

CRESCENT ACADEMY

2007-2008 ANNUAL EDUCATION REPORT

17570 West Twelve Mile Road
Southfield, Michigan 48076
248-423-4581 phone
248-423-1027 fax

MISSION STATEMENT:

All children can learn and it is through education that they acquire the foundation for success in our knowledge-based society. The mission of Crescent Academy will be to develop this foundation by offering an educational setting that nurtures in each student a deep, persistent and abiding curiosity as a prerequisite for sustained learning across a lifetime.

Principal:

Cherise Cupidore

Assistant Principal:

Marlon Glenn

VISION:

To provide students with a educational program that prepares them to learn to serve others in their community by giving back and take the skills and education that they have acquired from the academy to gain entrance in to careers that will allow our students to be productive and successful citizens in their community and workplace.

BOARD MEMBERS:

- **Weiya Sandi Lang,**
President
- **Laura Murphy**
Vice President
- **Steve Babinchak**
Treasury
- **Farrita Jackson**
Secretary
- **Robert Brown**
Member
- **Hattie Calhoun**
Member

CRESCENT ACADEMY



CRESCENT ACADEMY

DESCRIPTION OF THE SCHOOL

Crescent Academy is located in Southfield on the east side of Twelve Mile Road in a two story building. The Board of Education for Crescent Academy has a Charter Contract with Bay Mills College and is managed by CS Partners. Crescent Academy opened in August, 2004 providing education to more than 175 students in grades K-5. In the 2006-2007 school year Crescent Academy opened its doors to receive 340 students. Additionally Crescent Academy added on its final grade level for Middle School, thus completing grades K-8 in 2007. This fall Crescent opened up its doors to receive 350 for September.

ACADEMIC EXCELLANCE

The curriculum program for Crescent Academy is a back to basics program with a strong emphasis on Math, Reading, Writing, Social Studies and Science. The Academy uses the KC4 curriculum which is based on the Michigan Benchmarks. Students are offered all of the core subjects as well as special courses which include P.E./Health, Music, Computers and Art.

The students take the MEAP in October which provides teachers and administration with data from the high stakes test to determine where the deficits are in terms academic gaps and gains from year to year.

In the spring, the TerraNova is given to all students K-8th in all subject areas. This data provides the staff, administration and parents with a snap shot of where the students are based on their current grade level as well as those skill areas that still need to be mastered. This data is especially important because it also serves to provide essential data on where the students are academically in comparison to other students nationally who are the same age and in the same grade.

Crescent Academy provides extra support through the assignment of paraprofessionals to assist students who struggle to achieve at grade level in the core curriculum. Those students who are assigned to a Para Professional have shown some gains in the area of Reading and Math.

Parent Survey

Crescent Academy's Parent Survey came back indicating that Parents are highly satisfied with the school.

Spelling Bee

Crescent Academy participated in its second annual local Spelling Bee.

Science Fair

Crescent Academy also participated in its second annual Science Fair.

SPECIAL NEEDS ACADEMIC SUPPORT– IEP, Social Worker, Speech, OT Services, TSTP & CIMS

Students who come to Crescent Academy from another school district with a current IEP will continue to have special education support under our academic program. Parents and teachers can also recommend that a student be tested if the student continues to achieve way below his/her grade level.

IEP

Students who are either new to Crescent and have an existing IEP for speech and social worker support will continue to receive these support services as outlined by the current IEP.

Speech

Moreover a teacher or parent can also recommend that a student be tested for special education or speech services if they are having academic problems or show signs of a speech impediment. Crescent had 15-16 students who participated in the Special Education program during the 2007 school year and 15-16 students who participated in the speech program. Two students received hearing impaired support services and three students received OT (occupational therapy). The goal is to provide our special needs population with the least restrictive environment while providing them with the support to insure their success.

TSTP

Crescent Academy participated in the TSTP (Teacher Support Team Program) During the second half of the 2007 school year. The TSTP program is designed to equip teachers with an early diagnostic assessment of each student, and uses an innovative team approach to ensure the full resources of an entire school are fully brought to bear on the educational opportunities provided to each individual child.

The individuals with Disabilities Education Act (IDEA) encourages schools to explore response to intervention. The TSTP calls for the provision of early intervention for students at-risk of experiencing academic difficulties, with the goal of improving the achievement of all students.

CIMS

Crescent Academy participated in CIMS COHERT 3 for the first time last year through Oakland Schools. This program is designed to insure that 1) the academy has a school improvement plan for the special needs population, 2) the academy has a structure in place to insure that students are receiving appropriate services.

ENROLLMENT PROCESS

New enrollment

The enrollment process runs for a period of two weeks in April with evening and week-end times being made available to parents. The academy provides a legal notice of the application and enrollment process in a general circulation and this legal notice is forwarded to Bay Mills in keeping with the contractual obligation. After the open and close dates of the enrollment period, all of the applications that we receive are considered for enrollment. If the number of applications does not exceed our capacity all students are afforded the opportunity to attend Crescent Academy via an official acceptance letter. If the number of applications exceed the capacity, a lottery has to be held to determine who can attend. Names will be randomly drawn and the students will be admitted to the academy based on the order in which their number was selected. Students who have siblings requesting to get into the academy name will be drawn first for available seating. Any student's names who is not drawn will go on a waiting list at the end of the lottery process.

Re-enrollment process

The Academy sends home a re-enrollment form to all students during the re-enrollment period which also includes the deadline. The academy does have a sibling preference policy that is honored. Any student who is seeking to return and has a sibling who would like to come to the academy and seating is available is extended the opportunity to join the academy student body. The academy had 20% of its existing student body whose sibling's enrolled in the academy as well. A student who has not re-enrolled by the end of the re-enrollment period and chooses to re-enroll at a later date must go on the waiting list if there are no available seats. The academy did not have a waiting list last year and did not meet its target enrollment.

Waiting List

Kindergarten through second grade has a maximum classroom seat capacity of 20. Grades 3-8th grade have a classroom capacity of 25 depending on the size of the room. Once our enrollment is to capacity and we have held a lottery, we place students on a waiting list and contact them as a seat becomes available.

TRANSPORTATION

Crescent Academy does provide transportation to the student body. There are designated stops that the bus are assigned to make. As long as students can get to the designated bus stops, the bus services are free for our students. At least 85-90% of our students utilize the Crescent Academy bus service. We currently have five buses one of which is reserved for the athletic program; we use four buses to transport our students in the AM and the PM to and from our designated bus stops. Our transportation staff is made up of 4 bus drivers and four bus aids. The transportation for Crescent Academy is also able to take its student population on a number of scheduled bus trips throughout the school year.

Harvest Celebration

Students acknowledge the season of Harvest with a Harvest Celebration.

Kathryn Beich Fundraiser

Crescent Academy raised over \$3,000.00 through candy sales.

SCHOOL PROGRAMS

Crescent Academy offers a variety of programs for students in addition to the educational programs. Early school programs are offered to parents in the AM & PM for a minimum cost. Parents who need to be at work earlier than our school day starts are able to drop their child off at school as early as 7:00 a.m. Additionally students are able to stay for a minimum cost in the PM until 6:00 p.m.

After School Tutorial Programs

Students who continue to still exhibit academic problems at the end of the first marking are afforded the opportunity to participate in the Math & Reading Tutorial Program. Students who are recommended to participate in the Odyssey Learning Program stay after school three days a week to get additional help in the area of Reading and Writing. Students take a computerized assessment to determine their academic level in Reading and Writing. Based on the assessment outcome; individualized folders are set up on the computer which will allow the students to receive a great deal of reputation and practice in their deficit areas

Book Fair

Each year Crescent Academy has a book fair to help promote literacy. Students and parents are afforded the opportunity to purchase books for their reading pleasure. The book fair last a week and the students are able to come to the book fair throughout the day and purchase books.

Game Night

Math (Game Night) is another program that our parents participate in as a way to foster learning through the art of games. Parents and students are invited to stay after school and have dinner. After dinner, parents and students are afforded the opportunity to learn how to play games as a family. The games are sold at a reasonable price so that students can continue on with the fun of learning Math in a game format.

Spelling Bee

Crescent Academy encourages our student to expand their vocabulary and master their spelling ability. As a way to foster competition and an excitement for building their own work bank, our students participate in annual spelling bee. Charter and public schools come together in one arena and compete with each other to determine who the top speller is. Students are afforded the opportunity to participate in both local and state competition.

National Junior Honor Society

The academy was granted a Chapter last year upon being approved. The academy highly stresses the importance of academic excellence and provides a venue for students to be a part of a very collegiate membership. Students are afforded the opportunity to participate in the National Junior Honor Society after the first semester. Students must maintain a 3.5 or better for two marking periods in order to qualify for membership into the organization.

Kindergarten Graduation

Crescent Academy had its first cap and gown graduation in June for the kindergartens. The students received a certificate of completion at the ceremony. Over 300 adults comprised of parents, family and friends came out to support our kindergarten students. The ceremony was received by the parents, family and friends.

8th Grade Graduation

Students who complete the 8th grade participate in a formal cap & gown graduation in June. We highlight student's achievement at the end of their Middle School year as we feel that this is a great accomplishment to have completed 8 years of school thus far. Students receive their certificate of promotion from the school board and school administration and are transitioned into high school.

Battle of the Books

As a way to promote Reading students compete in the Southfield Competition (Battle of the Books). Students are provided a reading list in which they must read the books and come prepared to answer questions about the various books.

SCHOOL PROGRAMS

Bank at School Program- Student Branches

Michigan First is committed to supporting financial literacy and educating young people about the benefits of credit union membership.

Michigan First Credit Union has partnered with several local school districts and academies to provide deposit transactions in student-run branches.

What better way to introduce children to money management than with a branch in their school! The branches are run by fourth, fifth, sixth, and seventh-graders, with support from Michigan First employees. They are open once a week during the school year to students, teachers and parents. Student-run branch transactions are limited to deposits only.

Crescent and its students had their first opportunity to participate in this program at the start of school last year.

Sports Program

Crescent Academy started its sports program. The sports program was established in partnership with the "Think Detroit Pal". The Think Detroit Pal's program builds character in young people through its athletic program.

Crescent Academy offered girls basket ball, boys basketball, girls volleyball and cheerleading. Students were able to participate in several games around the city in partnership with Think Detroit Pal.

While our athletics did not win all of the games, they gained a sense of discipline and a better understanding of what it means to work together towards a common goal.

The sports program was concluded with a banquet to highlight and show appreciation to all of our athletics

Girls Scout

Girls scout leadership and experience engages girls in discovering self, connecting with others, and taking action to make the world a better place. Discover, Connect and Take Action are the three keys to Leadership.

The girls scout program here at Crescent Academy includes students from 3rd grade to 5th grade. The girls scout participate in a host of activities: Cookie sales, community service projects as well as the mother and daughter tea fund raiser.

Academic Games

Academic Games is a series of games designed to test a student's knowledge in several different subject areas. Students compete in games that cover Math, English, Social Studies, & logic. The primary purpose of Academic Games is to make learning fun for students. All too often it seems, students turn off to Math, English, or Social Studies because the students are bored or not challenged by the material. Academic Games (AG) helps to alleviate that problem by challenging students to pursue their own education in these subjects in order to succeed in the competition.

Crescent Academy participated in its first competition. Students went to Grand Rapids to participate in their first competition. While our students did not bring home a trophy they brought back an experience of a life time.

STATUS OF THE SCHOOL IMPROVEMENT PLAN

Reading

Goal# 1 All Students will increase reading proficiency across all grade levels and subject areas
Criteria for Success (Measuring Improvements in Students Learning)

State Level Criteria Referenced (3-20% aggregate increase is an acceptable range)	Norm Referenced Criterion (10-30% aggregate increase is an acceptable range)
Teachers will provide differentiated instruction based on students needs, increase student independent reading time and implement a vocabulary study program from KC4 curriculum in all subject areas thereby increasing the MEAP scores at least 5% in the number of students proficient in Reading.	5% of the students will meet or exceed the TerraNova in Reading grades K-8.

Writing

Goal# 2 All Students will increase writing proficiency across all grade levels and subjects areas
Criteria for Success (Measuring Improvements in Students Learning)

State Level Criteria Referenced (3-20% aggregate increase is an acceptable range)	Norm Referenced Criterion (10-30% aggregate increase is an acceptable range)
Teachers will implement " Lucky Calkins, Six Traits +/Writing Processes. The school will show a 5% increase in the number of students proficient in Writing.	5% of the study body will increase in the overall writing process on the TerraNova.

Math

Goal # 3 All Students will increase math proficiency across all grade levels and subjects areas
Criteria for Success (Measuring Improvements in Students Learning)

State Level Criteria Referenced (3-20% aggregate increase is an acceptable range)	Norm Referenced Criterion (10-30% aggregate increase is an acceptable range)
Teachers will provide differentiated instruction based on student needs using the KC4 curriculum. Deliver focused instruction of grade level math vocabulary will be provided to the students thereby MEAP scores will increase by 5%.	5% of the students will increase in the area of Math on the TerraNova.

Science

Goal # 4 All Students will increase science proficiency across all grade levels and subjects areas
Criteria for Success (Measuring Improvements in Students Learning)

State Level Criteria Referenced (3-20% aggregate increase is an acceptable range)	Norm Referenced Criterion (10-30% aggregate increase is an acceptable range)
Teachers will provide differentiated instruction based on student needs using the KC4 curriculum. Deliver focused instruction of grade level science vocabulary will be provided to the students thereby MEAP scores will increase by 5%.	5% of the students will increase in the area of science on the TerraNova.

Social Studies

Goal # 5 All Students will increase soc. studies proficiency across all grade levels and subjects areas
Criteria for Success (Measuring Improvements in Students Learning)

State Level Criteria Referenced (3-20% aggregate increase is an acceptable range)	Norm Referenced Criterion (10-30% aggregate increase is an acceptable range)
Teachers will provide differentiated instruction based on student needs using the KC4 curriculum. Deliver focused instruction of grade level social studies vocabulary will be provided to the students thereby MEAP scores will increase by 5%.	5% of the students will increase in the area of soc. studies on the TerraNova.

STATUS OF CORE CURRICULUM

Crescent Academy seeks to provide its students with a curriculum which is aligned with the Michigan Frameworks. We strive to teach children the fundamental skills. We firmly believe that all children can be successful once they have been given the opportunities to learn using various teaching modalities. We believe that children learn best by doing and taking what they have learned and applying it to the real world around them. Further, we believe that if students can make real life connections to what is being taught in the class and what is actually happening in the real world the value of education for them is thus increased and has a more significant impact on their lives.

Back-to-Basic Curriculum

Students at Crescent Academy learn strong fundamental skills. Teachers work with the students daily to provide them with a solid academic experience by teaching the core subjects Math, Science, Social Studies, and Language Arts. We firmly believe that if students master their basic skills in Math, Science, Social Studies and Language Arts, these fundamental skills will provide a strong foundation for a continued successful educational path.

Phonic vs. Whole Language

Crescent Academy stresses the importance of student's phonic awareness. The reading program at Crescent Academy takes students beginning at Kindergarten through an phonemic program so that students are emergent readers by the time they reach the beginning of the second grade. Students are exposed to content vocabulary words from Kindergarten through eighth grade. Students are also expected to use content vocabulary on a daily basis.

Active Learning

Crescent Academy encourages active learning. The Science, Math and Social Studies instruction is all aligned to the state Michigan Framework. Students work in cooperative groups as well as independently. We believe that all students must be an active learner in the learning process. Students at Crescent Academy are given many opportunities to demonstrate what they have learned as we know that not all students learn the same way.

National Junior Honor Society

The academy was granted a Chapter last year upon being Approved. The first induction ceremony was held on June 8, 2007.

Honors Assembly

Students are highlighted each semester for academic excellence.

SCHOOL TECHNOLOGY PLAN

Crescent Academy students are expected to use technology in all of their core content areas. Students are asked to use technology and master all of the skills of basic use of a computer. Students are required to take computers beginning at Kindergarten. Students are taught the basic skills of using a computer right through power point, excel, Microsoft Outlook, Microsoft Word and Desk Top Publisher. Teachers are encouraged to use technology to teach students various ways of learning and incorporating technology in the classroom.

SCHOOL DEMOGRAPHICS

While many of the students come from various parts of Detroit and Southfield, the academy is made up of 100% African American students. During the 2006-2007 school year, the school had a total of 164 males and a total of 132 females. The academy does not discriminate against any sex, race, color, religion, national or ethnic origin in its admissions policies.

STAFF-2006-2007

Professional Qualifications of Teachers

	B.A.	M.A.	M.A. + 15 Credit hours	M.A. + 30 Credit hours	PhD
Professional Qualifications of all Public Elementary & Secondary School Teachers in the School	100%	17%			

Percentage of Public Elementary & Secondary School Teachers in the School with Emergency/Provisional Certification	100%
--	------

Percentage of Core Academic Subject Elementary and Secondary Classes not Taught by Highly Qualified Teachers	District Aggregate	High-Poverty Schools (<47% free meals)	Low-Poverty Schools (>15% free Meals)
	0%		0%

Can Food Drive

Crescent Academy participated in the Can Food Drive. All donations were donated to Gleaners Food Bank.

Coats, mittens and hats for collected for needy families.

PARENTS

Parent teacher conferences are held twice per year: Fall and spring. These conferences provide parents with the opportunity to receive a review of their child's progress. The teacher reviews the progress that has been made. During this review the strengths and weaknesses of the child's academic standing are reviewed. The information below indicates the percentage of students whose parents participate in parent teacher conferences.

Parent-Teacher Conferences		
	Grades	Percent Participated
Fall 2006-2007	K-8	85%
Spring 2007-2008	K-8	75%

PARENT INVOLVEMENT POLICY

Parent involvement is strongly encouraged by Administration as well as the Board of Education and CS Partners. We truly believe that parent involvement as well as active parent participation is the recipe for student success. Many of our parents attend field trips as chaperones; at least 80-90% of our parent's attend parent teacher conferences. Parents also support the school in participating in special events such as Game Night, Honors Assemblies, Graduation (Kindergarten & 8th grade), Science Fair, Battle of the Books and Spelling Bee's. Overall the rate of participation depending on the activity is 75-85% participation. While our goal is to have 100%, we have seen our numbers increase in terms of parent participation.

MORAL GUIDANCE

Our mission is to help prepare students for the future by providing them with all of the necessary academic tools to be successful. Each morning our students recite a promise to be the very best that they can be. We talk to our students daily about the importance of giving back to their community and we help students demonstrate this by taking students to the soup kitchen to help feed the economically disadvantaged. Character Education is taught everyday within our academic program as it is an important and essential part of our academic program. Each morning students recite the pledge of allegiance. We talk to students each day about making good choices, respecting the school community, taking responsibility for their actions being honest and striving to be the very best they can be. We believe that these good character traits will allow our students to be active successful members of their school community and the society in which they live in. Many of our students continue to be involved in service oriented projects. Our service oriented projects include coins for kids, donations to Gleaners food bank, donating coats and gloves to the needy.

ASSESSMENT DATA—MEAP

State Indicators Percentage Of Students At And Above
Proficiency

3rd Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	67%	62.5%	88%	90%
Reading	54%	72.5%	87%	87%
Writing	31%	42.5%	52%	57%
ELA	46%	57.5%	79%	81%

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

3rd Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	33%	37.5%	12%	10%
Reading	46%	27%	12%	14%
Writing	69%	57.5%	48%	42%
ELA	54%	42.5%	20%	19%

State Indicators Percentage Of Students At And Above
Proficiency

4th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	45%	47.4%	85%	86%
Reading	39%	52.6%	85%	84%
Writing	16%	21.1%	45%	44%
ELA	29%	52.6%	78%	76%

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

4th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	55%	52.6%	16%	14%
Reading	61%	47.4%	15%	15%
Writing	84%	78.9%	55%	56%
ELA	71%	47.4%	22%	24%

State Indicators Percentage Of Students At And Above
Proficiency

5th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	45%	37.5%	76%	74%
Reading	60%	60%	84%	82%
Science	55%	47.4%	83%	82%
Writing	25%	42.5%	57%	59%
ELA	45%	50%	78%	78%

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

5th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	55%	62.5%	24%	25%
Reading	40%	40%	16%	18%
Science	45%	52.6%	17%	19%
Writing	75%	57.5%	42%	41%
ELA	55%	50%	22%	22%

State Indicators Percentage Of Students At And Above
Proficiency

6th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	34%	20.5%	64%	73%
Reading	54%	65.9%	83%	82%
Social Studies	40%	34.1%	74%	73%
Writing	40%	56.8%	74%	73%
ELA	46%	56.8%	78%	80%

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

6th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	66%	79.5%	31%	28%
Reading	45%	34.1%	17%	18%
Social Studies	60%	65.9%	25%	27%
Writing	60%	43.2%	26%	28%
ELA	54%	43.2%	22%	21%

State Indicators Percentage Of Students At And Above
Proficiency

7th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	5%	30.4%	64%	73%
Reading	35%	56.5%	80%	72%
Writing	45%	26.1%	65%	77%
ELA	35%	39.1%	76%	74%

CRESCENT ACADEMY

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

7th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State Target 2007-2008
Math	95%	69.6%	34%	24%
Reading	65%	43.5%	20%	27%
Writing	56%	73.9%	34%	24%
ELA	66%	60.9%	24%	25%

State Indicators Percentage Of Students At And Above
Proficiency

8th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	24%	16.7%	68%	71%
Reading	68%	50%	76%	77%
Science	56%	39.1	75%	79%
Writing	36%	36.7%	67%	70%
ELA	56%	56.7%	71%	75%

N/A= Did
have 8th grade in the 2005 school year

not

State Indicators Percentage Of Students That Did Not Meet
Proficiency or Partially Proficient

8th Grade Achievement

	Crescent 2007-08	Crescent 2006-07	State 2006-07	State 2007-08
Math	76%	83.3%	32%	28%
Reading	32%	50%	25%	23%
Science	44%	63.3%	25%	20%
Writing	64%	43.3%	33%	30%
ELA	44%	56.7%	29%	25%



DISAGGREGATED MEAP DATA

3rd Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	73%	73%	87%	40				
	07-08	54%	54%	83%	39	18%	36%	41%	6%
African American	06-07	73%	73%		40	23%	50%	25%	3%
	07-08	54%	54%		39	18%	36%	41%	6%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	79%			28	21%	57%	18%	4%
	07-08	59%			27	11%	48%	33%	7%
Migrant	06-07								
	07-08								
Male	06-07	60%	60%		20	20%	40%	35%	5%
	07-08	29%	29%		17	12%	6%	24%	6%
Female	06-07	85%	85%		20	25%	60%	15%	0%
	07-08	73%	73%		22	27%	45%	23%	5%

DISAGGREGATED MEAP DATA

3rd Grade
Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	43%	43%	45%	40	0%	43%	38%	20%
	07-08	31%	31%	53%	39	0%	31%	33%	36%
African American	06-07	73%	73%		40	23%	50%	25%	3%
	07-08	54%	54%		39	0%	31%	33%	36%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	79%	79%		28	0%	46%	29%	25%
	07-08	59%	59%		27	0%	30%	33%	37%
Migrant	06-07								
	07-08								
Male	06-07	60%	60%		20	0%	40%	35%	25%
	07-08	29%	29%		17	0%	6%	35%	59%
Female	06-07	45%	45%		20	0%	45%	40%	15%
	07-08	50%	50%		22	0%	50%	32%	18%



DISAGGREGATED MEAP DATA

3rd Grade ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	58%	58%	81%	40	3%	55%	38%	5%
	07-08	46%	46%	79%	39	10%	36%	41%	13%
African American	06-07	58%	58%		40	3%	55%	38%	5%
	07-08	46%	46%		39	10%	36%	41%	13%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	61%	61%		28	4%	57%	32%	7%
	07-08	48%	48%		27	4%	44%	41%	11%
Migrant	06-07								
	07-08								
Male	06-07	45%	45%		20	0%	45%	45%	10%
	07-08	18%	18%		17	0%	18%	65%	18%
Female	06-07	70%	70%		20	5%	65%	30%	0%
	07-08	68%	68%		22	18%	50%	23%	9%



DISAGGREGATED MEAP DATA

3rd Grade Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	63%	63%	88%	40	15%	48%	28%	10%
	07-08	67%	67%	90%	39	15%	51%	33%	0%
African American	06-07	63%	63%		40	15%	48%	28%	10%
	07-08	67%	67%		39	15%	51%	33%	0%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	57%	57%		28	11%	46%	32%	11%
	07-08	59%	59%		27	11%	48%	41%	0%
Migrant	06-07								
	07-08								
Male	06-07	60%	60%		20	10%	50%	30%	10%
	07-08	59%	59%		17	6%	53%	41%	0%
Female	06-07	65%	65%		20	20%	45%	25%	10%
	07-08	73%	73%		22	23%	50%	27%	0%



DISAGGREGATED MEAP DATA

4th Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	53%	53%	85%	19	5%	47%	42%	5%
	07-08	39%	39%	84%	31	13%	26%	42%	19%
African American	06-07	53%	53%		19	5%	47%	42%	5%
	07-08	39%	39%		31	13%	26%	42%	19%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	<	<		<10	<	<	<	<
	07-08	39%	39%		23	13%	26%	42%	19%
Migrant	06-07								
	07-08								
Male	06-07	<	<		<10	<	<	<	<
	07-08	24%	24%		17	6%	18%	41%	35%
Female	06-07	55%	55%		11	9%	45%	45%	0%
	07-08	57%	57%		14	21%	36%	43%	0%

DISAGGREGATED MEAP DATA

4th Grade
Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	21%	21%	95%		0%	21%	74%	5%
	07-08	16%	16%	44%		0%	16%	74%	10%
African American	06-07	21%	21%			0%	21%	74%	5%
	07-08	16%	16%			0%	16%	74%	10%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	<	<			<	<	<	<
	07-08	22%	22%			0%	22%	65%	13%
Migrant	06-07								
	07-08								
Male	06-07	<	<			<	<	<	<
	07-08	0%	0%			0%	0%	82%	18%
Female	06-07	18%	18%			0%	18%	82%	0%
	07-08	36%	36%			0%	36%	64%	0%



DISAGGREGATED MEAP DATA

4th Grade ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	53%	53%	78%	19	0%	53%	42%	5%
	07-08	29%	29%	76%	31	0%	29%	52%	19%
African American	06-07	53%	53%			0%	53%	42%	5%
	07-08	29%	29%			0%	29%	52%	19%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	<	<		<10	<	<	<	<
	07-08	30%	30%		23	0%	30%	52%	17%
Migrant	06-07								
	07-08								
Male	06-07	<	<		<10	<	<	<	<
	07-08	18%	18%		17	0%	18%	47%	35%
Female	06-07	55%	55%		11	0%	55%	45%	0%
	07-08	43%	43%		14	0%	43%	57%	0%



DISAGGREGATED MEAP DATA

4th Grade Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	47%	47%	84%	19	11%	37%	42%	11%
	07-08	45%	45%	86%	31	6%	39%	42%	13%
African American	06-07	47%	47%			11%	37%	42%	11%
	07-08								
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	<	<		<10	<	<	<	<
	07-08	43%	43%		12	9%	35%	39%	17%
Migrant	06-07								
	07-08								
Male	06-07	<	<		<10	<	<	<	<
	07-08	29%	29%		17	0%	29%	47%	24%
Female	06-07	36%	36%		11	9%	27%	55%	9%
	07-08	64%	64%		14	14%	50%	36%	0%



DISAGGREGATED MEAP DATA

5th Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	60%	60%	84%	40	18%	43%	20%	20%
	07-08	60%	60%	82%	20	20%	40%	30%	10%
African American	06-07	60%	60%			18%	43%	20%	20%
	07-08	60%	60%			20%	40%	30%	10%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	61%	61%		18	22%	39%	11%	28%
	07-08	58%	58%		12	17%	42%	33%	8%
Migrant	06-07								
	07-08								
Male	06-07	65%	65%		31	16%	48%	16%	19%
	07-08	40%	40%		10	10%	30%	50%	10%
Female	06-07	<	<		<10	<	<	<	<
	07-08	80%	80%		10	30%	50%	10%	10%



DISAGGREGATED MEAP DATA

5th Grade Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	43%	43%	57%	40	5%	38%	40%	18%
	07-08	25%	25%	59%	20	0%	25%	55%	20%
African American	06-07	43%	43%			5%	38%	40%	18%
	07-08	25%	25%			0%	25%	55%	20%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	44%	44%		18	0%	44%	28%	28%
	07-08	17%	17%		12	0%	17%	50%	33%
Migrant	06-07								
	07-08								
Male	06-07	35%	35%		31	3%	32%	45%	19%
	07-08	10%	10%		10	0%	10%	60%	30%
Female	06-07	<	<		<10	<	<	<	<
	07-08	40%	40%		10	0%	40%	50%	10%



DISAGGREGATED MEAP DATA

5th Grade ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	50%	50%	77%	40	8%	43%	38%	13%
	07-08	45%	45%	78%	20	5%			
African American	06-07								
	07-08								
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	50%	50%		18	6%	44%	33%	17%
	07-08	33%	33%		12	0%	33%	50%	17%
Migrant	06-07								
	07-08								
Male	06-07	52%	52%		31	6%	45%	35%	13%
	07-08	40%	40%		10	0%	40%	40%	20%
Female	06-07	<	<		<10	<	<	<	<
	07-08	50%	50%		10	10%	40%	40%	10%

DISAGGREGATED MEAP DATA

5th Grade
Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	38%	38%	76%	40	3%	35%	45%	18%
	07-08	45%	45%	74%	20	15%	30%	50%	5%
African American	06-07	38%	38%			3%	35%	45%	18%
	07-08	45%	45%			15%	30%	50%	5%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	28%	28%		18	0%	28%	61%	11%
	07-08	42%	42%		12	8%	33%	50%	8%
Migrant	06-07								
	07-08								
Male	06-07	35%	35%		31	0%	35%	45%	19%
	07-08	40%	40%		10	10%	30%	50%	10%
Female	06-07	<	<		<10	<	<	<	<
	07-08	50%	50%		10	20%	30%	50%	0%

DISAGGREGATED MEAP DATA

5th Grade
Science

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	47%	47%	83%	38	8%	39%	34%	18%
	07-08	55%	55%	82%	20	0%	55%	20%	25%
African American	06-07	47%	47%			8%	39%	34%	18%
	07-08	55%	55%			0%	55%	20%	25%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	56%	56%		16	6%	50%	19%	25%
	07-08	42%	42%		12	0%	42%	17%	42%
Migrant	06-07								
	07-08								
Male	06-07	52%	52%		29	7%	45%	28%	21%
	07-08	60%	60%		10	0%	60%	20%	20%
Female	06-07	<	<		<10	<	<	<	<
	07-08	50%	50%		10	0%	50%	20%	30%



DISAGGREGATED MEAP DATA

6th Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	66%	66%	83%	44	11%	55%	23%	11%
	07-08	54%	54%	82%	35	6%	49%	31%	14%
African American	06-07	66%	66%			11%	55%	23%	11%
	07-08	54%	54%			6%	49%	31%	14%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	56%	56%		28	6%	50%	31%	13%
	07-08	61%	61%		16	4%	57%	25%	14%
Migrant	06-07								
	07-08								
Male	06-07	59%	59%			11%	48%	30%	11%
	07-08	46%	46%		26	8%	38%	35%	19%
Female	06-07	76%	76%		27	12%	65%	12%	12%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

6th Grade Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	57%	57%	74%	44	0%	57%	36%	7%
	07-08	40%	40%	73%	35	0%	40%	46%	14%
African American	06-07	57%	57%			0%	57%	36%	7%
	07-08	40%	40%			0%	40%	46%	14%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	56%	56%		16	0%	56%	38%	6%
	07-08	36%	36%		28	0%	36%	50%	14%
Migrant	06-07								
	07-08								
Male	06-07	48%	48%		27	0%	48%	44%	7%
	07-08	31%	31%		26	0%	31%	50%	19%
Female	06-07	71%	71%		17	0%	71%	24%	6%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

6th Grade
ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic	Below Basic Level 4
All Students	06-07	57%	57%	78%	44	0%	57%	36%	7%
	07-08	46%	46%	80%	35	3%	43%	43%	11%
African American	06-07								
	07-08								
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	56%	56%		16	0%	56%	38%	6%
	07-08	46%	46%		28	4%	43%	39%	14%
Migrant	06-07								
	07-08								
Male	06-07	48%	48%		27	0%	48%	44%	7%
	07-08	42%	42%		26	4%	38%	42%	15%
Female	06-07	71%	71%		17	0%	71%	24%	6%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

6th Grade Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	20%	20%	69%	44	0%	20%	48%	32%
	07-08	34%	34%	73%	35	3%	31%	49%	17%
African American	06-07	20%	20%			0%	20%	48%	32%
	07-08	34%	34%			3%	31%	49%	17%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	19%	19%		16	0%	19%	56%	25%
	07-08	36%	36%		28	4%	32%	46%	18%
Migrant	06-07								
	07-08								
Male	06-07	15%	15%		27	0%	15%	59%	26%
	07-08	23%	23%		26	4%	19%	58%	19%
Female	06-07	29%	29%		17	0%	29%	29%	41%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

6th Grade Social Studies

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	34%	34%	74%	44	5%	30%	32%	34%
	07-08	40%	40%	72%	35	6%	34%	17%	43%
African American	06-07	34%	34%			5%	30%	32%	34%
	07-08	40%	40%			6%	34%	17%	43%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	19%	19%		16	0%	19%	38%	44%
	07-08	39%	39%		28	7%	32%	14%	46%
Migrant	06-07								
	07-08								
Male	06-07	41%	41%		27	4%	37%	30%	30%
	07-08	38%	38%		26	8%	31%	19%	42%
Female	06-07	24%	24%		17	6%	18%	35%	41%
	07-08	38%	38%		26	8%	31%	19%	42%



DISAGGREGATED MEAP DATA

7th Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	57%	57%	80%	23	0%	57%	17%	26%
	07-08	35%	35%	73%	40	5%	30%	30%	35%
African American	06-07	57%	57%			0%	57%	17%	26%
	07-08	35%	35%			5%	30%	30%	35%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	55%	55%		11	0%	55%	18%	27%
	07-08	27%	27%		26	8%	19%	38%	35%
Migrant	06-07								
	07-08								
Male	06-07	64%	64%		14	0%	64%	14%	21%
	07-08	36%	36%		22	5%	32%	32%	32%
Female	06-07	<	<		<10	<	<	<	<
	07-08	33%	33%		18	6%	28%	28%	39%



DISAGGREGATED MEAP DATA

7th Grade Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	26%	26%	76%	23	0%	26%	48%	26%
	07-08	45%	45%	77%	40	0%	45%	38%	18%
African American	06-07	26%	26%			0%	26%	48%	26%
	07-08	45%	45%			0%	45%	38%	18%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	27%	27%		11	0%	27%	45%	27%
	07-08	46%	46%		26	0%	46%	38%	15%
Migrant	06-07								
	07-08								
Male	06-07	21%	21%		14	0%	21%	50%	29%
	07-08	50%	50%		22	0%	50%	32%	18%
Female	06-07	<	<		<10	<	<	<	<
	07-08	39%	39%		18	0%	39%	44%	17%



DISAGGREGATED MEAP DATA

7th Grade ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	39%	39%	75%	23	0%	39%	48%	13%
	07-08	35%	35%	74%	40	0%	35%	38%	28%
African American	06-07	39%	39%			0%	39%	48%	13%
	07-08	35%	35%			0%	35%	38%	28%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	36%	36%		11	0%	36%	55%	9%
	07-08	27%	27%		26	0%	27%	46%	27%
Migrant	06-07								
	07-08								
Male	06-07	43%	43%		14	0%	43%	43%	14%
	07-08	36%	36%		22	0%	36%	41%	23%
Female	06-07	<	<		<10	<	<	<	<
	07-08	33%	33%		18	0%	33%	33%	33%



DISAGGREGATED MEAP DATA

7th Grade Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	30%	30%	64%	23	0%	30%	52%	17%
	07-08	5%	5%	73%	40	3%	3%	75%	20%
African American	06-07	30%	30%			0%	30%	52%	17%
	07-08	5%	5%			3%	3%	75%	20%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	36%	36%		11	0%	36%	55%	9%
	07-08	4%	4%		26	0%	4%	69%	27%
Migrant	06-07								
	07-08								
Male	06-07	36%	36%		14	0%	36%	50%	14%
	07-08	5%	5%		22	0%	5%	86%	9%
Female	06-07	<	<		<10	<	<	<	<
	07-08	6%	6%		18	6%	0%	61%	33%



DISAGGREGATED MEAP DATA

8th Grade Reading

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	50%	50%	76%	30	7%	43%	37%	13%
	07-08	68%	68%	77%	25	12%	56%	16%	16%
African American	06-07	50%	50%			7%	43%	37%	13%
	07-08	68%	68%			12%	56%	16%	16%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	27%	27%		11	9%	18%	45%	27%
	07-08	63%	63%		19	5%	58%	21%	16%
Migrant	06-07								
	07-08								
Male	06-07	50%	50%		14	7%	43%	36%	14%
	07-08	50%	50%		16	13%	38%	25%	25%
Female	06-07	50%	50%		16	6%	44%	38%	13%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

8th Grade Writing

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	57%	57%	67%	30	0%	57%	27%	17%
	07-08	36%	36%	70%	25	4%	32%	48%	16%
African American	06-07	57%	57%			0%	57%	27%	17%
	07-08	36%	36%			4%	32%	48%	16%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	45%	45%		11	0%	45%	27%	27%
	07-08	37%	37%		19	5%	32%	47%	16%
Migrant	06-07								
	07-08								
Male	06-07	57%	57%		14	0%	57%	29%	14%
	07-08	31%	31%		16	6%	25%	44%	25%
Female	06-07	56%	56%		16	0%	56%	25%	19%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

8th Grade ELA

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	43%	43%	71%	30	0%	43%	47%	10%
	07-08	56%	56%	75%	25	0%	56%	32%	12%
African American	06-07	43%	43%			0%	43%	47%	10%
	07-08	56%	56%			0%	56%	32%	12%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	18%	18%		11	0%	18%	64%	18%
	07-08	53%	53%		19	0%	53%	37%	11%
Migrant	06-07								
	07-08								
Male	06-07	43%	43%		14	0%	43%	43%	14%
	07-08	44%	44%		16	0%	44%	38%	19%
Female	06-07	44%	44%		16	0%	44%	50%	6%
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

8th Grade Math

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	06-07	17%	17%	68%	30	0%	17%	60%	23%
	07-08	24%	24%	71%	25	8%	16%	48%	28%
African American	06-07	17%	17%			0%	17%	60%	23%
	07-08	24%	24%			8%	16%	48%	28%
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	9%	9%		11	0%	9%	73%	18%
	07-08	16%	16%		19	0%	16%	53%	32%
Migrant	06-07								
	07-08								
Male	06-07	14%	14%		14	0%	14%	57%	29%
	07-08	25%	25%		16	13%	13%	50%	25%
Female	06-07	19%	19%		16	0%	19%	63%	195
	07-08	<	<		<10	<	<	<	<



DISAGGREGATED MEAP DATA

8th Grade Science

Student Group	School Year	School Percent of Student Proficient and Advanced	District Percent of Students Proficient and Advanced	State Percent of Students Proficient and Advanced	Percent (Not) Tested in School	Percent of Students in School at Each Achievement Level			
						Advanced Level 1	Proficient Level 2	Basic Level 3	Below Basic Level 4
All Students	06-07	37%	37%	75%	30	0%	37%	50%	13%
	07-08	56%	56%	79%	25	8%	48%	32%	12%
African American	06-07								
	07-08								
American Indian/ Native Alaskan	06-07								
	07-08								
Asian/ Pacific Islander	06-07								
	07-08								
Hispanic	06-07								
	07-08								
White	06-07								
	07-08								
Students with Disabilities	06-07								
	07-08								
Limited English Proficient	06-07								
	07-08								
Economically Disadvantaged	06-07	45%	45%		11	0%	45%	27%	27%
	07-08	<	<		<10	<	<	<	<
Migrant	06-07								
	07-08								
Male	06-07	43%	43%		14	0%	43%	43%	14%
	07-08	50%	50%		16	13%	38%	31%	19%
Female	06-07	31%	31%		16	0%	31%	56%	13%
	07-08	<	<		<10	<	<	<	<

CRESCENT ACADEMY

ADEQUATE YEARLY PROGRESS (AYP)

Crescent Academy made adequate yearly progress (AYP) for the 2006-2007 school year. We received a grade of a "C" for AYP. In 2007-2008 Crescent Academy made adequate yearly progress thus receiving a "C" for AYP.

