



*A School That Leads with
Heart and Mind*

Escuela Avancemos! Academy
3811 Cicotte St. Detroit, MI 48210
Office Phone Number: (313) 596-0079

District Annual Education Report (AER) Cover Letter

22 April 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Escuela Avancemos! school district and our school. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Academic Leader Sean Townsin or Administrative Leader Carmen Munoz for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site theeaacademyk5.org, or you may review a copy in the main office at Escuela Avancemos! Academy. Escuela Avancemos! will also be communicating their own AER to parents directly at our monthly Cafécito with School Leaders meeting.

Process for Assigning Pupils to the School

Escuela Avancemos! Academy is a tuition free public charter school that holds the following requirements:

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Escuela Avancemos! Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a student who is not a Michigan resident.
- Escuela Avancemos! Academy admissions may be limited to students within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- Escuela Avancemos! Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.

- Escuela Avancemos! Academy shall allow any student who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If Escuela Avancemos! Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- Escuela Avancemos! Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list is determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- Escuela Avancemos! Academy may neither close the application period nor hold a random selection drawing for unauthorized grades.

Legal Notice

- Escuela Avancemos! Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending Escuela Avancemos! Academy.
- Escuela Avancemos! Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- Escuela Avancemos! Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.

- An enrolled student who does not re-enroll by the specified date can only apply to Escuela Avancemos! Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, Escuela Avancemos! Academy will determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.

Escuela Avancemos! Academy will use a credible, neutral “third party” to conduct the random selection drawing. Further, Escuela Avancemos! Academy will:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

Escuela Avancemos! Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Two-Year Status of the School Improvement Plan (SIP)

2014-15: Escuela Avancemos! Academy has met its school improvement goals of increasing reading performance. We continue working towards improving achievement through differentiated instruction and the incorporation of technology. Achievement data continues to be our driving force for modifying daily instruction and scheduling to meet the needs of our students. Due to the high enrollment of

English Language Learners we are ensuring a continued focus on language development and student engagement.

2013-14: Escuela Avancemos! Academy current School Improvement Plan (SIP) was revised after careful analysis of student achievement data (MEAP, MI-Access, MEAP-Access, and MAP). This is a living document and is revised each year based on new data. Our plan includes 4 goal areas: English Language Arts, Mathematics, Science, and Social Studies. Anyone wishing to obtain a copy of the curriculum can inquire at the main office.

Student Assessment Data

NWEA MAP

The following are the NWEA Measures of Academic Progress (MAP) percentile means for the Escuela Avancemos! Academy students in the areas of Reading and Mathematics for the 2014-2015 school year.

NWEA Percentile Growth Analysis Escuela Avancemos! Academy NWEA TESTING CATEGORY: Mathematics		
Grade Level	Fall School Mean	Spring School Mean
K	17 th	17 th
1	9 th	11 th
2	4 th	8 th
3	9 th	8 th
4	4 th	4 th
5	5 th	14 th

NWEA TESTING CATEGORY: Reading		
Grade Level	Fall School Mean	Spring School Mean
K	22 nd	24 th
1	10 th	15 th
2	5 th	10 th
3	10 th	17 th
4	8 th	6 th
5	7 th	16 th

M-STEP

Escuela Avancemos! Academy received its M-STEP results through its authorizing agent, Detroit Public Schools, in early February 2015. As the district was not fully prepared for the rigor of the Common Core, aligned M-STEP, and due to the fact that more emphasis at that time was placed on the NWEA MAP (whose testing window coincided with the M-STEP), preparation and needed motivating factors were not sufficiently cultivated. Nonetheless, large proficiency gaps were seen when comparing the district to the state of Michigan, as a whole. Especially as it relates to the third grade, which, on average, saw the lowest percentile rankings on the NWEA MAP in math and reading, were most substantially behind in proficiency gaps: State of Michigan percentage of students proficient at third grade in reading and math was 48.8% and 50.1%, respectively; Escuela Avancemos was at 5% for those same testing areas on the M-STEP for that academic year.

Proficiency Targets

MDE has assigned Escuela Avancemos Academy an annual increment increase of 7.78 for every future academic year up through 2022—2023. This target is intended to bring the academy up to approximately 46% proficiency in the areas of math and reading by the end of the 2018—2019 academic year, which would closely align to the existing state proficiency level.

Accountability Scorecard – Detail Data and Status

Due to the transition from MEAP tests to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full accountability reporting will resume with the 2015-16 AER.

Teacher Qualification Data

All teachers employed with the Escuela Avancemos! school district, at both the district and school level, are highly qualified under the No Child Left Behind highly qualified teacher guidelines. No core academic classes are taught by teachers not considered highly qualified to teach such classes.

Letter from School Leaders

The Escuela Avancemos! Academy staff is committed to creating and maintaining an educational environment that supports academic achievement, upholding district, state, and national standards to meet all students' learning needs. We continue working with student leadership and personal responsibility.

We believe that the Escuela Avancemos! Academy families are an integral part of the education process. It is our goal to continuously improve our performance and meet the educational needs of our young learners. The success of our school is due to the participation, talent, and hard work of our students, staff, parents, and community.

We would like to thank all the teachers, administrators, support staff students, and parents for helping us as we continue to work towards strengthening student achievement.

Sincerely,

Carmen Munoz
Sean Townsin
Stephanie Yassine
Abdul-Karim Saad
Escuela Avancemos! Academy School Leaders

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	16.7%	16.7%	0%	16.7%	33.3%	50%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	9.1%	9.1%	0%	9.1%	36.4%	54.5%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	16.7%	16.7%	0%	16.7%	33.3%	50%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	English Language Learners	2013-14	37.2%	9.1%	9.1%	0%	9.1%	36.4%	54.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	3.6%	3.6%	0%	3.6%	28.6%	67.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	42.9%	42.9%	0%	42.9%	28.6%	28.6%

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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
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	3.6%	3.6%	0%	3.6%	28.6%	67.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	50%	50%	0%	50%	30%	20%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Migrant	2013-14	46.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	0%	0%	0%	0%	25%	75%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	6.3%	6.3%	0%	6.3%	31.3%	62.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	3.7%	3.7%	0%	3.7%	25.9%	70.4%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	42.9%	42.9%	0%	42.9%	28.6%	28.6%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	4%	4%	0%	4%	24%	72%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	46.2%	46.2%	0%	46.2%	23.1%	30.8%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	0%	0%	0%	0%	5%	95%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	0%	0%	0%	0%	5.6%	94.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	0%	0%	0%	0%	9.1%	90.9%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	0%	0%	0%	0%	5%	95%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2014-15	23.7%	0%	0%	0%	0%	6.7%	93.3%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	English Language Learners	2013-14	39.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	0%	0%	0%	0%	16.7%	83.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	0%	0%	0%	0%	20%	80%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	0%	0%	0%	0%	16.7%	83.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	English Language Learners	2014-15	22.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	0%	0%	0%	0%	7.7%	92.3%
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	0%	0%	0%	0%	8.3%	91.7%
Mathematics	2nd Grade Content	White	2013-14	46.6%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Male	2013-14	40.6%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	0%	0%	0%	0%	7.7%	92.3%
Mathematics	2nd Grade Content	English Language Learners	2013-14	26.4%	0%	0%	0%	0%	8.3%	91.7%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	0%	0%	0%	0%	13.8%	86.2%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	21.4%	21.4%	0%	21.4%	21.4%	57.1%
Mathematics	3rd Grade Content	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	0%	0%	0%	0%	13.8%	86.2%
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	30%	30%	0%	30%	30%	40%

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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	Migrant	2013-14	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	52.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	0%	0%	0%	0%	8.3%	91.7%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	49.5%	0%	0%	0%	0%	17.6%	82.4%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	0%	0%	0%	0%	10.7%	89.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	21.4%	21.4%	0%	21.4%	21.4%	57.1%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	0%	0%	0%	0%	7.7%	92.3%
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	23.1%	23.1%	0%	23.1%	23.1%	53.8%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	0%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	All Students	2013-14	45.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	0%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	Hispanic of Any Race	2013-14	32.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	0%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	Female	2013-14	44.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	42.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2013-14	45.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	0%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	0%	0%	0%	0%	0%	100%
Mathematics	4th Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	0%	0%	0%	0%	7.7%	92.3%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	0%	0%	0%	0%	10%	90%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	0%	0%	0%	0%	8.3%	91.7%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	0%	0%	0%	0%	4.8%	95.2%
Science	4th Grade Content	All Students	2013-14	16.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	0%	0%	0%	0%	5.3%	94.7%
Science	4th Grade Content	Hispanic of Any Race	2013-14	7.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	0%	0%	0%	0%	0%	100%
Science	4th Grade Content	Female	2013-14	15.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	0%	0%	0%	0%	10%	90%
Science	4th Grade Content	Male	2013-14	17.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0%	0%	0%	0%	4.8%	95.2%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0%	0%	0%	0%	6.3%	93.8%
Science	4th Grade Content	English Language Learners	2013-14	2.9%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	0%	0%	0%	0%	28.6%	71.4%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	0%	0%	0%	0%	36.4%	63.6%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	23.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	0%	30.8%	69.2%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10

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MME

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

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Escuela Avancemos

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

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Escuela Avancemos

MI-Access Functional Independence

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

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Escuela Avancemos

MI-Access Supported Independence

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

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Escuela Avancemos

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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Escuela Avancemos

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	91%	N/A	91%	N/A
All Students	ELA	98.1%	48.5%	91%	N/A	91%	N/A
All Students	Science	97.5%	22.2%	<30	N/A	<30	N/A
All Students	Social Studies	97.4%	31.8%	<30	N/A	<30	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	<30	N/A
African American	ELA	96.5%	24.5%	<30	N/A	<30	N/A
African American	Science	95.4%	6.1%	N/A	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	90.3%	N/A	90.3%	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	90.3%	N/A	90.3%	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	<30	N/A	<30	N/A
White	ELA	98.5%	55%	<30	N/A	<30	N/A
White	Science	98.1%	26.6%	<30	N/A	<30	N/A
White	Social Studies	98%	37.3%	<30	N/A	<30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	91%	N/A	91%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	91%	N/A	91%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	<30	N/A	<30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	<30	N/A	<30	N/A
English Language Learners	Mathematics	98.6%	20.3%	90.7%	N/A	90.7%	N/A
English Language Learners	ELA	98.2%	24%	90.7%	N/A	90.7%	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	<30	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	<30	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	<30	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A	<30	N/A

**Annual Education Report
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Accountability Details Graduation Data

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

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

Annual Education Report
Escuela Avancemos**Accountability Details Attendance Data**

Student Group	Statewide	District	School
All Students	94.7%	96.0%	96.0%

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

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	2	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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Escuela Avancemos

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	#	#	#	#
Native Hawaiian/Pacific Islander	#	#	#	#	#
Two or More Races	3	#	#	#	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

Annual Education Report Escuela Avancemos

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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
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.

**Annual Education Report
Escuela Avancemos**
NAEP Grade 12 Math

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

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

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Escuela Avancemos

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

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

Annual Education Report

Escuela Avancemos

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

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

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NAEP Grade 12 Reading

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

Rounds to zero

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

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NAEP Participation Data

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