



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION



August 10, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Crescent Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Cherise Cupidore, Superintendent for assistance.

The AER is available for you to review electronically by visiting the following web site www.crescentacademycharterschool.com or you may review a copy from Ali Y Bazzi, Deputy Director's office at your child's school.

Annual Yearly Progress

For 2010-2011, Crescent Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics and received a Report Grade of a B from the state for overall academic achievement. Crescent Academy has made AYP for two consecutive years; 2009-2010 and 2010-2011 school years. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. State law requires that we also report additional information.

STATE BOARD OF EDUCATION

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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.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange students who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admission may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student record.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selecting drawing.

Curriculum

The School Improvement process is designed to identify and implement a variety of Schoolwide reform strategies.

- The entire KC4 Curriculum across the K-11 grade span is aligned with the benchmarks and standards of the Michigan Core Curriculum and Grade Level Content Expectations.
- Teacher lesson plans require a reference to the aligned curriculum and periodic checks by administration ensure that the curriculum of record is actually the taught curriculum.
- MEAP results are reviewed and used to direct classroom instruction and faculty/staff professional development activities.
- The school schedule of student instructional days always exceeds that required by the State. Additionally, a 200 day faculty schedule provides a four week professional development in August and once a month throughout the remainder of the school year.

A copy of the Crescent Academy's curriculum is available upon request. Requests can be made through the principal's office. The Academy uses the Kent County Collaborative Core Curriculum (KC4) to align with the Michigan Curriculum Framework. The KC4 is a teacher-created, standards-based, mastery curriculum

developed to make the standards and benchmarks of the MCF and the national content standards meaningful to and useable for the classroom teacher. Grade level teachers meet to discuss curriculum and ensure complete coverage of all benchmarks. This includes in-house mapping with pacing guides, KC4, resources, and best practices. Instruction consists of a taught curriculum correlated to the written curriculum and implemented through weekly lesson plans (submitted to the administration). The tested curriculum incorporates standards, skills, and pupil learning expectations at appropriate grade level. It is tied to the taught and written curricula.

Student achievement is assessed by the Michigan Education Assessment Program (MEAP), test data, and Kent County (KC4) Assessments. Test results are compiled and reviewed. The data drives decisions about instructional strategy and professional development. The data is shared with teachers, parents, students and the Board of Directors of Crescent Academy. Elementary teachers also use MLPP as an additional means of gathering student data for instructional decision making on an on-going basis.

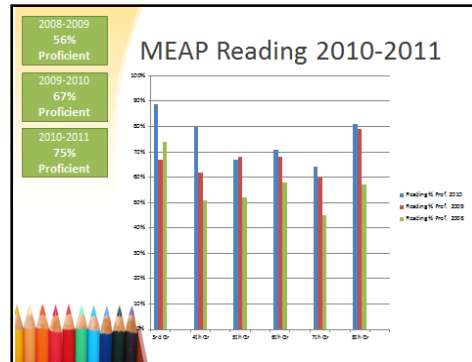
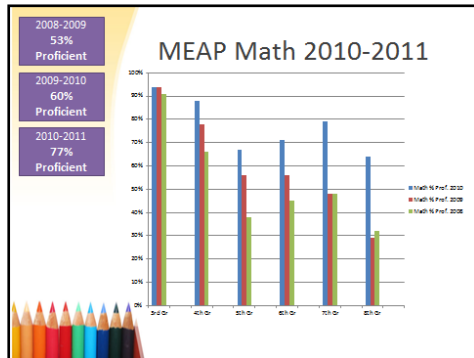
School Improvement

Continuous school improvement is ensured through the committee structure of the Academy. The Schoolwide Improvement Committee is central to the school improvement process to facilitate the achievement of Academy goals. Academic performance is ensured through the annual review of test data and quarterly review of pupil performance. The Instruction Committee functions to ensure that curriculum is updated using the Curriculum Review Cycle and that instruction is appropriate to the communications between parents, students, faculty and administration are positive and supportive of the educational process. Toward that end a variety of activities are planned yearly to involve parents and community in the life of the school. The Title I Committee is designed to monitor the progress and programming for Title I students and to make recommendations to other committees where changes are indicated. The Title I committee has Title I parent membership.

Continuous school improvement is also enhanced by the Quality Schools Initiative (QSI) Bay Mills and CSP management company. The QSI provides for monthly School Leader and Curriculum Coaching meetings, a New Teacher Academy for first year teachers, planned professional development days during the school year, and an annual comprehensive, objectives based School Review. The School Review addresses the Academy's written curriculum, school accountability plan, course time and content grids, lesson plans, report cards, the classroom environment, student-teacher rapport, classroom management, teacher evaluation instruments, professional development, mentoring/new teacher orientation, and the academy's wellness plan. Annually, a School Review Team utilizes a prepared and provides for a discussion of the review with recommendations.

Michigan Educational Assessment Program (MEAP)

In addition to MEAP results, which can be accessed through the Complete Annual Report on the schools' webpage and at <http://aer.data4ss.org/> Crescent Academy collects the following data to inform its school improvement efforts and ensure success for all students.



Parental Involvement

Crescent Academy encourages and welcomes parental support as is evidenced by CAPTO (Crescent Academy Parent Teacher Organization), which is active in the school, does fundraising, and attends all board meetings. 300 parents representing 75% of students attended the Curriculum & Information Night. Crescent Academy also hosted there 2010-2011 Family Fun Night, where parents for a night of games, food, music, and social networking with the staff and other parents. Crescent had about 300-500 parents and their children show up. At the end of the year, Crescent sent home parent surveys; Crescent had an overall 75% of parents return school surveys.

High School

In 2011-2012 school year, our first junior class in high school will be dual enrolled, which means they will take their core classes in the morning and then go over to O-Tech to take classes there for their career paths. Crescent Academy is proud to be delivering on its mission "to offer an educational setting that nurtures in each student a deep, persistent and abiding curiosity as a prerequisite for sustained learning across a lifetime, as evidenced by its increasing enrollment and rising test scores". We are excited about our partnership with the community and our students and look forward to future success.

Sincerely,

Cherise Cupidore
Superintendent, Crescent Academy District

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	66.7%	66.7%	11.1%	55.6%	30.6%	2.8%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	89.2%	89.2%	13.5%	75.7%	10.8%	0%
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	66.7%	66.7%	11.1%	55.6%	30.6%	2.8%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	88.9%	88.9%	13.9%	75%	11.1%	0%
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	65%	65%	5%	60%	35%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	95.2%	95.2%	9.5%	85.7%	4.8%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	68.8%	68.8%	18.8%	50%	25%	6.3%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	81.3%	81.3%	18.8%	62.5%	18.8%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	83.3%	83.3%	22.2%	61.1%	11.1%	5.6%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	87.1%	87.1%	9.7%	77.4%	12.9%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	61.8%	61.8%	12.7%	49.1%	30.9%	7.3%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	80%	80%	12%	68%	18%	2%
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	63%	63%	13%	50%	31.5%	5.6%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	79.6%	79.6%	12.2%	67.3%	18.4%	2%
English Language Arts / Reading	04	Two or More Races	2009-10	<10	81.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	56.7%	56.7%	16.7%	40%	36.7%	6.7%
English Language Arts / Reading	04	Female	2010-11	100%	87%	82.8%	82.8%	6.9%	75.9%	13.8%	3.4%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	68%	68%	8%	60%	24%	8%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	76.2%	76.2%	19%	57.1%	23.8%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	61.8%	61.8%	8.8%	52.9%	32.4%	5.9%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	82.5%	82.5%	15%	67.5%	17.5%	0%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	67.5%	67.5%	22.5%	45%	15%	17.5%

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English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	67.3%	67.3%	10.2%	57.1%	22.4%	10.2%
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	67.5%	67.5%	22.5%	45%	15%	17.5%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	67.3%	67.3%	10.2%	57.1%	22.4%	10.2%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	71.4%	71.4%	33.3%	38.1%	9.5%	19%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	61.5%	61.5%	3.8%	57.7%	26.9%	11.5%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	63.2%	63.2%	10.5%	52.6%	21.1%	15.8%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	73.9%	73.9%	17.4%	56.5%	17.4%	8.7%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	57.9%	57.9%	10.5%	47.4%	21.1%	21.1%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	65.8%	65.8%	10.5%	55.3%	23.7%	10.5%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	67.6%	67.6%	2.7%	64.9%	27%	5.4%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	71.1%	71.1%	17.8%	53.3%	22.2%	6.7%
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	66.7%	66.7%	2.8%	63.9%	27.8%	5.6%

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English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	71.1%	71.1%	17.8%	53.3%	22.2%	6.7%
English Language Arts / Reading	06	White	2009-10	<10	91.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2009-10	100%	90%	80.8%	80.8%	3.8%	76.9%	19.2%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	87%	87%	30.4%	56.5%	13%	0%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	36.4%	36.4%	0%	36.4%	45.5%	18.2%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	54.5%	54.5%	4.5%	50%	31.8%	13.6%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	68.8%	68.8%	6.3%	62.5%	18.8%	12.5%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	67.6%	67.6%	11.8%	55.9%	26.5%	5.9%
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	60.5%	60.5%	16.3%	44.2%	20.9%	18.6%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	64.1%	64.1%	10.3%	53.8%	23.1%	12.8%
English Language Arts / Reading	07	Black or African American	2009-10	100%	64.4%	60.5%	60.5%	16.3%	44.2%	20.9%	18.6%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	64.1%	64.1%	10.3%	53.8%	23.1%	12.8%

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English Language Arts / Reading	07	Female	2009-10	100%	84.5%	57.7%	57.7%	15.4%	42.3%	15.4%	26.9%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	66.7%	66.7%	11.1%	55.6%	25.9%	7.4%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	64.7%	64.7%	17.6%	47.1%	29.4%	5.9%
English Language Arts / Reading	07	Male	2010-11	100%	75%	58.3%	58.3%	8.3%	50%	16.7%	25%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	50%	50%	22.2%	27.8%	27.8%	22.2%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	63.6%	63.6%	9.1%	54.5%	24.2%	12.1%
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	79.2%	79.2%	10.4%	68.8%	16.7%	4.2%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	81.1%	81.1%	32.4%	48.6%	16.2%	2.7%
English Language Arts / Reading	08	Black or African American	2009-10	100%	70.9%	78.7%	78.7%	10.6%	68.1%	17%	4.3%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	81.1%	81.1%	32.4%	48.6%	16.2%	2.7%
English Language Arts / Reading	08	White	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	95.2%	95.2%	19%	76.2%	4.8%	0%

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English Language Arts / Reading	08	Female	2010-11	100%	86.1%	77.3%	77.3%	31.8%	45.5%	18.2%	4.5%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	66.7%	66.7%	3.7%	63%	25.9%	7.4%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	86.7%	86.7%	33.3%	53.3%	13.3%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	79.2%	79.2%	12.5%	66.7%	16.7%	4.2%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	73.1%	73.1%	30.8%	42.3%	23.1%	3.8%
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	94.4%	94.4%	27.8%	66.7%	5.6%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	94.6%	94.6%	37.8%	56.8%	5.4%	0%
Mathematics	03	Black or African American	2009-10	100%	87.7%	94.4%	94.4%	27.8%	66.7%	5.6%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	94.4%	94.4%	38.9%	55.6%	5.6%	0%
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	100%	94.8%	95%	95%	30%	65%	5%	0%
Mathematics	03	Female	2010-11	100%	95.3%	90.5%	90.5%	38.1%	52.4%	9.5%	0%
Mathematics	03	Male	2009-10	100%	94.8%	93.8%	93.8%	25%	68.8%	6.3%	0%
Mathematics	03	Male	2010-11	100%	95.3%	100%	100%	37.5%	62.5%	0%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	100%	100%	38.9%	61.1%	0%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	93.5%	93.5%	35.5%	58.1%	6.5%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	All Students	2009-10	100%	92.3%	78.2%	78.2%	21.8%	56.4%	21.8%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	88%	88%	26%	62%	12%	0%
Mathematics	04	Black or African American	2009-10	100%	82.3%	79.6%	79.6%	22.2%	57.4%	20.4%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	87.8%	87.8%	24.5%	63.3%	12.2%	0%
Mathematics	04	Two or More Races	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Female	2009-10	100%	92.9%	80%	80%	20%	60%	20%	0%
Mathematics	04	Female	2010-11	100%	91.6%	93.1%	93.1%	24.1%	69%	6.9%	0%
Mathematics	04	Male	2009-10	100%	91.6%	76%	76%	24%	52%	24%	0%
Mathematics	04	Male	2010-11	100%	91.3%	81%	81%	28.6%	52.4%	19%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	85.3%	85.3%	20.6%	64.7%	14.7%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	87.5%	87.5%	30%	57.5%	12.5%	0%
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	56.4%	56.4%	15.4%	41%	33.3%	10.3%
Mathematics	05	All Students	2010-11	100%	79.9%	67.3%	67.3%	12.2%	55.1%	26.5%	6.1%
Mathematics	05	Black or African American	2009-10	100%	62.5%	56.4%	56.4%	15.4%	41%	33.3%	10.3%
Mathematics	05	Black or African American	2010-11	100%	61.3%	67.3%	67.3%	12.2%	55.1%	26.5%	6.1%
Mathematics	05	Female	2009-10	100%	79.6%	71.4%	71.4%	23.8%	47.6%	23.8%	4.8%
Mathematics	05	Female	2010-11	100%	80.1%	61.5%	61.5%	7.7%	53.8%	26.9%	11.5%
Mathematics	05	Male	2009-10	100%	79.4%	38.9%	38.9%	5.6%	33.3%	44.4%	16.7%
Mathematics	05	Male	2010-11	100%	79.7%	73.9%	73.9%	17.4%	56.5%	26.1%	0%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	47.4%	47.4%	15.8%	31.6%	31.6%	21.1%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	68.4%	68.4%	7.9%	60.5%	26.3%	5.3%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	55.6%	55.6%	5.6%	50%	38.9%	5.6%
Mathematics	06	All Students	2010-11	100%	84.5%	71.1%	71.1%	26.7%	44.4%	28.9%	0%
Mathematics	06	Black or African American	2009-10	100%	62.3%	54.3%	54.3%	5.7%	48.6%	40%	5.7%
Mathematics	06	Black or African American	2010-11	100%	68.9%	71.1%	71.1%	26.7%	44.4%	28.9%	0%
Mathematics	06	White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2009-10	100%	83%	68%	68%	8%	60%	28%	4%
Mathematics	06	Female	2010-11	100%	86.2%	82.6%	82.6%	43.5%	39.1%	17.4%	0%
Mathematics	06	Male	2009-10	100%	81.1%	27.3%	27.3%	0%	27.3%	63.6%	9.1%
Mathematics	06	Male	2010-11	100%	82.9%	59.1%	59.1%	9.1%	50%	40.9%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	60%	60%	6.7%	53.3%	40%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	70.6%	70.6%	26.5%	44.1%	29.4%	0%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	47.6%	47.6%	19%	28.6%	47.6%	4.8%
Mathematics	07	All Students	2010-11	100%	84.6%	79.5%	79.5%	12.8%	66.7%	20.5%	0%
Mathematics	07	Black or African American	2009-10	100%	62.6%	47.6%	47.6%	19%	28.6%	47.6%	4.8%
Mathematics	07	Black or African American	2010-11	100%	68.2%	79.5%	79.5%	12.8%	66.7%	20.5%	0%
Mathematics	07	Female	2009-10	100%	82.6%	56%	56%	16%	40%	36%	8%
Mathematics	07	Female	2010-11	100%	86.3%	88.9%	88.9%	14.8%	74.1%	11.1%	0%
Mathematics	07	Male	2009-10	100%	81.7%	35.3%	35.3%	23.5%	11.8%	64.7%	0%
Mathematics	07	Male	2010-11	100%	82.9%	58.3%	58.3%	8.3%	50%	41.7%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	44.4%	44.4%	27.8%	16.7%	50%	5.6%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	78.8%	78.8%	12.1%	66.7%	21.2%	0%
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	100%	70.3%	29.2%	29.2%	4.2%	25%	45.8%	25%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	08	All Students	2010-11	100%	78%	64.9%	64.9%	18.9%	45.9%	16.2%	18.9%
Mathematics	08	Black or African American	2009-10	100%	44.7%	29.8%	29.8%	4.3%	25.5%	44.7%	25.5%
Mathematics	08	Black or African American	2010-11	100%	56.6%	64.9%	64.9%	18.9%	45.9%	16.2%	18.9%
Mathematics	08	White	2009-10	<10	77.1%	<10	<10	<10	<10	<10	<10
Mathematics	08	Female	2009-10	100%	70.6%	47.6%	47.6%	4.8%	42.9%	38.1%	14.3%
Mathematics	08	Female	2010-11	100%	78.1%	63.6%	63.6%	13.6%	50%	13.6%	22.7%
Mathematics	08	Male	2009-10	100%	70%	14.8%	14.8%	3.7%	11.1%	51.9%	33.3%
Mathematics	08	Male	2010-11	100%	77.8%	66.7%	66.7%	26.7%	40%	20%	13.3%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	33.3%	33.3%	0%	33.3%	37.5%	29.2%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	65.4%	65.4%	11.5%	53.8%	11.5%	23.1%
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	50%	50%	11.9%	38.1%	38.1%	11.9%
Science	05	All Students	2010-11	100%	78.1%	42.9%	42.9%	10.2%	32.7%	38.8%	18.4%
Science	05	Black or African American	2009-10	100%	59.6%	50%	50%	11.9%	38.1%	38.1%	11.9%
Science	05	Black or African American	2010-11	100%	52.8%	42.9%	42.9%	10.2%	32.7%	38.8%	18.4%
Science	05	Female	2009-10	100%	81.1%	50%	50%	9.1%	40.9%	40.9%	9.1%
Science	05	Female	2010-11	100%	78.6%	26.9%	26.9%	7.7%	19.2%	46.2%	26.9%
Science	05	Male	2009-10	100%	80.8%	50%	50%	15%	35%	35%	15%
Science	05	Male	2010-11	100%	77.5%	60.9%	60.9%	13%	47.8%	30.4%	8.7%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	47.4%	47.4%	10.5%	36.8%	36.8%	15.8%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	42.1%	42.1%	10.5%	31.6%	42.1%	15.8%
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	58.3%	58.3%	6.3%	52.1%	33.3%	8.3%
Science	08	All Students	2010-11	100%	78.1%	75.7%	75.7%	18.9%	56.8%	24.3%	0%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	08	Black or African American	2009-10	100%	50%	57.4%	57.4%	6.4%	51.1%	34%	8.5%
Science	08	Black or African American	2010-11	100%	56.4%	75.7%	75.7%	18.9%	56.8%	24.3%	0%
Science	08	White	2009-10	<10	83.1%	<10	<10	<10	<10	<10	<10
Science	08	Female	2009-10	100%	77%	61.9%	61.9%	4.8%	57.1%	38.1%	0%
Science	08	Female	2010-11	100%	79.4%	72.7%	72.7%	4.5%	68.2%	27.3%	0%
Science	08	Male	2009-10	100%	74.9%	55.6%	55.6%	7.4%	48.1%	29.6%	14.8%
Science	08	Male	2010-11	100%	76.9%	80%	80%	40%	40%	20%	0%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	70.8%	70.8%	4.2%	66.7%	20.8%	8.3%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	73.1%	73.1%	7.7%	65.4%	26.9%	0%
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts	04	All Students	2009-10	<10	79.3%	<10	<10	<10	<10	<10
English Language Arts	04	Black or African American	2009-10	<10	77.9%	<10	<10	<10	<10	<10
English Language Arts	04	Male	2009-10	<10	79.5%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	<10	90.2%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	89.3%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	91%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading	05	All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Reading	05	Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Reading	05	Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
Reading	05	Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	06	All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Reading	06	Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Reading	06	Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Mathematics	06	Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	38.2%	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	100%	93.7%
All Students	District	Mathematics	100%	93.2%
All Students	School	English Language Arts / Reading	100%	93.7%
All Students	School	Mathematics	100%	93.2%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	100%	93.6%
Black or African American	District	Mathematics	100%	93.1%
Black or African American	School	English Language Arts / Reading	100%	93.6%
Black or African American	School	Mathematics	100%	93.1%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	N/A	N/A
White	District	Mathematics	N/A	N/A
White	School	English Language Arts / Reading	N/A	N/A
White	School	Mathematics	N/A	N/A
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	100%	95.4%
Economically Disadvantaged	District	Mathematics	100%	93.6%
Economically Disadvantaged	School	English Language Arts / Reading	100%	95.4%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	School	Mathematics	100%	93.6%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	<30	<30
Students with Disabilities	District	Mathematics	<30	<30
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
Economically Disadvantaged	State	66.59%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%

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

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.9%
All Students	School	94.9%
American Indian or Alaska Native	State	94%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Black or African American	State	91.9%
Black or African American	District	94.9%
Black or African American	School	94.9%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	100%
Hispanic or Latino	School	100%
Two or More Races	State	94.7%
Two or More Races	District	96.1%
Two or More Races	School	96.1%
White	State	95.6%
White	District	99.5%
White	School	99.5%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.6%
Economically Disadvantaged	School	94.6%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	96.2%
Students with Disabilities	School	96.2%

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

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

% of Schools making AYP: 80%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	22	14	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

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.8%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Crescent Academy, Crescent Academy

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505