5% | 59.2% |
| ELA | 7th Grade Content | All Students | 2015-16 | 47.1% | 10.0% | 0.0% | 10.0% | 32.5% | 57.5% |
| ELA | 7th Grade Content | American Indian or Alaska Native | 2015-16 | 41.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Black or African American | 2014-15 | 25.2% | 16.3% | 2.0% | 14.3% | 24.5% | 59.2% |

M-STEP Grades 3-11

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|-----|-------------------|-------------------------------------------|---------|-------|-------|------|-------|-------|-------|
| ELA | 7th Grade Content | Black or African American | 2015-16 | 21.5% | 10.3% | 0.0% | 10.3% | 32.1% | 57.7% |
| ELA | 7th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 55.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Female | 2014-15 | 56.3% | 29.6% | 3.7% | 25.9% | 25.9% | 44.4% |
| ELA | 7th Grade Content | Female | 2015-16 | 53.8% | 12.8% | 0.0% | 12.8% | 35.9% | 51.3% |
| ELA | 7th Grade Content | Male | 2014-15 | 42.2% | 0.0% | 0.0% | 0.0% | 22.7% | 77.3% |
| ELA | 7th Grade Content | Male | 2015-16 | 40.6% | 7.3% | 0.0% | 7.3% | 29.3% | 63.4% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2014-15 | 33.2% | 16.7% | 2.1% | 14.6% | 25.0% | 58.3% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2015-16 | 30.7% | 9.1% | 0.0% | 9.1% | 32.5% | 58.4% |
| ELA | 7th Grade Content | Students With Disabilities | 2014-15 | 10.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Students With Disabilities | 2015-16 | 11.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | All Students | 2015-16 | 48.9% | 15.8% | 0.0% | 15.8% | 26.3% | 57.9% |
| ELA | 8th Grade Content | Black or African American | 2015-16 | 24.4% | 13.5% | 0.0% | 13.5% | 27.0% | 59.5% |
| ELA | 8th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 49.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Female | 2015-16 | 54.9% | 19.0% | 0.0% | 19.0% | 28.6% | 52.4% |

M-STEP Grades 3-11

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|-------------|-------------------|-------------------------------------------|---------|-------|-------|------|-------|-------|-------|
| ELA | 8th Grade Content | Male | 2015-16 | 43.0% | 11.8% | 0.0% | 11.8% | 23.5% | 64.7% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2015-16 | 32.5% | 16.2% | 0.0% | 16.2% | 27.0% | 56.8% |
| ELA | 8th Grade Content | Students With Disabilities | 2015-16 | 10.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2014-15 | 48.8% | 21.9% | 2.9% | 19.0% | 41.0% | 37.1% |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 20.0% | 3.2% | 16.8% | 26.4% | 53.6% |
| Mathematics | 3rd Grade Content | Black or African American | 2014-15 | 20.3% | 22.1% | 2.9% | 19.2% | 41.3% | 36.5% |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | 20.3% | 3.3% | 17.1% | 26.8% | 52.8% |
| Mathematics | 3rd Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 46.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2014-15 | 43.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2015-16 | 40.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female | 2014-15 | 48.1% | 23.1% | 3.8% | 19.2% | 42.3% | 34.6% |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 24.1% | 1.9% | 22.2% | 24.1% | 51.9% |
| Mathematics | 3rd Grade Content | Male | 2014-15 | 49.5% | 20.8% | 1.9% | 18.9% | 39.6% | 39.6% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 16.9% | 4.2% | 12.7% | 28.2% | 54.9% |

M-STEP Grades 3-11

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|-------------|-------------------|----------------------------|---------|-------|-------|------|-------|-------|-------|
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2014-15 | 33.5% | 22.1% | 2.9% | 19.2% | 40.4% | 37.5% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 20.5% | 3.3% | 17.2% | 26.2% | 53.3% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2014-15 | 24.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2014-15 | 41.4% | 0.9% | 0.0% | 0.9% | 26.6% | 72.5% |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 8.5% | 0.9% | 7.5% | 35.8% | 55.7% |
| Mathematics | 4th Grade Content | Black or African American | 2014-15 | 13.2% | 0.9% | 0.0% | 0.9% | 26.6% | 72.5% |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | 8.6% | 1.0% | 7.6% | 36.2% | 55.2% |
| Mathematics | 4th Grade Content | Two or More Races | 2015-16 | 39.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2014-15 | 40.3% | 0.0% | 0.0% | 0.0% | 29.1% | 70.9% |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 9.3% | 1.9% | 7.4% | 33.3% | 57.4% |
| Mathematics | 4th Grade Content | Male | 2014-15 | 42.4% | 1.9% | 0.0% | 1.9% | 24.1% | 74.1% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 7.7% | 0.0% | 7.7% | 38.5% | 53.8% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2014-15 | 25.4% | 0.9% | 0.0% | 0.9% | 25.9% | 73.1% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 9.1% | 1.0% | 8.1% | 33.3% | 57.6% |

M-STEP Grades 3-11

| | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|------|------|------|-------|-------|
| Mathematics | 4th Grade Content | Students With Disabilities | 2014-15 | 17.2% | 0.0% | 0.0% | 0.0% | 15.4% | 84.6% |
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2014-15 | 33.4% | 6.7% | 3.3% | 3.3% | 23.3% | 70.0% |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 1.0% | 0.0% | 1.0% | 17.0% | 82.0% |
| Mathematics | 5th Grade Content | Black or African American | 2014-15 | 9.1% | 6.7% | 3.3% | 3.3% | 23.3% | 70.0% |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | 1.0% | 0.0% | 1.0% | 17.0% | 82.0% |
| Mathematics | 5th Grade Content | Female | 2014-15 | 32.6% | 8.0% | 0.0% | 8.0% | 20.0% | 72.0% |
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 1.9% | 0.0% | 1.9% | 18.9% | 79.2% |
| Mathematics | 5th Grade Content | Male | 2014-15 | 34.1% | 5.7% | 5.7% | 0.0% | 25.7% | 68.6% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 0.0% | 0.0% | 0.0% | 14.9% | 85.1% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2014-15 | 18.2% | 6.7% | 3.3% | 3.3% | 23.3% | 70.0% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 1.0% | 0.0% | 1.0% | 17.2% | 81.8% |
| Mathematics | 5th Grade Content | Students With Disabilities | 2014-15 | 9.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | 0.0% | 0.0% | 0.0% | 18.2% | 81.8% |
| Mathematics | 6th Grade Content | All Students | 2014-15 | 33.3% | 4.9% | 1.2% | 3.7% | 35.8% | 59.3% |

M-STEP Grades 3-11

| | | | | | | | | | |
|-------------|-------------------|----------------------------|---------|-------|------|------|------|-------|-------|
| Mathematics | 6th Grade Content | All Students | 2015-16 | 32.8% | 3.6% | 0.0% | 3.6% | 12.5% | 83.9% |
| Mathematics | 6th Grade Content | Asian | 2015-16 | 64.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2014-15 | 9.4% | 4.9% | 1.2% | 3.7% | 35.8% | 59.3% |
| Mathematics | 6th Grade Content | Black or African American | 2015-16 | 8.2% | 3.7% | 0.0% | 3.7% | 13.0% | 83.3% |
| Mathematics | 6th Grade Content | Two or More Races | 2015-16 | 29.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Female | 2014-15 | 34.1% | 5.1% | 2.6% | 2.6% | 35.9% | 59.0% |
| Mathematics | 6th Grade Content | Female | 2015-16 | 31.4% | 4.2% | 0.0% | 4.2% | 16.7% | 79.2% |
| Mathematics | 6th Grade Content | Male | 2014-15 | 32.5% | 4.8% | 0.0% | 4.8% | 35.7% | 59.5% |
| Mathematics | 6th Grade Content | Male | 2015-16 | 34.1% | 3.1% | 0.0% | 3.1% | 9.4% | 87.5% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2014-15 | 17.6% | 5.1% | 1.3% | 3.8% | 35.4% | 59.5% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2015-16 | 16.8% | 3.6% | 0.0% | 3.6% | 12.7% | 83.6% |
| Mathematics | 6th Grade Content | Students With Disabilities | 2014-15 | 7.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Students With Disabilities | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | All Students | 2014-15 | 33.3% | 3.9% | 0.0% | 3.9% | 29.4% | 66.7% |
| Mathematics | 7th Grade Content | All Students | 2015-16 | 35.3% | 5.1% | 2.5% | 2.5% | 21.5% | 73.4% |

M-STEP Grades 3-11

| | | | | | | | | | |
|-------------|-------------------|-------------------------------------------|---------|-------|------|------|------|-------|-------|
| Mathematics | 7th Grade Content | American Indian or Alaska Native | 2015-16 | 26.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Black or African American | 2014-15 | 10.6% | 3.9% | 0.0% | 3.9% | 29.4% | 66.7% |
| Mathematics | 7th Grade Content | Black or African American | 2015-16 | 10.4% | 5.2% | 2.6% | 2.6% | 20.8% | 74.0% |
| Mathematics | 7th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 34.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Female | 2014-15 | 33.0% | 3.6% | 0.0% | 3.6% | 25.0% | 71.4% |
| Mathematics | 7th Grade Content | Female | 2015-16 | 34.5% | 2.6% | 2.6% | 0.0% | 15.8% | 81.6% |
| Mathematics | 7th Grade Content | Male | 2014-15 | 33.5% | 4.3% | 0.0% | 4.3% | 34.8% | 60.9% |
| Mathematics | 7th Grade Content | Male | 2015-16 | 36.1% | 7.3% | 2.4% | 4.9% | 26.8% | 65.9% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2014-15 | 17.8% | 4.0% | 0.0% | 4.0% | 30.0% | 66.0% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2015-16 | 18.7% | 5.3% | 2.6% | 2.6% | 21.1% | 73.7% |
| Mathematics | 7th Grade Content | Students With Disabilities | 2014-15 | 6.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Students With Disabilities | 2015-16 | 7.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | All Students | 2015-16 | 32.7% | 0.0% | 0.0% | 0.0% | 23.7% | 76.3% |
| Mathematics | 8th Grade Content | Black or African American | 2015-16 | 9.9% | 0.0% | 0.0% | 0.0% | 24.3% | 75.7% |

M-STEP Grades 3-11

| | | | | | | | | | |
|-------------|-------------------|-------------------------------------------|---------|-------|------|------|------|-------|-------|
| Mathematics | 8th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 34.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Female | 2015-16 | 34.1% | 0.0% | 0.0% | 0.0% | 28.6% | 71.4% |
| Mathematics | 8th Grade Content | Male | 2015-16 | 31.4% | 0.0% | 0.0% | 0.0% | 17.6% | 82.4% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2015-16 | 16.7% | 0.0% | 0.0% | 0.0% | 24.3% | 75.7% |
| Mathematics | 8th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2014-15 | 12.4% | 0.9% | 0.0% | 0.9% | 2.8% | 96.3% |
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 0.0% | 0.0% | 0.0% | 10.4% | 89.6% |
| Science | 4th Grade Content | Black or African American | 2014-15 | 2.0% | 0.9% | 0.0% | 0.9% | 2.8% | 96.3% |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | 0.0% | 0.0% | 0.0% | 10.5% | 89.5% |
| Science | 4th Grade Content | Two or More Races | 2015-16 | 12.5% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Female | 2014-15 | 10.4% | 0.0% | 0.0% | 0.0% | 3.7% | 96.3% |
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 0.0% | 0.0% | 0.0% | 13.0% | 87.0% |
| Science | 4th Grade Content | Male | 2014-15 | 14.3% | 1.9% | 0.0% | 1.9% | 1.9% | 96.3% |
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 0.0% | 0.0% | 0.0% | 7.7% | 92.3% |

M-STEP Grades 3-11

| | | | | | | | | | |
|---------|-------------------|-------------------------------------------|---------|-------|------|------|------|-------|--------|
| Science | 4th Grade Content | Economically Disadvantaged | 2014-15 | 5.5% | 0.9% | 0.0% | 0.9% | 2.8% | 96.3% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 0.0% | 0.0% | 0.0% | 11.1% | 88.9% |
| Science | 4th Grade Content | Students With Disabilities | 2014-15 | 4.6% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | All Students | 2014-15 | 22.7% | 0.0% | 0.0% | 0.0% | 2.0% | 98.0% |
| Science | 7th Grade Content | All Students | 2015-16 | 23.9% | 0.0% | 0.0% | 0.0% | 2.5% | 97.5% |
| Science | 7th Grade Content | American Indian or Alaska Native | 2015-16 | 17.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Black or African American | 2014-15 | 5.0% | 0.0% | 0.0% | 0.0% | 2.0% | 98.0% |
| Science | 7th Grade Content | Black or African American | 2015-16 | 5.4% | 0.0% | 0.0% | 0.0% | 2.6% | 97.4% |
| Science | 7th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 17.7% | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Female | 2014-15 | 20.8% | 0.0% | 0.0% | 0.0% | 3.6% | 96.4% |
| Science | 7th Grade Content | Female | 2015-16 | 22.6% | 0.0% | 0.0% | 0.0% | 2.6% | 97.4% |
| Science | 7th Grade Content | Male | 2014-15 | 24.6% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| Science | 7th Grade Content | Male | 2015-16 | 25.1% | 0.0% | 0.0% | 0.0% | 2.5% | 97.5% |

M-STEP Grades 3-11

| | | | | | | | | | |
|----------------|-------------------|----------------------------|---------|-------|------|------|------|-------|-------|
| Science | 7th Grade Content | Economically Disadvantaged | 2014-15 | 10.9% | 0.0% | 0.0% | 0.0% | 2.0% | 98.0% |
| Science | 7th Grade Content | Economically Disadvantaged | 2015-16 | 11.7% | 0.0% | 0.0% | 0.0% | 2.6% | 97.4% |
| Science | 7th Grade Content | Students With Disabilities | 2014-15 | 4.7% | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Students With Disabilities | 2015-16 | 5.6% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2014-15 | 22.2% | 1.7% | 0.0% | 1.7% | 54.2% | 44.1% |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 1.0% | 0.0% | 1.0% | 33.3% | 65.7% |
| Social Studies | 5th Grade Content | Black or African American | 2014-15 | 5.4% | 1.7% | 0.0% | 1.7% | 54.2% | 44.1% |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | 1.0% | 0.0% | 1.0% | 33.3% | 65.7% |
| Social Studies | 5th Grade Content | Female | 2014-15 | 20.6% | 0.0% | 0.0% | 0.0% | 45.8% | 54.2% |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 1.9% | 0.0% | 1.9% | 28.8% | 69.2% |
| Social Studies | 5th Grade Content | Male | 2014-15 | 23.8% | 2.9% | 0.0% | 2.9% | 60.0% | 37.1% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 0.0% | 0.0% | 0.0% | 38.3% | 61.7% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2014-15 | 10.9% | 1.7% | 0.0% | 1.7% | 54.2% | 44.1% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 1.0% | 0.0% | 1.0% | 32.7% | 66.3% |
| Social Studies | 5th Grade Content | Students With Disabilities | 2014-15 | 6.9% | <10 | <10 | <10 | <10 | <10 |

M-STEP Grades 3-11

| | | | | | | | | | |
|----------------|-------------------|-------------------------------------------|---------|-------|------|------|------|-------|-------|
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | 0.0% | 0.0% | 30.0% | 70.0% |
| Social Studies | 8th Grade Content | All Students | 2015-16 | 29.3% | 0.0% | 0.0% | 0.0% | 28.9% | 71.1% |
| Social Studies | 8th Grade Content | Black or African American | 2015-16 | 9.3% | 0.0% | 0.0% | 0.0% | 29.7% | 70.3% |
| Social Studies | 8th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 32.9% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Female | 2015-16 | 26.0% | 0.0% | 0.0% | 0.0% | 42.9% | 57.1% |
| Social Studies | 8th Grade Content | Male | 2015-16 | 32.6% | 0.0% | 0.0% | 0.0% | 11.8% | 88.2% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2015-16 | 15.8% | 0.0% | 0.0% | 0.0% | 29.7% | 70.3% |
| Social Studies | 8th Grade Content | Students With Disabilities | 2015-16 | 7.6% | <10 | <10 | <10 | <10 | <10 |

SAT

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

No Data to Display

MI-Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|-------------------|------------------|------------------|
| ELA | 5th Grade Content | All Students | 2015-16 | 80.4% | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 59.5% | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 72.7% | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 48.8% | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Male | 2015-16 | 80.1% | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Male | 2015-16 | 62.9% | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 82.1% | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 60.3% | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2014-15 | 68.1% | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2014-15 | 67.8% | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2014-15 | 64.0% | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2014-15 | 64.6% | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Male | 2014-15 | 66.0% | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Male | 2014-15 | 69.7% | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Economically Disadvantaged | 2014-15 | 69.3% | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2014-15 | 69.9% | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | All Students | 2015-16 | 88.2% | <10 | <10 | <10 | <10 |

MI-Access Functional Independence

| | | | | | | | | |
|----------------|-------------------|----------------------------|---------|-------|-----|-----|-----|-----|
| Mathematics | 8th Grade Content | All Students | 2015-16 | 64.5% | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | All Students | 2015-16 | 43.3% | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Black or African American | 2015-16 | 87.6% | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Black or African American | 2015-16 | 57.5% | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Black or African American | 2015-16 | 38.4% | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Female | 2015-16 | 91.9% | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Female | 2015-16 | 61.5% | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Female | 2015-16 | 45.3% | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Economically Disadvantaged | 2015-16 | 89.0% | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2015-16 | 66.3% | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2015-16 | 43.9% | <10 | <10 | <10 | <10 |

MI-Access Supported Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|-------------------|------------------|------------------|

No Data to Display

MI-Access Participation

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|-------------------|------------------|------------------|

No Data to Display

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* |
|-------------------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|
| All Students | ELA | 98.7% | 69.6% | 98.3% | 29.2% |
| All Students | Mathematics | 98.6% | 62.1% | 97.9% | 31.0% |
| All Students | Science | 98.1% | 50.0% | 97.4% | 12.4% |
| All Students | Social Studies | 98.1% | 59.3% | 95.8% | 10.5% |
| Bottom 30% | ELA | N/A | 25.1% | N/A | 0.0% |
| Bottom 30% | Mathematics | N/A | 19.0% | N/A | 2.7% |
| Bottom 30% | Science | N/A | 9.8% | N/A | 0.0% |
| Bottom 30% | Social Studies | N/A | 13.3% | N/A | 0.0% |
| American Indian or Alaska Native | ELA | 98.4% | 63.4% | <30 | <30 |
| American Indian or Alaska Native | Mathematics | 98.4% | 55.9% | <30 | <30 |
| American Indian or Alaska Native | Science | 98.0% | 46.3% | <30 | <30 |
| American Indian or Alaska Native | Social Studies | 97.3% | 54.5% | N/A | N/A |
| Asian | ELA | 99.3% | 84.3% | <30 | <30 |
| Asian | Mathematics | 99.4% | 83.7% | <30 | <30 |
| Asian | Science | 99.3% | 65.5% | N/A | N/A |
| Asian | Social Studies | 99.3% | 76.0% | N/A | N/A |
| Black or African American | ELA | 97.7% | 46.9% | 98.2% | 29.0% |
| Black or African American | Mathematics | 97.4% | 37.3% | 97.8% | 31.3% |
| Black or African American | Science | 96.5% | 23.9% | 97.3% | 12.6% |
| Black or African American | Social Studies | 96.6% | 33.6% | 95.8% | 10.6% |
| Hispanic of Any Race | ELA | 98.8% | 60.8% | N/A | N/A |
| Hispanic of Any Race | Mathematics | 98.8% | 51.1% | N/A | N/A |
| Hispanic of Any Race | Science | 98.1% | 36.7% | N/A | N/A |
| Hispanic of Any Race | Social Studies | 98.0% | 47.7% | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | ELA | 99.5% | 72.4% | <30 | <30 |

Accountability Details Subject Data

| | | | | | |
|-------------------------------------------|----------------|-------|-------|-------|-------|
| Native Hawaiian or Other Pacific Islander | Mathematics | 99.7% | 65.9% | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | Science | 99.7% | 59.6% | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | Social Studies | 99.6% | 65.7% | <30 | <30 |
| Two or More Races | ELA | 98.9% | 67.8% | <30 | <30 |
| Two or More Races | Mathematics | 98.7% | 59.2% | <30 | <30 |
| Two or More Races | Science | 98.5% | 45.2% | <30 | <30 |
| Two or More Races | Social Studies | 98.5% | 57.3% | N/A | N/A |
| White | ELA | 99.0% | 75.6% | N/A | N/A |
| White | Mathematics | 98.9% | 68.4% | N/A | N/A |
| White | Science | 98.6% | 57.1% | N/A | N/A |
| White | Social Studies | 98.5% | 65.8% | N/A | N/A |
| Economically Disadvantaged | ELA | 98.3% | 56.8% | 98.4% | 28.5% |
| Economically Disadvantaged | Mathematics | 98.2% | 48.5% | 98.0% | 30.9% |
| Economically Disadvantaged | Science | 97.5% | 35.0% | 97.8% | 12.5% |
| Economically Disadvantaged | Social Studies | 97.5% | 43.9% | 95.8% | 10.6% |
| English Language Learners | ELA | 98.8% | 49.5% | N/A | N/A |
| English Language Learners | Mathematics | 99.0% | 48.4% | N/A | N/A |
| English Language Learners | Science | 98.5% | 22.0% | N/A | N/A |
| English Language Learners | Social Studies | 98.2% | 30.9% | N/A | N/A |
| Students With Disabilities | ELA | 97.2% | 40.1% | 89.8% | 6.8% |
| Students With Disabilities | Mathematics | 97.1% | 36.5% | 93.9% | 28.3% |
| Students With Disabilities | Science | 97.0% | 26.5% | <30 | <30 |
| Students With Disabilities | Social Studies | 96.6% | 30.8% | <30 | <30 |

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.

Accountability Details Graduation Data

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

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



Accountability Details Attendance Data

| Student Group | Statewide | District |
|---------------|-----------|----------|
| All Students | 94.32% | 93.35% |

* 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 |
|-----------------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
| Starr Detroit Academy | Green | 2 | Green | 2 | Red | 0 | Red | 0 | Red | 20 |

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 |
|-----------------------|------------|-----------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
| Starr Detroit Academy | Green | 2 | Green | 2 | Red | 0 | Red | 0 | Red | 20 |



MI School Data
Annual Education Report
Starr Detroit Academy

02/15/2017

Teacher Quality - Qualification

| | Other | B.A. | M.A. | P.H.D. |
|----------------------------------------------------------------------------------------------------|-------|------|------|--------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the District | 0 | 27 | 20 | 1 |

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

Teacher Quality - Class

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

Teacher Quality - Provisional

| | Certification Percent |
|------------------------------------------------------------------------------------------------------------|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification | 2.1% |



MI School Data
Annual Education Report
Starr Detroit Academy

02/15/2017

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 | | | | | |
| Eligible | 47 | 36 | 64 | 17 | 1 |
| Not Eligible | 53 | 10 | 90 | 49 | 9 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 72 | 15 | 85 | 39 | 5 |
| Black or African American | 15 | 53 | 47 | 10 | # |
| Hispanic | 6 | 38 | 62 | 21 | 3 |
| Asian | 4 | 11 | 89 | 58 | 19 |
| American Indian or Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 3 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 12 | 47 | 53 | 14 | 1 |
| Not SD | 88 | 19 | 81 | 37 | 5 |
| Student is an English Language Learner | | | | | |
| ELL | 5 | 42 | 58 | 16 | 1 |
| Not ELL | 95 | 22 | 78 | 35 | 5 |

‡ 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.



MI School Data

Annual Education Report Starr Detroit Academy

02/15/2017

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 | | | | | |
| Eligible | 45 | 48 | 39 | 12 | 2 |
| Not Eligible | 55 | 19 | 40 | 30 | 11 |
| 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 | | | | | |
| SD | 11 | 77 | 19 | 3 | # |
| Not SD | 89 | 27 | 41 | 24 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 54 | 33 | 11 | 2 |
| Not ELL | 97 | 32 | 39 | 22 | 7 |

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.



MI School Data
Annual Education Report
Starr Detroit Academy

02/15/2017

NAEP Grade 12 Math

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

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

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 |
| Native Hawaiian or Other Pacific Islander | 1 | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | # | ‡ | ‡ | ‡ | ‡ |
| 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 | | | | | |
| Eligible | 45 | 37 | 45 | 17 | 1 |
| Not Eligible | 55 | 14 | 43 | 39 | 4 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 69 | 18 | 44 | 34 | 3 |
| Black or African American | 20 | 47 | 44 | 9 | 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 | | | | | |
| SD | 10 | 64 | 30 | 5 | # |
| Not SD | 90 | 20 | 45 | 32 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 57 | 37 | 6 | # |
| Not ELL | 97 | 23 | 44 | 30 | 3 |

Rounds to zero

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



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NAEP Grade 12 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|-------------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 26 | 5 | 27 | 5 |
| Male | 50 | 31 | 37 | 28 | 4 |
| Female | 50 | 20 | 37 | 37 | 6 |
| National Lunch Program Eligibility | | | | | |
| 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 |
| Other Pacific Islander | 1 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | | | | | |
| Student classified as having a disability | | | | | |
| 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 | 87 | 1.9 | 95 | 2.0 |
| | Reading | 73 | 3.7 | 90 | 2.5 |
| 8 | Math | 84 | 3.6 | 84 | 5.2 |
| | Reading | 76 | 3.3 | 83 | 4.0 |