

School Annual Education Report (AER) Cover Letter

June 8, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for the for Martin Luther King, Jr. Education Center Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, and teacher quality. If you have any questions about the AER, please contact Dr. Constance Price for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.mlkecacademy.org> or you may review a copy from the main office at your child's school.

During 2016-2017 school year, MLKECA achieved the highest M-Step scores of all Detroit Public School Community District (DPSCD) Charters. Additionally, the DPSCD Annual portfolio indicated MLKECA ranked higher than state average scores in Math by 10.6% and English by 19.9%. We continue actively working to maintain high achievement by examination of data with the assistance of a district improvement facilitator. We have also maintained the Measure of Academic Progress (MAP) test to measure student academic growth three times a year. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

Process for Assigning Pupils to the School

Students may enroll at MLKECA throughout the year as openings are available and space allows. Open enrollment dates in the spring are made public via flyers. If the number of applicants exceeds the number of slots available, students will be enrolled by lottery. All remaining applications will be placed on a waiting list for subsequent openings that may occur before and during the current academic year.

Status of the 3-5 year School Improvement Plan

The School Improvement Team consists of administrators, teachers, support staff, parents and community members. Annually, we conduct a review of our School Improvement Plan. School data drives the establishment of goals and objectives, and, strategies and activities to be implemented for the school year. MLKECA continued as a Title I School-Wide district in the 2016-17 school year.

Description of each specialized school

MLKECA serves students in kindergarten through eighth grade. Our mission is to provide each student with a variety of accelerated learning opportunities appropriate to their individual abilities, coping skills, desire, and motivation that will propel them in the 21st century equipped to maximize their academic artistic, and technological potential in a diverse society.

Math Expressions

Implementation took place in the 2016-2017 school year.

Core Curriculum

MLKECA's core curriculum is aligned with the Michigan Grade Level Content Expectations (GLCE's) which are based on the Michigan Curriculum Framework and its Teaching and Learning and Assessment Standards. The curriculum committee is currently using crosswalks to transition to the Common Core State

Standards. Curriculum mapping and pacing guides are being updated to ensure that all students are college and career ready.

Measure of Academic Progress (MAP)

MAP continued during the 2016-2017 schoolyear to determine student academic progress. It is a nationally recognized test that provides national norms for comparison of student achievement in reading and math for students in grades 3-8. Tests are administered three times each year. The results for the 2016-17 schoolyear are provided in detail in the AER.

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) was administered in April-June 2017 for Students in Grades 3rd -8th. Test scheduling and enhanced technologies provided a flexible pace for students to assert his or her best efforts in completing the assessment. MLKECA maintains a mobile computer lab in addition to our standing computer lab to facilitate test taking.

Parent Teacher Conferences

MLKECA holds four parent teacher conferences each school year. Parents show their commitment to their child's academic success by participation at a rate of 90% for our students in grades K-8.

Conclusion

MLK was ranked top DPS Charter School in the 2016 portfolio. Our state score card color ranking was lime at 78.95% indicating extremely favorable. MLKECA was ranked #1 Elementary and Middle School in the state with an A grade 'for outstanding achievement' by [The Michigan Context and Performance Report Card: Public Elementary and Middle Schools, 2015](#) (see Mackinac Center for Public Policy). We received a B rating for our 2015 Excellent Schools Score Card grade. According to Excellent Schools Score Card listing, we ranked within the top 10 of Detroit schools. Grades our calculated based on state standardized tests, student progress, and the overall culture (parent, teacher, and community feedback) of the school.

We hold the title of Academic State Champs for the 2014-15 schoolyear. MLKECA was awarded the designation of *Academic State Champs* per Bridge Online Magazine. Our school accomplished the highest MEAP Scores state wide, among schools with a high poverty level during the 2013-14 school year.

Previous achievements include: Top 25 ranking within top-to-bottom listing of schools in Michigan for the 2013-14 school year by MDE. Recognition from the Mackinac Center as one of the Top 10 Elementary & Middle School in Michigan as of July 2013. Designation as a Reward School ranked MLKECA within the top 5% of schools in Michigan in 2013. MLKECA also continued to be among the highest achieving Detroit Public School's Charters in performance on the MEAP before its retirement.

Our track record of high student achievement is evidenced by awards and citations – Golden Apple Award, Skillman Good Schools Grant, and Top Performing Charter – Beating the Odds. One hundred percent (100%) of our teachers are Highly Qualified. With the continued commitment of all stakeholders, we will meet the challenges of maintaining educational excellence in the 21st century.

Educationally,

Constance Price, Ph.D.
Administrative Director

Martin Luther King, Jr.

Education Center Academy

ANNUAL EDUCATION REPORT ***2016-2017***

**"CREATING ACADEMIC, AESTHETIC, AND TECHNOLOGICAL
EXCELLENCE"**

CONSTANCE PRICE, PH. D.
Administrative Director



MLKECA ANNUAL REPORT 2016-2017

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INTRODUCTION

In compliance with the State of Michigan Public Act 25 of 1990, all schools are required to prepare an Annual Education Report which is to be presented to the school community in 2018. This report responds to that requirement by including all state specified components.

Our report includes information on the following:

1. The School Improvement Plan and results of our School Progress Report;
2. Student Achievement results for the M-Step and the Measures of Academic Progress, (MAP);
3. Parent-Participation information;
4. A description of our specialized school program;
5. Our school accreditation status; and
6. A description of the school's core curriculum

SCHOOL IMPROVEMENT PLAN

During the 2016-2017 Martin Luther King, Jr. Education Center Academy maintained the Title I School wide School Improvement Plan for the 2013-2018 school years, which supports the mission, goals and objectives of our new district strategies, responsibilities and timeline. Emphasis is placed on improving school effectiveness and increasing student achievement for all students in the school. Our School Improvement Plan focuses on the attainment of student outcome objectives in such areas as reading, mathematics, science and student attendance.

Our School Improvement Plan is reviewed regularly based on monitoring and evaluation information, including the use of disaggregated data. The outcome of our review process is reflected in the continued implementation of successful strategies, discontinuation or modification of unsuccessful strategies and the initiation of new strategies that address needs which are not being met. Most of our strategies are research based.

The development and implementation of our plan has been a collaborative decision making process involving all school constituencies (administrators, teachers, support staff, parents, community and students). Our School Improvement Team meets regularly and provides progress reports to the school staff and the local school community organization. Professional development activities in support of our plan are conducted for both staff and parents

STUDENT ACHIEVEMENT 2016-2017

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)
The percentage of students in the specific categories on the M-Step tests:

<i>Grades</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Science</i>	<i>Social Studies</i>
3	39	38	---	---
4	62	41	17.1	---
5	41	40	---	0.05
6	48.5	70.5	---	---
7	34.5	66.5	9.1	---
8	59.5	62	----	20.6

MEASURES OF ACADEMIC PROGRESS (MAP)

The percentage of students that met their individual growth targets on the MAP tests:

<i>Grades</i>	<i>MAP MEAN Reading Fall '16</i>	<i>MAP MEAN Reading Spring '17</i>	<i>Gain/Loss</i>	<i>MAP MEAN Math Fall '16</i>	<i>MAP MEAN Math Spring '17</i>	<i>Gain/Loss</i>
8 TH	213	218	+5	216	224	+8
7 TH	208	209	+1	211	220	+9
6 TH	207	212	+5	207	218	+11
5 TH	198	201	+3	197	207	+10
4 TH	187	199	+12	188	201	+13
3 RD	176	187	+11	178	192	14
2 ND	162	183	+21	163	185	+22

PARENT PARTICIPATION

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents and teachers to discuss students' progress on a regular basis. To encourage and measure parental participation, records are maintained and reported on the number and percentage of students whose parents or guardians participate in conferences. We define a conference as a face to face meeting between a parent or guardian of a student and a school educator for the purpose of improving the educational program or student learning for that student.

During the 2016-2017 schoolyear **370** of our **412** students had a parent or guardian attend one or more conferences, a participation rate of **90%** percent. Most of these conferences were held during our four scheduled parent-teacher conferences, all of which were held immediately following report card marking periods. These conferences provided opportunities to address student academic and social needs and to discuss ways to strengthen school-home cooperation to increase student learning. Other conferences included those relating to student adjustment and student program planning.

In addition to the above Parent Teacher Conferences, parents support our school in many other ways, including meetings relating to the school program, extra curricular activities, tutoring, field trips, fund raising, social activities, parent nights and parent workshops. Our local school community organization is actively involved in supporting our school. School support provided by our parents is an essential and important ingredient in contributing to improving the quality of education and the achievement of students in our school.

ANNUAL REPORT ATTENDANCE STATISTICS 2016-2017

STUDENT ENROLLMENT: 412

The student attendance rate (%) for the 2016-2017 academic school year for the Martin Luther King Jr. Education Center Academy was **88%**

SPECIALIZED SCHOOL DESCRIPTION

SCHOOL: Martin Luther King Jr., Education Center Academy

GRADE LEVEL SERVED: K-8

VISION OF SCHOOL: The vision of the Martin Luther King Jr., Education Center Academy is to create a community of well-rounded, life-long learners who will be productive citizens equipped to meet the academic, artistic, and technological challenges and diversity of the 21st century.

STUDENT ENROLLMENT: 412

HOW STUDENTS ARE ENROLLED:

Parents considering Martin Luther King Jr. Education Center Academy for their child are encouraged to tour the facility when classes are in session. An interview with the administration combined with a classroom visit is an enjoyable and effective way to become acquainted with the program.

An application form, an emergency card, birth certificate, and a health appraisal form should be completed and submitted to the school, along with academic records from the child's previous school. Orientation and signed parent involvement, school conduct code, and policy agreement forms are required prior to enrollment. Parents are contacted regarding their child's admission status when all of the above requirements have been met.

HOW WELL GOALS OF THE SCHOOL ARE BEING MET:

Academic goals are continuously being met through creative, hands-on, innovative teaching techniques. Test scores are used to assess student academic progress and, parent, teacher, and student surveys are used to evaluate our academic program. Our goals within the performing arts are reached by student participation in various programs, such as MLKECA's Winter Concert, Spring Extravaganza, and African American History program. Without the assistance of parent volunteers and community agencies, we would not have been able to meet our goals in such a remarkable way.

CORE CURRICULUM

MISSION STATEMENT

The mission of the Martin Luther King Jr. Education Center Academy (MLKEC) is to provide each student with a variety of accelerated learning opportunities appropriate to their individual abilities, coping skills, desire, and motivation, that will propel them into the 21st century equipped to maximize their academic, artistic, and technological potential in a diverse society.

PHILOSOPHY

MLKECA believes that the values of life-long learning are nurtured in a positive, challenging educational environment where students, teachers, and parents work together to ensure that students find fulfilling personal work and meaningful educational lives.

EDUCATIONAL PROGRAM

The educational program at MLKEC is based on the belief that students need a diverse and challenging educational experience, provided by professionals with artistic as well as academic backgrounds. It also assumes that children can master basic concepts of reading and math at an early age. Beginning in kindergarten, students will be enrolled in an accelerated structured reading program, as well as foreign language.

Use of the arts in education is an effective way to stimulate interest and excitement about learning in that the arts appeal to many urges and interests of the developing child. An art infused curriculum meets the aesthetic as well as academic needs of students. Artistic instruction includes music, art, dance, drama and creative writing.

Technology is used as an enhancement to the learning process. The self-paced feature and diversity of our software programs, accommodates the various learning styles of our students. Student motivation is increased and resulting in higher achievement. The development of technological skills equips students to function in the 21st century.

Courses of study are designed to meet student educational needs while having a wide-range of opportunities to discover, explore, and develop his/her unique giftedness. Individualized programs allow for placement of students by ability. Evaluation of achievement is based on objectives attained. Class sizes are small allowing for greater differentiated instruction as well as small group activities.

CORE CURRICULUM (CONT'D)

CURRICULUM MODEL

Our curriculum model of instruction is based on recognized and accepted strands and objectives (Grade Level Content Expectations (GLCE's) for students age five through thirteen (K-8) as well as the newly implemented Common Core Standards. A primary focus is to provide all students with a variety of accelerated learning opportunities appropriate to their individual abilities, competency, skill levels, desire and motivation. Curriculum areas include mathematics education, science education, social studies education, language arts education, computer technology education, vocation education, health education and physical education. Accelerated offerings include a structured reading program beginning at kindergarten level, as well as foreign language. Artistic offerings include specialized music training in Suzuki strings, theory, glee club, dance (tap, ballet and modern) art, drama and creating writing.

GOALS

- To provide highly effective teaching from Kindergarten to Eighth grade.
- To provide for the emotional, intellectual, physical, social, aesthetic, and cultural needs of each student.
- To actualize potentials, capabilities and gifts through creative teaching and thinking.
- To teach basic knowledge in all subjects at given levels using interdisciplinary techniques.
- To foster the development of skills using constructive and critical thinking to enable the individual to deal effectively with problems which are new to his/her experience in ways which encourage him/her to act in an independent, self-fulfilling and responsible manner.
- To increase motivation and enthusiasm for learning through technology.

OBJECTIVES

- To develop character of the highest caliber through artistic as well as academic nurturing.
- To engage students in community service through performances.
- To provide incentives for creative and professional achievement especially as they enhance effectiveness in teaching.
- To encourage and foster parental involvement.
- To equip students with the technological skills needed for success in the 21st century.

TEACHER QUALIFICATION DATA

100% of all teachers are highly qualified.

Professional Qualifications of all Elementary, Middle School, and Administrative Staff:

Bachelors	Masters	Ph. D
12	16	2

Annual Education Report
Martin Luther King, Jr. Education Center Academy (07425)

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%	35.1%	35.1%	10.8%	24.3%	37.8%	27.0%
ELA	3rd Grade Content	All Students	2016-17	44.1%	75.8%	75.8%	30.3%	45.5%	21.2%	3.0%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	36.1%	36.1%	11.1%	25.0%	36.1%	27.8%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	75.8%	75.8%	30.3%	45.5%	21.2%	3.0%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	25.0%	25.0%	6.3%	18.8%	56.3%	18.8%
ELA	3rd Grade Content	Female	2016-17	47.7%	72.2%	72.2%	33.3%	38.9%	27.8%	0.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	42.9%	42.9%	14.3%	28.6%	23.8%	33.3%
ELA	3rd Grade Content	Male	2016-17	40.7%	80.0%	80.0%	26.7%	53.3%	13.3%	6.7%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	35.3%	35.3%	11.8%	23.5%	38.2%	26.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	74.2%	74.2%	29.0%	45.2%	22.6%	3.2%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<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	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%	41.9%	41.9%	25.6%	16.3%	37.2%	20.9%
ELA	4th Grade Content	All Students	2016-17	44.2%	94.3%	94.3%	40.0%	54.3%	5.7%	0.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	40.5%	40.5%	23.8%	16.7%	38.1%	21.4%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	94.3%	94.3%	40.0%	54.3%	5.7%	0.0%
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%	52.9%	52.9%	35.3%	17.6%	29.4%	17.6%
ELA	4th Grade Content	Female	2016-17	48.6%	88.9%	88.9%	38.9%	50.0%	11.1%	0.0%
ELA	4th Grade Content	Male	2015-16	41.8%	34.6%	34.6%	19.2%	15.4%	42.3%	23.1%
ELA	4th Grade Content	Male	2016-17	39.9%	100.0%	100.0%	41.2%	58.8%	0.0%	0.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	37.8%	37.8%	24.3%	13.5%	40.5%	21.6%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	93.5%	93.5%	35.5%	58.1%	6.5%	0.0%

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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	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	52.6%	52.6%	10.5%	42.1%	42.1%	5.3%
ELA	5th Grade Content	All Students	2016-17	51.1%	50.0%	50.0%	10.0%	40.0%	25.0%	25.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	52.6%	52.6%	10.5%	42.1%	42.1%	5.3%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	50.0%	50.0%	10.0%	40.0%	25.0%	25.0%
ELA	5th Grade Content	Female	2015-16	55.8%	50.0%	50.0%	15.0%	35.0%	50.0%	0.0%
ELA	5th Grade Content	Female	2016-17	56.0%	43.8%	43.8%	6.3%	37.5%	31.3%	25.0%
ELA	5th Grade Content	Male	2015-16	45.5%	55.6%	55.6%	5.6%	50.0%	33.3%	11.1%
ELA	5th Grade Content	Male	2016-17	46.2%	54.2%	54.2%	12.5%	41.7%	20.8%	25.0%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	54.3%	54.3%	11.4%	42.9%	40.0%	5.7%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	48.6%	48.6%	8.1%	40.5%	24.3%	27.0%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<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
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%	44.8%	44.8%	20.7%	24.1%	20.7%	34.5%
ELA	6th Grade Content	All Students	2016-17	43.6%	50.0%	50.0%	10.5%	39.5%	39.5%	10.5%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	42.9%	42.9%	17.9%	25.0%	21.4%	35.7%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	50.0%	50.0%	10.5%	39.5%	39.5%	10.5%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	73.3%	73.3%	33.3%	40.0%	6.7%	20.0%
ELA	6th Grade Content	Female	2016-17	48.7%	57.9%	57.9%	15.8%	42.1%	36.8%	5.3%
ELA	6th Grade Content	Male	2015-16	40.4%	14.3%	14.3%	7.1%	7.1%	35.7%	50.0%
ELA	6th Grade Content	Male	2016-17	38.7%	42.1%	42.1%	5.3%	36.8%	42.1%	15.8%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	37.5%	37.5%	16.7%	20.8%	25.0%	37.5%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	48.6%	48.6%	11.4%	37.1%	40.0%	11.4%

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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	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
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%	38.7%	38.7%	9.7%	29.0%	29.0%	32.3%
ELA	7th Grade Content	All Students	2016-17	44.8%	63.6%	63.6%	22.7%	40.9%	31.8%	4.5%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	38.7%	38.7%	9.7%	29.0%	29.0%	32.3%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	63.6%	63.6%	22.7%	40.9%	31.8%	4.5%
ELA	7th Grade Content	Female	2015-16	53.8%	40.9%	40.9%	13.6%	27.3%	22.7%	36.4%
ELA	7th Grade Content	Female	2016-17	50.9%	75.0%	75.0%	25.0%	50.0%	25.0%	0.0%
ELA	7th Grade Content	Male	2015-16	40.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	39.1%	50.0%	50.0%	20.0%	30.0%	40.0%	10.0%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	36.7%	36.7%	6.7%	30.0%	30.0%	33.3%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	61.9%	61.9%	19.0%	42.9%	33.3%	4.8%

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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	7th Grade Content	English Learners	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	48.1%	48.1%	11.1%	37.0%	48.1%	3.7%
ELA	8th Grade Content	All Students	2016-17	48.0%	58.8%	58.8%	8.8%	50.0%	23.5%	17.6%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	48.1%	48.1%	11.1%	37.0%	48.1%	3.7%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	58.8%	58.8%	8.8%	50.0%	23.5%	17.6%
ELA	8th Grade Content	Female	2015-16	54.9%	53.3%	53.3%	6.7%	46.7%	46.7%	0.0%
ELA	8th Grade Content	Female	2016-17	54.9%	54.5%	54.5%	9.1%	45.5%	27.3%	18.2%
ELA	8th Grade Content	Male	2015-16	43.0%	41.7%	41.7%	16.7%	25.0%	50.0%	8.3%
ELA	8th Grade Content	Male	2016-17	41.4%	66.7%	66.7%	8.3%	58.3%	16.7%	16.7%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	46.2%	46.2%	11.5%	34.6%	50.0%	3.8%

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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	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	59.4%	59.4%	6.3%	53.1%	25.0%	15.6%
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	40.5%	40.5%	8.1%	32.4%	37.8%	21.6%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48.5%	48.5%	9.1%	39.4%	39.4%	12.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	41.7%	41.7%	8.3%	33.3%	36.1%	22.2%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	48.5%	48.5%	9.1%	39.4%	39.4%	12.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	37.5%	37.5%	12.5%	25.0%	37.5%	25.0%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	50.0%	50.0%	11.1%	38.9%	33.3%	16.7%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	42.9%	42.9%	4.8%	38.1%	38.1%	19.0%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	46.7%	46.7%	6.7%	40.0%	46.7%	6.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	41.2%	41.2%	5.9%	35.3%	35.3%	23.5%

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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	Economically Disadvantaged	2016-17	31.5%	45.2%	45.2%	6.5%	38.7%	41.9%	12.9%
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%	48.8%	48.8%	20.9%	27.9%	20.9%	30.2%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	28.6%	28.6%	2.9%	25.7%	65.7%	5.7%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	47.6%	47.6%	19.0%	28.6%	21.4%	31.0%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	28.6%	28.6%	2.9%	25.7%	65.7%	5.7%
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%	47.1%	47.1%	29.4%	17.6%	29.4%	23.5%
Mathematics	4th Grade Content	Female	2016-17	39.6%	22.2%	22.2%	5.6%	16.7%	72.2%	5.6%
Mathematics	4th Grade Content	Male	2015-16	45.8%	50.0%	50.0%	15.4%	34.6%	15.4%	34.6%
Mathematics	4th Grade Content	Male	2016-17	44.2%	35.3%	35.3%	0.0%	35.3%	58.8%	5.9%

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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	Economically Disadvantaged	2015-16	27.9%	45.9%	45.9%	18.9%	27.0%	21.6%	32.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	29.0%	29.0%	3.2%	25.8%	64.5%	6.5%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	5.4%	5.4%	2.7%	2.7%	29.7%	64.9%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	45.0%	45.0%	5.0%	40.0%	47.5%	7.5%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	5.4%	5.4%	2.7%	2.7%	29.7%	64.9%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	45.0%	45.0%	5.0%	40.0%	47.5%	7.5%
Mathematics	5th Grade Content	Female	2015-16	31.7%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	62.5%	62.5%	6.3%	56.3%	37.5%	0.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	11.8%	11.8%	5.9%	5.9%	29.4%	58.8%
Mathematics	5th Grade Content	Male	2016-17	37.4%	33.3%	33.3%	4.2%	29.2%	54.2%	12.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	5.9%	5.9%	2.9%	2.9%	26.5%	67.6%

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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	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	43.2%	43.2%	5.4%	37.8%	48.6%	8.1%
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%	20.7%	20.7%	6.9%	13.8%	44.8%	34.5%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	60.5%	60.5%	21.1%	39.5%	36.8%	2.6%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	17.9%	17.9%	3.6%	14.3%	46.4%	35.7%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	60.5%	60.5%	21.1%	39.5%	36.8%	2.6%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	33.3%	33.3%	13.3%	20.0%	46.7%	20.0%
Mathematics	6th Grade Content	Female	2016-17	33.1%	68.4%	68.4%	26.3%	42.1%	31.6%	0.0%
Mathematics	6th Grade Content	Male	2015-16	34.1%	7.1%	7.1%	0.0%	7.1%	42.9%	50.0%
Mathematics	6th Grade Content	Male	2016-17	35.2%	52.6%	52.6%	15.8%	36.8%	42.1%	5.3%

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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	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	12.5%	12.5%	0.0%	12.5%	50.0%	37.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	57.1%	57.1%	17.1%	40.0%	40.0%	2.9%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
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%	12.9%	12.9%	0.0%	12.9%	38.7%	48.4%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	77.3%	77.3%	36.4%	40.9%	18.2%	4.5%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	12.9%	12.9%	0.0%	12.9%	38.7%	48.4%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	77.3%	77.3%	36.4%	40.9%	18.2%	4.5%
Mathematics	7th Grade Content	Female	2015-16	34.5%	18.2%	18.2%	0.0%	18.2%	31.8%	50.0%
Mathematics	7th Grade Content	Female	2016-17	35.1%	75.0%	75.0%	50.0%	25.0%	25.0%	0.0%
Mathematics	7th Grade Content	Male	2015-16	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2016-17	37.3%	80.0%	80.0%	20.0%	60.0%	10.0%	10.0%

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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	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	10.0%	10.0%	0.0%	10.0%	40.0%	50.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	76.2%	76.2%	33.3%	42.9%	19.0%	4.8%
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	22.2%	22.2%	18.5%	3.7%	37.0%	40.7%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	35.3%	35.3%	14.7%	20.6%	50.0%	14.7%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	22.2%	22.2%	18.5%	3.7%	37.0%	40.7%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	35.3%	35.3%	14.7%	20.6%	50.0%	14.7%
Mathematics	8th Grade Content	Female	2015-16	34.1%	26.7%	26.7%	20.0%	6.7%	40.0%	33.3%
Mathematics	8th Grade Content	Female	2016-17	35.2%	40.9%	40.9%	13.6%	27.3%	40.9%	18.2%
Mathematics	8th Grade Content	Male	2015-16	31.4%	16.7%	16.7%	16.7%	0.0%	33.3%	50.0%

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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	8th Grade Content	Male	2016-17	31.8%	25.0%	25.0%	16.7%	8.3%	66.7%	8.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	23.1%	23.1%	19.2%	3.8%	34.6%	42.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	34.4%	34.4%	12.5%	21.9%	53.1%	12.5%
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	30.2%	30.2%	20.9%	9.3%	44.2%	25.6%
Science	4th Grade Content	All Students	2016-17	14.6%	17.1%	17.1%	5.7%	11.4%	34.3%	48.6%
Science	4th Grade Content	Black or African American	2015-16	2.4%	28.6%	28.6%	19.0%	9.5%	45.2%	26.2%
Science	4th Grade Content	Black or African American	2016-17	2.8%	17.1%	17.1%	5.7%	11.4%	34.3%	48.6%
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%	29.4%	29.4%	17.6%	11.8%	47.1%	23.5%
Science	4th Grade Content	Female	2016-17	12.6%	11.1%	11.1%	0.0%	11.1%	38.9%	50.0%
Science	4th Grade Content	Male	2015-16	16.4%	30.8%	30.8%	23.1%	7.7%	42.3%	26.9%

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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
Science	4th Grade Content	Male	2016-17	16.5%	23.5%	23.5%	11.8%	11.8%	29.4%	47.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	27.0%	27.0%	18.9%	8.1%	43.2%	29.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	19.4%	19.4%	6.5%	12.9%	32.3%	48.4%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	29.0%	29.0%	16.1%	12.9%	35.5%	35.5%
Science	7th Grade Content	All Students	2016-17	22.7%	9.1%	9.1%	4.5%	4.5%	40.9%	50.0%
Science	7th Grade Content	Black or African American	2015-16	5.4%	29.0%	29.0%	16.1%	12.9%	35.5%	35.5%
Science	7th Grade Content	Black or African American	2016-17	5.1%	9.1%	9.1%	4.5%	4.5%	40.9%	50.0%
Science	7th Grade Content	Female	2015-16	22.6%	31.8%	31.8%	18.2%	13.6%	31.8%	36.4%
Science	7th Grade Content	Female	2016-17	21.2%	8.3%	8.3%	0.0%	8.3%	33.3%	58.3%
Science	7th Grade Content	Male	2015-16	25.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2016-17	24.3%	10.0%	10.0%	10.0%	0.0%	50.0%	40.0%

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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	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	26.7%	26.7%	13.3%	13.3%	36.7%	36.7%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	4.8%	4.8%	4.8%	0.0%	42.9%	52.4%
Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	5.3%	5.3%	0.0%	5.3%	63.2%	31.6%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	2.5%	2.5%	0.0%	2.5%	37.5%	60.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	5.3%	5.3%	0.0%	5.3%	63.2%	31.6%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	2.5%	2.5%	0.0%	2.5%	37.5%	60.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	10.0%	10.0%	0.0%	10.0%	65.0%	25.0%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	61.1%	38.9%

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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
Social Studies	5th Grade Content	Male	2016-17	23.9%	4.2%	4.2%	0.0%	4.2%	29.2%	66.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	5.7%	5.7%	0.0%	5.7%	60.0%	34.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	2.7%	2.7%	0.0%	2.7%	37.8%	59.5%
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%	22.2%	22.2%	0.0%	22.2%	40.7%	37.0%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	20.6%	20.6%	2.9%	17.6%	44.1%	35.3%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	22.2%	22.2%	0.0%	22.2%	40.7%	37.0%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	20.6%	20.6%	2.9%	17.6%	44.1%	35.3%
Social Studies	8th Grade Content	Female	2015-16	26.0%	33.3%	33.3%	0.0%	33.3%	53.3%	13.3%
Social Studies	8th Grade Content	Female	2016-17	28.6%	13.6%	13.6%	4.5%	9.1%	54.5%	31.8%
Social Studies	8th Grade Content	Male	2015-16	32.6%	8.3%	8.3%	0.0%	8.3%	25.0%	66.7%

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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	8th Grade Content	Male	2016-17	34.0%	33.3%	33.3%	0.0%	33.3%	25.0%	41.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	23.1%	23.1%	0.0%	23.1%	38.5%	38.5%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	18.8%	18.8%	0.0%	18.8%	46.9%	34.4%
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<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
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No Data to Display

Annual Education Report

Martin Luther King, Jr. Education Center Academy (07425)

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

Annual Education Report

Martin Luther King, Jr. Education Center Academy (07425)

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

Annual Education Report

Martin Luther King, Jr. Education Center Academy (07425)

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

Annual Education Report

Martin Luther King, Jr. Education Center Academy (07425)

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%	98.5%	65.7%	98.5%	65.7%
All Students	Mathematics	98.7%	39.1%	98.5%	48.5%	98.5%	48.5%
All Students	Science	97.9%	24.9%	100.0%	14.0%	100.0%	14.0%
All Students	Social Studies	97.8%	33.7%	100.0%	11.3%	100.0%	11.3%
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	<30	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
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%	98.5%	65.7%	98.5%	65.7%
Black or African American	Mathematics	97.5%	14.2%	98.5%	48.5%	98.5%	48.5%
Black or African American	Science	96.0%	7.0%	100.0%	14.0%	100.0%	14.0%
Black or African American	Social Studies	95.9%	11.2%	100.0%	11.3%	100.0%	11.3%
Hispanic of Any Race	ELA	98.6%	36.9%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.7%	25.1%	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**
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%	N/A	N/A	N/A	N/A
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%	N/A	N/A	N/A	N/A
White	Mathematics	99.0%	45.6%	N/A	N/A	N/A	N/A
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%	98.4%	64.1%	98.4%	64.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	98.4%	46.7%	98.4%	46.7%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	13.5%	100.0%	13.5%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	10.5%	100.0%	10.5%

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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%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	<30	<30	<30	<30
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%	53.04%	53.04%

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

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Martin Luther King, Jr. Education Center Academy (07425)

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
Martin Luther King, Jr. Education Center Academy	99.72	100.00	N/A	N/A	51.72	100.00	N/A	91.34

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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	10	10	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	30.0%

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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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Martin Luther King, Jr. Education Center Academy (07425)

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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
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	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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Martin Luther King, Jr. Education Center Academy (07425)

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					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
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					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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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Martin Luther King, Jr. Education Center Academy (07425)

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					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
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
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9