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**Mission Statement:**

Hope of Detroit Academy is a multicultural community of learners who strive for excellence, determination, and achievement.

**Vision Statement:**

The vision of Hope of Detroit Academy is to be an exemplary academy where all students are college bound attaining grade level or higher performance annually measured by local, state and national assessments.

*Hope of Detroit Academy is accredited by North Central Association.*

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Hope of Detroit Academy charter district.

The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability and teacher quality. Our staff is available to help you understand this information. Please contact Mr. Ali Abdel, school leader, for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site: [www.hopeofdetroit.com](http://www.hopeofdetroit.com) or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

We are pleased to report that our school has once again been recognized as a **REWARD SCHOOL** by the Michigan Department of Education.

Hope of Detroit Academy is a High Progress School and holds NCA accreditation through AdvencEd.

The challenges facing the academy stem from the high concentration of ESL learners. The integration of vocabulary and comprehension is very challenging. The instructional staff is using the Sheltered Instruction Observation Protocol (SIOP) Model to close the student achievement gaps. This research based program is eight best practice strategies for teachers to differentiate instruction in the classroom.

## **State law requires that we also report additional school-site based information:**

### **Annual process for assigning pupils to the school:**

- Hope of Detroit Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

### **The status of the 3-5 year school improvement plan:**

Hope of Detroit Academy has made academic progress during the current contractual period. Hope of Detroit has made adequate yearly progress for the past 10 years according to the Michigan Department of Education.

As reported by Michigan's District and Schools Accountability Scorecards, our Academy's overall earned points are 48/66 (72.7%) and has moved to the 42nd statewide percentile ranking. Furthermore, our school has been recognized as a "Reward School" by the State of Michigan.

Based on the 2012-2013 MEAP data, Hope of Detroit Academy has made progress toward its educational goals by achieving 2 of the 7 Reading performance targets and 3 of the 7 Math performance targets.

The GlobalScholar Performance Series Data has shown that our students have reached the expected growth in English Language Arts. Furthermore, 50-74% of student cohort group met gains target as defined by GlobalScholar National Norm Study for both reading and English Language Arts.

Because of our student demographic, Hope of Detroit Academy has chosen the Sheltered Instruction Observation Protocol (SIOP) Model as one of its reform strategies. The SIOP model provides instruction in lesson preparation, lesson delivery, and assessment to make content comprehensible to English Language Learners. All staff members have received extensive SIOP training in the past couple of years. Furthermore, the lesson plans and teacher evaluations have been modified to incorporate the SIOP components and features.

The academy has also identified academic challenges in the three core subjects of Mathematics, Social Studies and Science based on MEAP data. Our School Improvement Team (SIT) has worked diligently to identify focused areas of improvement within the core subjects and have developed a plan for resolution in our School Improvement Plan. To address our Mathematics challenges and to implement the Common Core States Standards for Mathematics, we have adopted a comprehensive Mathematics program.

EnVision Math Common Core Edition for grades K-6 and Prentice Hall Mathematics Common Core Edition for grades 7<sup>th</sup> and 8<sup>th</sup> were selected based on our MEAP and GlobalScholar results. The program was designed to help students develop conceptual understanding of important math concepts through Problem-Based Interactive Learning. Also, we have implemented Math Interventions in grades K-8.

Also, in the Math and Science courses we will incorporate the STEM (Science Technology, Engineering and Mathematics) program to help students apply higher order thinking skills that are embedded in the Common Core State Standards. Students will be applying science and math concepts in unit-based projects. Also, we have adopted the Interactive Science program to help support our Science curriculum in grade K-5. Interactive Science is a standard-based, next generation science program where students complete an inquiry activity weekly. Additionally, we have partner up with the Southeast Michigan Stewardship Coalition (SEMIS) to create Place-Based education across all grade levels. SEMIS will be providing on-going inquiry professional development to our staff in addition to help us create partnerships around our community in order to expose students to real life learning.

Furthermore, to address challenges in science and social studies, we have looked at our disaggregated data from the MEAP and examined our focus standards. These focus standards are emphasized in our Curriculum Maps and in our Data Team Process that was implemented in the 2012-2013 school year. Data driven decision making is our second reform strategy that is identified in our School Improvement Pan. Through the data team process, the teams collected and analyzed data in order to set, review, and revise grade level goals in the core subjects. Furthermore, each data team selected common instructional strategies to help meet those goals.

**Our school improvement team consists of:**

Board President	Parent
School Leader	Student
Assistant School Leader	Lead Teachers
Instructional Coach	Title I Coordinator
Data Coach	

**Our most significant professional development activities:**

Journeys Common Core	Pearson Inform
DRA2	Implementing Common Core with RTI
Common Core Mathematics	Units of Study: Common Core Workshop
Data Teams Training	SIOP Training
Effective Assignments	
Classroom Management	

**Status of the curriculum**

Hope of Detroit Academy utilizes the KC4 Curriculum Crafter tool. This quality, proven curriculum is aligned to the state grade level content expectations, as well as to the Common Core State Standards (CCSS), and it promotes mastery of all core subject areas. The curriculum is available in the school office.

Hope of Detroit Academy uses Curriculum Crafter for grades K-8 as part of its curriculum. Curriculum Crafter contains instructional units that are organized in a developmentally appropriate and purposeful sequence. Each instructional unit builds on the next for a smooth academic flow of content to put students in the best position for success. Curriculum Crafter is currently aligned to the Common Core State Standards, developed by the Common Core State Standards Initiative, for English Language Arts and Mathematics. It is also aligned to Michigan's Grade Level Content Expectations for Science and Social Studies, Health, Music and Visual Arts. All staff members have access to Curriculum Crafter online. Additionally, Hope of Detroit Academy uses the following resources to support the curriculum:

## **Grades KDG - 5**

### **Units of Study**

To ensure that our students are able to express themselves in a clear, succinct manner, focusing more on depth than breadth, Hope of Detroit Academy has adopted *Units of Study* for teaching writing. *Units of Study* is a grade-by-grade, yearlong Common Core workshop curriculum with emphasis on narrative, informational and persuasive writing for grades K–5, authored by Lucy Calkins and colleagues from the Reading and Writing Project. Units of Study will guide students in attaining and exceeding the Common Core writing expectations. It engages students in mentor texts to foster a strong reading/writing connection. It also requires high-level thinking including more opportunities to synthesize, analyze, and critique. Students will write across the curriculum and receive regular feedback and monitoring from their classroom teachers.

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### ***Journeys Common Core***

Hope of Detroit Academy is adopted *Journeys Common Core* to teach reading in grades K-5. *Journeys Common Core* is published by Houghton Mifflin Harcourt. The selection of this program was initiated through an action plan developed by our curriculum committee. The committee examined ELA data at every grade level and developed a list of target standards. We then used the data along with strategies for best practice to develop a scoring rubric for looking at the reading program. We evaluated the program sample and scored it using a depth of knowledge survey and the rubric to determine how effectively it would address our students' needs.

The program is research based and aligned with the Common Core State standards for language arts and incorporates many best practice strategies. There is a 90-minute block of guided instruction on vocabulary, phonics, spelling and comprehension which are embedded into the weekly reading selections. Students are then organized into ability-leveled groups where they participate in differentiated instruction lessons, cross-curricular activities, technology and listening centers. Assessment of the program is done formally and informally.

Teachers are also able to assess students with daily quick checks, practice work, benchmark assessments and weekly and unit tests.

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## **Grades KDG-6**

### **EnVision Math Common Core (Grades K-6)**

EnVision Math Common Core is a K-6 math program published by Pearson. This will be the second year Hope of Detroit Academy will be implementing this program in grades K-6. *EnVision Math Common Core* is aligned to the Common Core State Standards for Mathematics. It is a researched-based program and proven to be effective in the classrooms. The program will help students develop a conceptual understanding of important math concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention.

## **Grades 6-8**

### **Writing Coach**

In order to help middle school students write clearly, concisely, and intelligently, Hope of Detroit Academy has implemented *Prentice Hall Writing Coach* in grades 6-8. It is an interactive, writing and grammar program that helps middle students grow into independent writers. *Prentice Hall Writing Coach* is aligned with the Common Core State Standards for Language Arts. It provides personalized coaching for every student through a digital writing "coach" that gives individualized feedback on paragraphs and essays. Furthermore, it allows teachers to customize instruction since it is a digitally driven program.

### **Prentice Hall Literature**

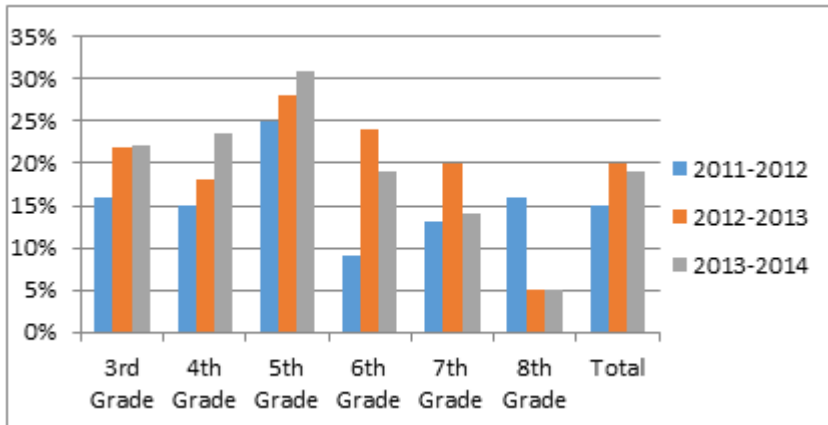
Hope of Detroit Academy adopted *Prentice Hall Literature Common Core Edition* for grades 6-8 last year. The program is aligned to the Common Core State Standards and it is organized around Big Questions and Essential Questions based on the Understanding by Design model. *Prentice Hall Literature Common Core Edition* supports all students in accessing complex texts. Each unit focuses on a specific genre. Based on the reading ability of each student, the teacher can use one of two paired selections to illustrate different learning styles within the genre. Text Complexity Rubrics will help determine which selection is more appropriate for students. *Prentice Hall Literature Common Core Edition* includes explicit instruction of reading skills and strategies. Students read classic, contemporary literature, and nonfiction selections and apply reading and literature analysis skills as they read.

### **Prentice Hall Mathematics Common Core**

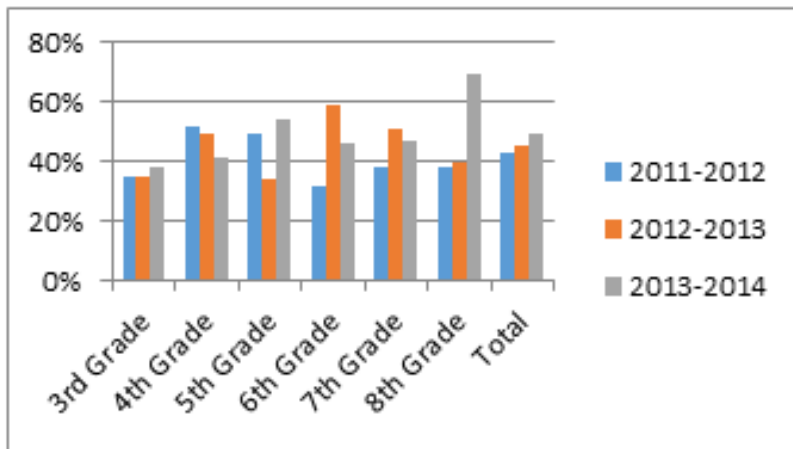
Hope of Detroit Academy is adopting *Prentice Hall Mathematics Common Core* to teach mathematics in grades 7th and 8th this school year. *Prentice Hall Mathematics Common Core* is published by Pearson and it is aligned to the Common Core State Standards for Mathematics. The selection of this program was initiated through an action plan developed by our curriculum committee. The committee examined middle school math data. The committee then used a rubric to evaluate the program and its effectiveness. It provides print and digital resources for the students in addition to a workbook to guide them in note-taking, practice worksheets, guided problem solving, and vocabulary and study skills. *Prentice Hall Mathematics Common Core* also allows students to interact with the text online.

### 3 Year MEAP Proficiency Comparison:

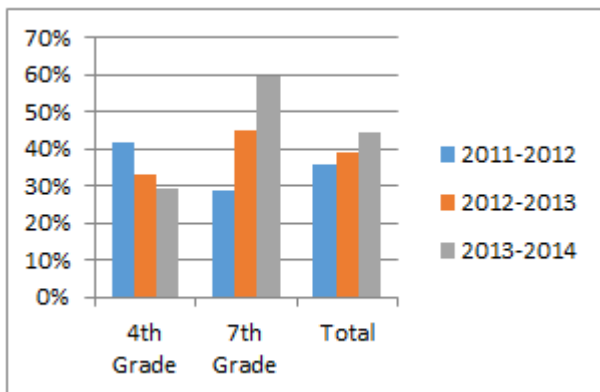
#### Math:



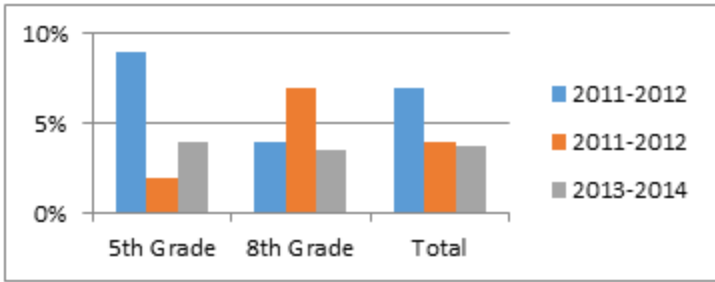
#### Reading:



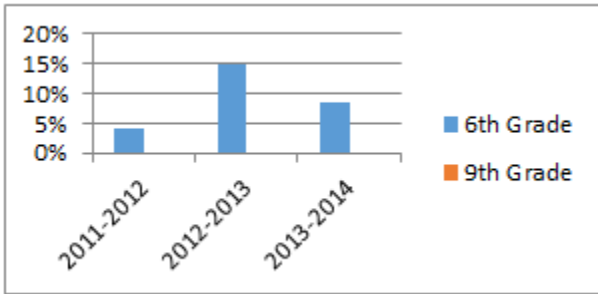
#### Writing:



#### Science:

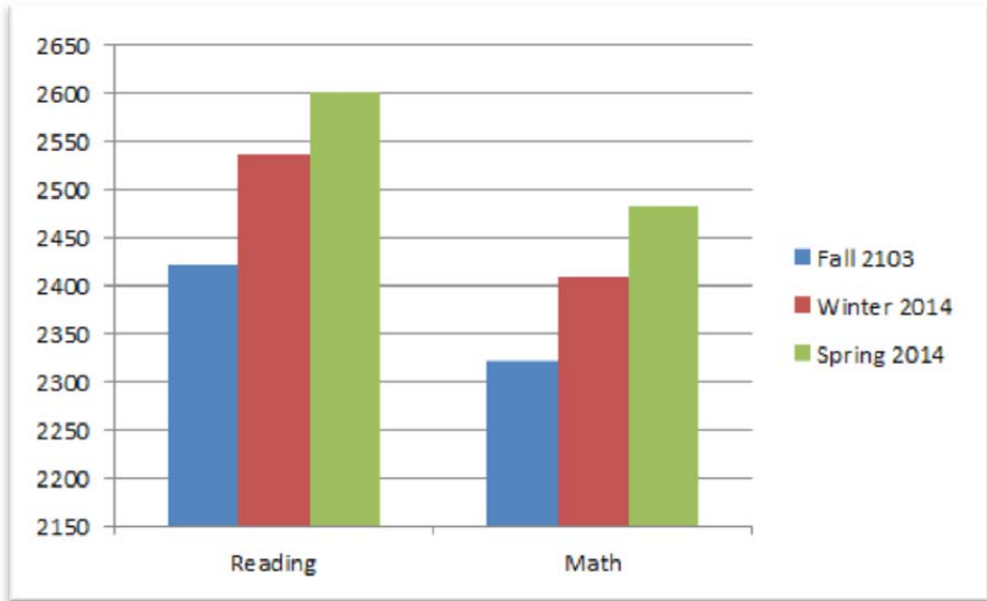


**Social Studies:**



**Aggregate Student Achievement – Global Scholar**

**2013-14:**





**2012-13:**

Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count (English)	Mean Math SS (English)	SE of Mean Math SS (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)	Reading Foundation Student Count	Mean Reading Foundation SS	SE of Mean Reading Foundation SS	Reading Foundation Overall SIP (%)
	385	2571		61	386	2417		61	385	2479		61				61	4	1621		61
Grade 1					1	1423											1	1314		12
Grade 2	57	2113	(28)	59	57	2139	(23)	69	57	2225	(22)	54					2	1584	(5)	12
Grade 3	56	2321	(36)	66	56	2249	(18)	60	56	2340	(20)	61								
Grade 4	50	2484	(37)	66	50	2377	(22)	51	50	2448	(22)	61								
Grade 5 *	57	2615	(31)	66	57	2446	(17)	42	57	2522	(18)	60					1	2002		41
Grade 6	58	2751	(30)	71	58	2511	(20)	36	58	2554	(18)	56								
Grade 7	53	2815	(30)	66	53	2597	(19)	38	53	2605	(15)	51								
Grade 8	54	2914	(29)	67	54	2631	(18)	30	54	2672	(16)	54								

**Parent-Teacher Conferences**

2013-14:

K-8: 336 (64%) of students were represented by parents at parent-teacher conferences

2012-13:

K-8: 65% of students were represented by parents at parent-teacher conferences

	1 <sup>st</sup> Card Marking	2 <sup>nd</sup> Card Marking	3 <sup>rd</sup> Card Marking	School Year Average
	Percent	Percent	Percent	Percent
Elementary (KDG-5th)	74%	64%	66%	68%
Middle (6th-8th)	64%	55%	62%	60%
<b>TOTAL Elem./Middle</b>	<b>69%</b>	<b>60%</b>	<b>64%</b>	<b>64%</b>

I would like to personally congratulate the staff, students and families of Hope of Detroit Academy on a successful school year. Thank you for choosing Hope of Detroit Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,



Mr. Ali Abdel, school leader



**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	21.8%	21.8%	0%	21.8%	16.4%	61.8%
Mathematics	3rd Grade	All Students	2013-14	40.1%	22.2%	22.2%	1.9%	20.4%	18.5%	59.3%
Mathematics	3rd Grade	African American	2012-13	18%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	18.8%	18.8%	0%	18.8%	14.6%	66.7%
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	21.6%	21.6%	0%	21.6%	19.6%	58.8%
Mathematics	3rd Grade	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	19%	19%	0%	19%	9.5%	71.4%
Mathematics	3rd Grade	Female	2013-14	39.7%	16.7%	16.7%	0%	16.7%	20%	63.3%
Mathematics	3rd Grade	Male	2012-13	42%	23.5%	23.5%	0%	23.5%	20.6%	55.9%
Mathematics	3rd Grade	Male	2013-14	40.6%	29.2%	29.2%	4.2%	25%	16.7%	54.2%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	22.6%	22.6%	0%	22.6%	15.1%	62.3%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	23.1%	23.1%	1.9%	21.2%	19.2%	57.7%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	13.9%	13.9%	0%	13.9%	13.9%	72.2%

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Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	13.5%	13.5%	0%	13.5%	16.2%	70.3%
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	17.6%	17.6%	2%	15.7%	13.7%	68.6%
Mathematics	4th Grade	All Students	2013-14	45.3%	23.6%	23.6%	0%	23.6%	10.9%	65.5%
Mathematics	4th Grade	African American	2012-13	20%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	18.2%	18.2%	2.3%	15.9%	15.9%	65.9%
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	21.7%	21.7%	0%	21.7%	10.9%	67.4%
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	45.7%	22.2%	22.2%	3.7%	18.5%	14.8%	63%
Mathematics	4th Grade	Female	2013-14	43.4%	18.2%	18.2%	0%	18.2%	9.1%	72.7%
Mathematics	4th Grade	Male	2012-13	46.4%	12.5%	12.5%	0%	12.5%	12.5%	75%
Mathematics	4th Grade	Male	2013-14	47.2%	27.3%	27.3%	0%	27.3%	12.1%	60.6%

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Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	19.6%	19.6%	2.2%	17.4%	10.9%	69.6%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	23.1%	23.1%	0%	23.1%	9.6%	67.3%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	4.2%	4.2%	0%	4.2%	16.7%	79.2%
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	6.3%	6.3%	0%	6.3%	12.5%	81.3%
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	27.6%	27.6%	1.7%	25.9%	17.2%	55.2%
Mathematics	5th Grade	All Students	2013-14	45.2%	31.3%	31.3%	0%	31.3%	20.8%	47.9%
Mathematics	5th Grade	African American	2012-13	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	31.4%	31.4%	2%	29.4%	17.6%	51%
Mathematics	5th Grade	Hispanic of Any Race	2013-14	32.3%	35.7%	35.7%	0%	35.7%	16.7%	47.6%
Mathematics	5th Grade	White	2013-14	51.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	43.9%	27%	27%	2.7%	24.3%	21.6%	51.4%
Mathematics	5th Grade	Female	2013-14	44.7%	33.3%	33.3%	0%	33.3%	16.7%	50%

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Mathematics	5th Grade	Male	2012-13	47.5%	28.6%	28.6%	0%	28.6%	9.5%	61.9%
Mathematics	5th Grade	Male	2013-14	45.7%	29.2%	29.2%	0%	29.2%	25%	45.8%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	27.8%	27.8%	1.9%	25.9%	16.7%	55.6%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	33.3%	33.3%	0%	33.3%	20%	46.7%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	25.6%	25.6%	0%	25.6%	20.5%	53.8%
Mathematics	5th Grade	English Language Learners	2013-14	23.1%	26.1%	26.1%	0%	26.1%	13%	60.9%
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	40.2%	23.7%	23.7%	0%	23.7%	18.6%	57.6%
Mathematics	6th Grade	All Students	2013-14	41.5%	19.3%	19.3%	0%	19.3%	19.3%	61.4%
Mathematics	6th Grade	African American	2012-13	15.9%	10%	10%	0%	10%	30%	60%
Mathematics	6th Grade	African American	2013-14	17.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	26.3%	27.7%	27.7%	0%	27.7%	17%	55.3%
Mathematics	6th Grade	Hispanic of Any Race	2013-14	27.6%	22%	22%	0%	22%	22%	56%
Mathematics	6th Grade	Two or More Races	2012-13	36.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	Two or More Races	2013-14	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2012-13	46.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2012-13	38.8%	23.5%	23.5%	0%	23.5%	23.5%	52.9%
Mathematics	6th Grade	Female	2013-14	40.9%	21.2%	21.2%	0%	21.2%	18.2%	60.6%
Mathematics	6th Grade	Male	2012-13	41.4%	24%	24%	0%	24%	12%	64%
Mathematics	6th Grade	Male	2013-14	42%	16.7%	16.7%	0%	16.7%	20.8%	62.5%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	25.5%	25.5%	0%	25.5%	17.6%	56.9%
Mathematics	6th Grade	Economically Disadvantaged	2013-14	25.9%	18.8%	18.8%	0%	18.8%	22.9%	58.3%
Mathematics	6th Grade	English Language Learners	2012-13	18.2%	16.1%	16.1%	0%	16.1%	16.1%	67.7%
Mathematics	6th Grade	English Language Learners	2013-14	18.2%	3.1%	3.1%	0%	3.1%	25%	71.9%
Mathematics	6th Grade	Students With Disabilities	2012-13	13.2%	10%	10%	0%	10%	30%	60%
Mathematics	6th Grade	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2012-13	38.1%	20.4%	20.4%	0%	20.4%	33.3%	46.3%
Mathematics	7th Grade	All Students	2013-14	39.2%	14%	14%	1.8%	12.3%	36.8%	49.1%
Mathematics	7th Grade	African American	2012-13	15.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2013-14	15.3%	0%	0%	0%	0%	45.5%	54.5%

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Mathematics	7th Grade	Hispanic of Any Race	2012-13	23.8%	20.8%	20.8%	0%	20.8%	33.3%	45.8%
Mathematics	7th Grade	Hispanic of Any Race	2013-14	25.4%	17.8%	17.8%	2.2%	15.6%	33.3%	48.9%
Mathematics	7th Grade	Two or More Races	2012-13	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Two or More Races	2013-14	34.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2012-13	38.8%	12.1%	12.1%	0%	12.1%	51.5%	36.4%
Mathematics	7th Grade	Female	2013-14	39.9%	15.2%	15.2%	0%	15.2%	48.5%	36.4%
Mathematics	7th Grade	Male	2012-13	37.5%	33.3%	33.3%	0%	33.3%	4.8%	61.9%
Mathematics	7th Grade	Male	2013-14	38.5%	12.5%	12.5%	4.2%	8.3%	20.8%	66.7%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	20.8%	20.8%	0%	20.8%	32.1%	47.2%
Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	14.5%	14.5%	1.8%	12.7%	36.4%	49.1%
Mathematics	7th Grade	English Language Learners	2012-13	14%	15%	15%	0%	15%	20%	65%
Mathematics	7th Grade	English Language Learners	2013-14	14.5%	0%	0%	0%	0%	38.5%	61.5%
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10



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Mathematics	8th Grade	All Students	2012-13	34.5%	9.1%	9.1%	0%	9.1%	14.5%	76.4%
Mathematics	8th Grade	All Students	2013-14	34.5%	5.4%	5.4%	0%	5.4%	28.6%	66.1%
Mathematics	8th Grade	African American	2012-13	11.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	African American	2013-14	11.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	19.9%	11.4%	11.4%	0%	11.4%	9.1%	79.5%
Mathematics	8th Grade	Hispanic of Any Race	2013-14	20.4%	6.4%	6.4%	0%	6.4%	29.8%	63.8%
Mathematics	8th Grade	Two or More Races	2012-13	31.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Two or More Races	2013-14	31.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	40.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2013-14	40.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2012-13	34.1%	10.3%	10.3%	0%	10.3%	6.9%	82.8%
Mathematics	8th Grade	Female	2013-14	33.8%	2.9%	2.9%	0%	2.9%	31.4%	65.7%
Mathematics	8th Grade	Male	2012-13	34.9%	7.7%	7.7%	0%	7.7%	23.1%	69.2%
Mathematics	8th Grade	Male	2013-14	35.3%	9.5%	9.5%	0%	9.5%	23.8%	66.7%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	10.2%	10.2%	0%	10.2%	14.3%	75.5%
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	6%	6%	0%	6%	26%	68%

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Mathematics	8th Grade	English Language Learners	2012-13	11%	0%	0%	0%	0%	4.3%	95.7%
Mathematics	8th Grade	English Language Learners	2013-14	12.3%	0%	0%	0%	0%	30.4%	69.6%
Mathematics	8th Grade	Students With Disabilities	2012-13	6.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	34.5%	34.5%	0%	34.5%	36.4%	29.1%
Reading	3rd Grade	All Students	2013-14	61.3%	37.7%	37.7%	0%	37.7%	50.9%	11.3%
Reading	3rd Grade	African American	2012-13	44.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2013-14	37.3%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	31.3%	31.3%	0%	31.3%	37.5%	31.3%
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	38%	38%	0%	38%	52%	10%
Reading	3rd Grade	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2013-14	61.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	70.2%	33.3%	33.3%	0%	33.3%	28.6%	38.1%
Reading	3rd Grade	Female	2013-14	64.1%	34.5%	34.5%	0%	34.5%	55.2%	10.3%

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Reading	3rd Grade	Male	2012-13	63%	35.3%	35.3%	0%	35.3%	41.2%	23.5%
Reading	3rd Grade	Male	2013-14	58.6%	41.7%	41.7%	0%	41.7%	45.8%	12.5%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	35.8%	35.8%	0%	35.8%	35.8%	28.3%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	39.2%	39.2%	0%	39.2%	49%	11.8%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	16.7%	16.7%	0%	16.7%	41.7%	41.7%
Reading	3rd Grade	English Language Learners	2013-14	37.2%	27.8%	27.8%	0%	27.8%	58.3%	13.9%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	49%	49%	2%	47.1%	37.3%	13.7%
Reading	4th Grade	All Students	2013-14	70%	41.5%	41.5%	0%	41.5%	41.5%	17%
Reading	4th Grade	African American	2012-13	43%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	47.6%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	52.3%	52.3%	2.3%	50%	34.1%	13.6%
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	40.9%	40.9%	0%	40.9%	40.9%	18.2%
Reading	4th Grade	Two or More Races	2012-13	68.7%	<10	<10	<10	<10	<10	<10

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Reading	4th Grade	Two or More Races	2013-14	71.2%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	71.1%	51.9%	51.9%	3.7%	48.1%	40.7%	7.4%
Reading	4th Grade	Female	2013-14	73%	23.8%	23.8%	0%	23.8%	52.4%	23.8%
Reading	4th Grade	Male	2012-13	65.1%	45.8%	45.8%	0%	45.8%	33.3%	20.8%
Reading	4th Grade	Male	2013-14	67%	53.1%	53.1%	0%	53.1%	34.4%	12.5%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	47.8%	47.8%	2.2%	45.7%	37%	15.2%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	41.2%	41.2%	0%	41.2%	41.2%	17.6%
Reading	4th Grade	English Language Learners	2012-13	39.1%	37.5%	37.5%	0%	37.5%	37.5%	25%
Reading	4th Grade	English Language Learners	2013-14	42.9%	23.3%	23.3%	0%	23.3%	50%	26.7%
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	34.5%	34.5%	0%	34.5%	39.7%	25.9%
Reading	5th Grade	All Students	2013-14	71.7%	54.2%	54.2%	6.3%	47.9%	31.3%	14.6%
Reading	5th Grade	African American	2012-13	47.8%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.7%	<10	<10	<10	<10	<10	<10

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Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	37.3%	37.3%	0%	37.3%	37.3%	25.5%
Reading	5th Grade	Hispanic of Any Race	2013-14	60.8%	54.8%	54.8%	4.8%	50%	31%	14.3%
Reading	5th Grade	White	2013-14	78.2%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	74.1%	35.1%	35.1%	0%	35.1%	40.5%	24.3%
Reading	5th Grade	Female	2013-14	74.2%	62.5%	62.5%	4.2%	58.3%	25%	12.5%
Reading	5th Grade	Male	2012-13	66.8%	33.3%	33.3%	0%	33.3%	38.1%	28.6%
Reading	5th Grade	Male	2013-14	69.2%	45.8%	45.8%	8.3%	37.5%	37.5%	16.7%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	33.3%	33.3%	0%	33.3%	42.6%	24.1%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	55.6%	55.6%	4.4%	51.1%	31.1%	13.3%
Reading	5th Grade	English Language Learners	2012-13	36.3%	23.1%	23.1%	0%	23.1%	46.2%	30.8%
Reading	5th Grade	English Language Learners	2013-14	39.2%	34.8%	34.8%	0%	34.8%	39.1%	26.1%
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	58.6%	58.6%	13.8%	44.8%	20.7%	20.7%
Reading	6th Grade	All Students	2013-14	71.5%	46.4%	46.4%	5.4%	41.1%	23.2%	30.4%

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Reading	6th Grade	African American	2012-13	46.4%	60%	60%	10%	50%	20%	20%
Reading	6th Grade	African American	2013-14	50%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2012-13	57.6%	60.9%	60.9%	15.2%	45.7%	17.4%	21.7%
Reading	6th Grade	Hispanic of Any Race	2013-14	60.1%	46.9%	46.9%	6.1%	40.8%	22.4%	30.6%
Reading	6th Grade	Two or More Races	2012-13	67%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Two or More Races	2013-14	70.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	White	2012-13	74.3%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	71.2%	54.5%	54.5%	15.2%	39.4%	30.3%	15.2%
Reading	6th Grade	Female	2013-14	74.7%	57.6%	57.6%	9.1%	48.5%	18.2%	24.2%
Reading	6th Grade	Male	2012-13	65.4%	64%	64%	12%	52%	8%	28%
Reading	6th Grade	Male	2013-14	68.4%	30.4%	30.4%	0%	30.4%	30.4%	39.1%
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	58%	58%	12%	46%	22%	20%
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	44.7%	44.7%	4.3%	40.4%	25.5%	29.8%
Reading	6th Grade	English Language Learners	2012-13	36.7%	50%	50%	0%	50%	16.7%	33.3%
Reading	6th Grade	English Language Learners	2013-14	36.8%	32.3%	32.3%	0%	32.3%	22.6%	45.2%



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Reading	6th Grade	Students With Disabilities	2012-13	32.8%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	62%	50.9%	50.9%	0%	50.9%	28.3%	20.8%
Reading	7th Grade	All Students	2013-14	60.4%	47.4%	47.4%	7%	40.4%	33.3%	19.3%
Reading	7th Grade	African American	2012-13	36.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2013-14	34.6%	54.5%	54.5%	9.1%	45.5%	9.1%	36.4%
Reading	7th Grade	Hispanic of Any Race	2012-13	47%	48.9%	48.9%	0%	48.9%	27.7%	23.4%
Reading	7th Grade	Hispanic of Any Race	2013-14	46.8%	44.4%	44.4%	6.7%	37.8%	40%	15.6%
Reading	7th Grade	Two or More Races	2012-13	61.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Two or More Races	2013-14	59%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2012-13	65.3%	57.6%	57.6%	0%	57.6%	27.3%	15.2%
Reading	7th Grade	Female	2013-14	62.5%	57.6%	57.6%	9.1%	48.5%	30.3%	12.1%
Reading	7th Grade	Male	2012-13	58.8%	40%	40%	0%	40%	30%	30%
Reading	7th Grade	Male	2013-14	58.4%	33.3%	33.3%	4.2%	29.2%	37.5%	29.2%
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	50%	50%	0%	50%	28.8%	21.2%
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	47.3%	47.3%	5.5%	41.8%	34.5%	18.2%

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Reading	7th Grade	English Language Learners	2012-13	20.9%	31.6%	31.6%	0%	31.6%	21.1%	47.4%
Reading	7th Grade	English Language Learners	2013-14	23%	26.9%	26.9%	0%	26.9%	46.2%	26.9%
Reading	7th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	65.7%	40%	40%	0%	40%	47.3%	12.7%
Reading	8th Grade	All Students	2013-14	72.7%	69.8%	69.8%	18.9%	50.9%	22.6%	7.5%
Reading	8th Grade	African American	2012-13	45.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	African American	2013-14	49.7%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Hispanic of Any Race	2012-13	56.5%	40.9%	40.9%	0%	40.9%	43.2%	15.9%
Reading	8th Grade	Hispanic of Any Race	2013-14	61.8%	72.7%	72.7%	20.5%	52.3%	20.5%	6.8%
Reading	8th Grade	Two or More Races	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Two or More Races	2013-14	72.5%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	71.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2013-14	79.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2012-13	70.1%	44.8%	44.8%	0%	44.8%	44.8%	10.3%

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Reading	8th Grade	Female	2013-14	74.6%	79.4%	79.4%	20.6%	58.8%	11.8%	8.8%
Reading	8th Grade	Male	2012-13	61.5%	34.6%	34.6%	0%	34.6%	50%	15.4%
Reading	8th Grade	Male	2013-14	70.9%	52.6%	52.6%	15.8%	36.8%	42.1%	5.3%
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	36.7%	36.7%	0%	36.7%	49%	14.3%
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	70.2%	70.2%	17%	53.2%	23.4%	6.4%
Reading	8th Grade	English Language Learners	2012-13	31.6%	8.7%	8.7%	0%	8.7%	65.2%	26.1%
Reading	8th Grade	English Language Learners	2013-14	35.5%	55%	55%	0%	55%	35%	10%
Reading	8th Grade	Students With Disabilities	2012-13	26.4%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	1.7%	1.7%	0%	1.7%	24.1%	74.1%
Science	5th Grade	All Students	2013-14	16.8%	4.1%	4.1%	2%	2%	24.5%	71.4%
Science	5th Grade	African American	2012-13	2.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	2%	2%	0%	2%	25.5%	72.5%
Science	5th Grade	Hispanic of Any Race	2013-14	7.7%	4.7%	4.7%	2.3%	2.3%	23.3%	72.1%

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Science	5th Grade	White	2013-14	20.7%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Female	2012-13	11.6%	2.7%	2.7%	0%	2.7%	18.9%	78.4%
Science	5th Grade	Female	2013-14	15.9%	4.2%	4.2%	4.2%	0%	20.8%	75%
Science	5th Grade	Male	2012-13	14.5%	0%	0%	0%	0%	33.3%	66.7%
Science	5th Grade	Male	2013-14	17.7%	4%	4%	0%	4%	28%	68%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	0%	0%	0%	0%	25.9%	74.1%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	4.3%	4.3%	2.2%	2.2%	23.9%	71.7%
Science	5th Grade	English Language Learners	2012-13	1.4%	2.6%	2.6%	0%	2.6%	17.9%	79.5%
Science	5th Grade	English Language Learners	2013-14	2.9%	0%	0%	0%	0%	16.7%	83.3%
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2012-13	15.9%	7%	7%	5.3%	1.8%	14%	78.9%
Science	8th Grade	All Students	2013-14	19.8%	3.5%	3.5%	0%	3.5%	17.5%	78.9%
Science	8th Grade	African American	2012-13	3.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	African American	2013-14	3.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Hispanic of Any Race	2012-13	7.1%	6.5%	6.5%	4.3%	2.2%	13%	80.4%

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Hispanic of Any Race	2013-14	9.7%	4.2%	4.2%	0%	4.2%	16.7%	79.2%
Science	8th Grade	Two or More Races	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Two or More Races	2013-14	17.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2012-13	19.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2013-14	24.2%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Female	2012-13	13.7%	6.5%	6.5%	3.2%	3.2%	16.1%	77.4%
Science	8th Grade	Female	2013-14	17.5%	2.8%	2.8%	0%	2.8%	19.4%	77.8%
Science	8th Grade	Male	2012-13	18%	7.7%	7.7%	7.7%	0%	11.5%	80.8%
Science	8th Grade	Male	2013-14	22%	4.8%	4.8%	0%	4.8%	14.3%	81%
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	6%	6%	4%	2%	12%	82%
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	3.9%	3.9%	0%	3.9%	13.7%	82.4%
Science	8th Grade	English Language Learners	2012-13	2.1%	0%	0%	0%	0%	0%	100%
Science	8th Grade	English Language Learners	2013-14	2.1%	0%	0%	0%	0%	4.2%	95.8%
Science	8th Grade	Students With Disabilities	2012-13	3.5%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10	<10

**Annual Education Report**  
**Hope of Detroit Academy**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	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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No Data to Display



**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	55.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	58.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2012-13	60.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	47.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	51.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	56.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2012-13	54.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	46.2%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	All Students	2013-14	56.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2013-14	53.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	English Language Learners	2013-14	61.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2013-14	65.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	55.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2013-14	60.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2012-13	57.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2013-14	64.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	55.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	62.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade	English Language Learners	2012-13	57.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade	English Language Learners	2013-14	63.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2013-14	47.2%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	7th Grade	Hispanic of Any Race	2013-14	41.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	49%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2013-14	44.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade	English Language Learners	2013-14	46.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	33.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2013-14	40.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	35.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Hispanic of Any Race	2013-14	38.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2012-13	33.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	30.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2013-14	38.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade	English Language Learners	2012-13	34.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade	English Language Learners	2013-14	37.7%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	39.3%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	Hispanic of Any Race	2012-13	30.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	41.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2012-13	31.3%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	36.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	39.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	50.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2012-13	39.3%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	32.4%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	59.8%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Hispanic of Any Race	2013-14	53.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	<10	<10	<10	<10	<10
Reading	5th Grade	English Language Learners	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	58.7%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	58.1%	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2012-13	59%	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2013-14	57.2%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	62.7%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2013-14	55.3%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	55.6%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	55.2%	<10	<10	<10	<10	<10
Reading	6th Grade	English Language Learners	2012-13	57.2%	<10	<10	<10	<10	<10
Reading	6th Grade	English Language Learners	2013-14	48.6%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	61.4%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2013-14	61.7%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	7th Grade	Hispanic of Any Race	2012-13	52.1%	<10	<10	<10	<10	<10
Reading	7th Grade	Hispanic of Any Race	2013-14	58.5%	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2013-14	66.1%	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2012-13	59.1%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2012-13	58.7%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2013-14	59.3%	<10	<10	<10	<10	<10
Reading	7th Grade	English Language Learners	2012-13	48.3%	<10	<10	<10	<10	<10
Reading	7th Grade	English Language Learners	2013-14	58.8%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	68.2%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2013-14	69%	66.7%	66.7%	0%	66.7%	33.3%
Reading	8th Grade	Hispanic of Any Race	2012-13	67.6%	<10	<10	<10	<10	<10
Reading	8th Grade	Hispanic of Any Race	2013-14	58.2%	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2012-13	70.5%	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2013-14	71.2%	<10	<10	<10	<10	<10
Reading	8th Grade	Male	2013-14	67.8%	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	65.3%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	8th Grade	Economically Disadvantaged	2013-14	65.9%	66.7%	66.7%	0%	66.7%	33.3%
Reading	8th Grade	English Language Learners	2012-13	64.6%	<10	<10	<10	<10	<10
Reading	8th Grade	English Language Learners	2013-14	58.4%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2013-14	68.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2013-14	77.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	61%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	77%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	66.3%	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2013-14	79.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	70%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	76.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	70.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	76.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	69.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	76.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	81.3%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	76.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	83.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	67.3%	<10	<10	<10	<10	<10



**Annual Education Report  
Hope of Detroit Academy**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	Female	2013-14	77.8%	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2013-14	77.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	82.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	87.8%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	65.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	64.9%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	73.9%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	47.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	59.2%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	70.9%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	38.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	66.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	73.1%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2013-14	48.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	66%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	73.8%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	Economically Disadvantaged	2013-14	47.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2013-14	64.5%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2013-14	87.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2013-14	57.6%	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2013-14	88.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	62.8%	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2013-14	90.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2013-14	88.5%	<10	<10	<10	<10	<10

**Annual Education Report  
Hope of Detroit Academy****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Hope of Detroit Academy****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	100%	46.7%
Bottom 30%	District	Mathematics	N/A	9.4%
African American	District	Mathematics	100%	30.6%
Hispanic of Any Race	District	Mathematics	100%	47.9%
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	100%	47.3%
English Language Learners	District	Mathematics	100%	37.2%
Students With Disabilities	District	Mathematics	100%	23.8%
All Students	School	Mathematics	100%	47.5%
Bottom 30%	School	Mathematics	N/A	9.5%
African American	School	Mathematics	100%	34.4%
Hispanic of Any Race	School	Mathematics	100%	48%
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	100%	47.8%
English Language Learners	School	Mathematics	100%	37.2%
Students With Disabilities	School	Mathematics	100%	25%
All Students	Statewide	Reading	99.1%	85.8%

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	100%	79.7%
Bottom 30%	District	Reading	N/A	32.3%
African American	District	Reading	100%	72.2%
Hispanic of Any Race	District	Reading	100%	80.3%
Two or More Races	District	Reading	<30	<30
White	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	100%	80.1%
English Language Learners	District	Reading	100%	68.4%
Students With Disabilities	District	Reading	100%	51.2%
All Students	School	Reading	100%	80.3%
Bottom 30%	School	Reading	N/A	34.7%
African American	School	Reading	100%	75%
Hispanic of Any Race	School	Reading	100%	80.6%
Two or More Races	School	Reading	<30	<30
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	100%	80.6%
English Language Learners	School	Reading	100%	68.4%
Students With Disabilities	School	Reading	100%	53.9%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	100%	17.9%
Bottom 30%	District	Science	N/A	0%
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science	100%	19.8%
Two or More Races	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	100%	16.7%
English Language Learners	District	Science	100%	6.3%
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	100%	18.8%
Bottom 30%	School	Science	N/A	0%
African American	School	Science	<30	<30
Hispanic of Any Race	School	Science	100%	20%
Two or More Races	School	Science	<30	<30
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	100%	17.2%
English Language Learners	School	Science	100%	6.3%
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	98.6%	21.5%
Bottom 30%	District	Social Studies	N/A	0%
African American	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	98.2%	24.7%
Two or More Races	District	Social Studies		
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	100%	21.1%
English Language Learners	District	Social Studies	100%	8.2%
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	100%	22.6%
Bottom 30%	School	Social Studies	N/A	0%
African American	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	100%	25%
Two or More Races	School	Social Studies		
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	100%	21.8%
English Language Learners	School	Social Studies	100%	8.2%
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%



**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	67.3%
Bottom 30%	District	Writing	N/A	0%
African American	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	100%	68.1%
Two or More Races	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	100%	67%
English Language Learners	District	Writing	100%	54.4%
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100%	69.4%
Bottom 30%	School	Writing	N/A	0%
African American	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	100%	68.9%
Two or More Races	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	100%	68.9%
English Language Learners	School	Writing	100%	54.4%
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
Bottom 30%	District	100%

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

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	95%
All Students	School	95%

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

**Annual Education Report**  
**Hope of Detroit Academy**

**Accountability Status District Data**

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

**Annual Education Report  
Hope of Detroit Academy**
**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Hope of Detroit Academy	Hope of Detroit Academy		Green	2	Green	2	Green	2	Red	0	Green	2	Yellow	46

**Annual Education Report  
Hope of Detroit Academy**
**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	24	6	0

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

**Teacher Quality - Class**

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	13.8%	0.0%	0.0%

**Teacher Quality - Provisional**

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

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
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) 2013 Mathematics Achievement.

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
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) 2013 Mathematics Achievement.



**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 12 Math**

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Grade 12 Reading**

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

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report  
Hope of Detroit Academy**
**NAEP Participation Data**

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