

# School Annual Education Report (AER) Cover Letter

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 2013-2014 educational progress for the for Martin Luther King, Jr. Education Center Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, and teacher quality. If you have any questions about the AER, please contact Constance Price for assistance.

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

At the entrance of the 2013-2014 MLKECA was ranked within the Top 25 Charter Schools. Additionally, Martin Luther King, Jr. Education Center Academy is no longer labeled a Focus School which is designated by having a student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies, and writing; as appropriate for the school grade levels tested). We continue actively working to circumvent any school issues by examination of data with the assistance of a district improvement facilitator. We have also implemented the Measure of Academic Progress (MAP) test to measure student academic growth three times a year. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

## Process for Assigning Pupils to the School

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

## Status of the 3-5 year School Improvement Plan

The School Improvement Team consists of administrators, teachers, support staff, parents and community members. Annually, we conduct a review of our School Improvement Plan. School data drives the establishment of goals and objectives, and, strategies and activities to be implemented for the school year. MLKECA has transitioned from Title I Targeted Assistance to School wide in the 2012-13 school year.

## Description of each specialized school

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

## Core Curriculum

MLKECA's core curriculum is aligned with the Michigan Grade Level Content Expectations (GLCE's) which are based on the Michigan Curriculum Framework and its Teaching and Learning and Assessment Standards. The curriculum committee is currently using crosswalks to transition to the Common Core State Standards. Curriculum mapping and pacing guides are being updated to ensure that all students are college and career ready.

## Measure of Academic Progress

MLKECA continued MAP during the 2013-2014 school year to determine student academic progress. It is a nationally recognized test that provides national norms for comparison of student achievement in reading and math for students in grades 3-8. Tests are administered three times each year. The results for the 2013-14 school year are provided in detail in the AER.

## Parent Teacher Conferences

MLKECA holds four parent teacher conferences each school year. Parents show their commitment to their child's academic success by participation at a rate of 85% for our students in grades K-8.

## Conclusion

MLKECA was ranked Top 25 in the top to bottom listing of schools in the state of Michigan for the 2012-13 school year. In July 2013, MLKECA received recognition from the Mackinac Center as one of the Top 10 Elementary & Middle School in the State of Michigan. Our status for the Fall 2013 is as a Reward School which ranks MLKECA in the top 5% of schools in the state of Michigan. MLKECA also continues to be among the highest achieving Detroit Public School's Charters in performance on the MEAP.

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

Educationally,

Constance Price, Ph.D.  
Administrative Director

# Martin Luther King, Jr. Education Center Academy



## ***ANNUAL EDUCATION REPORT*** **2013-2014**

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

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CONSTANCE PRICE, PH. D.  
Administrative Director

# **MLKECA ANNUAL REPORT 2013/2014**

## **TABLE OF CONTENTS**

	<u>Page No.</u>
INTRODUCTION	2
SCHOOL IMPROVEMENT PLAN	3
<i>Narrative description of the current school improvement plan activities</i>	
STUDENT ACHIEVEMENT	4
<i>Student Achievement results for one year of MEAP and MAP</i>	
<i>Subgroups-Male/Female</i>	
PARENT PARTICIPATION	5
<i>Narrative on parent-teacher conferences including the number and percentage students for whom parent-teacher conferences have been held.</i>	
AVERAGE DAILY ATTENDANCE PERCENTAGE	5
SPECIALIZED SCHOOL DESCRIPTION	6
<i>Description of specialized school's program and enrollment procedures.</i>	
CORE CURRICULUM	7-8
<i>Narrative of the school's core curriculum and how implemented.</i>	
ACCREDITATION	9
<i>Narrative explanation of school's current accreditation status.</i>	
<i>Teacher Qualification Data</i>	
SCHOOL-LEVEL COMBINED REPORTS DATA FOR WAYNE RESA	10-36

## **INTRODUCTION**

In compliance with the State of Michigan Public Act 25 of 1990, all schools are required to prepare an Annual Education Report which is to be presented to the school community in 2014. This report responds to that requirement by including all state specified components.

Our report includes information on the following:

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

## **SCHOOL IMPROVEMENT PLAN**

During 2012-2013 Martin Luther King, Jr. Education Center Academy developed a new Title I School wide School Improvement Plan for the 2013-2014 school year, which supports the mission, goals and objectives of our new district strategies, responsibilities and timeline. Emphasis is placed on improving school effectiveness and increasing student achievement for all students in the school. Our School Improvement Plan focuses on the attainment of student outcome objectives in such areas as reading, mathematics, science and student attendance.

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

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

# STUDENT ACHIEVEMENT 2013-2014

## Michigan Educational Assessment Program (MEAP)

The percentage of students in the specific categories on the MEAP tests:

<i>Grades</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>	<i>Science</i>	<i>Social Studies</i>
3	60	44			
4	69	54	72		
5	58	31		97	
6	67	37			20
7	70	75	60		
8	76	100		86	

## MEASURES OF ACADEMIC PROGRESS (MAP)

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

<i><u>Grades</u></i>	<i><u>MAP MEAN Reading Fall '13</u></i>	<i><u>MAP MEAN Reading Spring '14</u></i>	<i><u>Gain/Loss</u></i>	<i><u>MAP MEAN Math Fall '13</u></i>	<i><u>MAP MEAN Math Spring '14</u></i>	<i><u>Gain/Loss</u></i>	<i><u>Overall Gain/Loss per Classroom</u></i>
8 <sup>TH</sup>	218	221	3	227	228	1	4
7 <sup>TH</sup>	211	214	3	216	218	2	5
6 <sup>TH</sup>	205	209	5	207	204	-3	2
5 <sup>TH</sup>	192	197	4	193	198	5	9
4 <sup>TH</sup>	187	193	6	188	196	8	14
3 <sup>RD</sup>	177	181	4	175	183	8	12

## PARENT PARTICIPATION

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

During the 2013-2014 school year **288** of our **339** students had a parent or guardian attend one or more conferences, a participation rate of **85%** percent. Most of these conferences were held during our four scheduled parent-teacher conferences, all of which were held immediately following report card marking periods. These conferences provided opportunities to address student academic and social needs and to discuss ways to strengthen school-home cooperation to increase student learning. Other conferences included those relating to student adjustment and student program planning.

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

## ANNUAL REPORT ATTENDANCE STATISTICS 2013-2014

### **STUDENT ENROLLMENT: 339**

The student attendance rate (%) for the 2013-2014 academic school year for the Martin Luther King Jr. Education Center Academy was **92.5%**.



<b>SPECIALIZED SCHOOL DESCRIPTION</b>
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SCHOOL: Martin Luther King Jr., Education Center Academy

GRADE LEVEL SERVED: K-8

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

STUDENT ENROLLMENT: 339

HOW STUDENTS ARE ENROLLED:

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

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

HOW WELL GOALS OF THE SCHOOL ARE BEING MET:

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

## **CORE CURRICULUM**

### **MISSION STATEMENT**

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

### **PHILOSOPHY**

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

### **EDUCATIONAL PROGRAM**

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

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

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

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

<b>CORE CURRICULUM (CONT'D)</b>
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**CURRICULUM MODEL**

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

**GOALS**

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

**OBJECTIVES**

- To develop character of the highest caliber through artistic as well as academic nurturing.
- To engage students in community service through performances.

- To provide incentives for creative and professional achievement especially as they enhance effectiveness in teaching.
- To encourage and foster parental involvement.
- To equip students with the technological skills needed for success in the 21st century.

<b>TEACHER QUALIFICATION DATA</b>
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100% of all teachers are highly qualified.

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

Bachelors	Masters	Ph. D
11	15	2



Annual Education Report  
 Martin Luther King, Jr. Education Center 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%	56.4%	56.4%	2.6%	53.8%	30.8%	12.8%
Mathematics	3rd Grade	All Students	2013-14	40.1%	44.1%	44.1%	11.8%	32.4%	14.7%	41.2%
Mathematics	3rd Grade	African American	2012-13	18%	56.4%	56.4%	2.6%	53.8%	30.8%	12.8%
Mathematics	3rd Grade	African American	2013-14	18.2%	44.1%	44.1%	11.8%	32.4%	14.7%	41.2%
Mathematics	3rd Grade	Female	2012-13	39.8%	56.3%	56.3%	6.3%	50%	43.8%	0%
Mathematics	3rd Grade	Female	2013-14	39.7%	33.3%	33.3%	8.3%	25%	16.7%	50%
Mathematics	3rd Grade	Male	2012-13	42%	56.5%	56.5%	0%	56.5%	21.7%	21.7%
Mathematics	3rd Grade	Male	2013-14	40.6%	50%	50%	13.6%	36.4%	13.6%	36.4%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	56.4%	56.4%	2.6%	53.8%	30.8%	12.8%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	46.9%	46.9%	12.5%	34.4%	15.6%	37.5%
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%	40%	40%	8.6%	31.4%	22.9%	37.1%
Mathematics	4th Grade	All Students	2013-14	45.3%	53.6%	53.6%	14.3%	39.3%	21.4%	25%
Mathematics	4th Grade	African American	2012-13	20%	40%	40%	8.6%	31.4%	22.9%	37.1%
Mathematics	4th Grade	African American	2013-14	18.2%	53.6%	53.6%	14.3%	39.3%	21.4%	25%
Mathematics	4th Grade	Female	2012-13	45.7%	45%	45%	10%	35%	20%	35%
Mathematics	4th Grade	Female	2013-14	43.4%	66.7%	66.7%	25%	41.7%	8.3%	25%
Mathematics	4th Grade	Male	2012-13	46.4%	33.3%	33.3%	6.7%	26.7%	26.7%	40%
Mathematics	4th Grade	Male	2013-14	47.2%	43.8%	43.8%	6.3%	37.5%	31.3%	25%

Annual Education Report  
 Martin Luther King, Jr. Education Center 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	7th Grade	Male	2013-14	38.5%	83.3%	83.3%	16.7%	66.7%	8.3%	8.3%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	87.5%	87.5%	25%	62.5%	8.3%	4.2%
Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	73.7%	73.7%	21.1%	52.6%	15.8%	10.5%
Mathematics	7th Grade	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	34.5%	95.7%	95.7%	34.8%	60.9%	4.3%	0%
Mathematics	8th Grade	All Students	2013-14	34.5%	100%	100%	57.1%	42.9%	0%	0%
Mathematics	8th Grade	African American	2012-13	11.9%	95.7%	95.7%	34.8%	60.9%	4.3%	0%
Mathematics	8th Grade	African American	2013-14	11.4%	100%	100%	57.1%	42.9%	0%	0%
Mathematics	8th Grade	Female	2012-13	34.1%	100%	100%	20%	80%	0%	0%
Mathematics	8th Grade	Female	2013-14	33.8%	100%	100%	41.7%	58.3%	0%	0%
Mathematics	8th Grade	Male	2012-13	34.9%	92.3%	92.3%	46.2%	46.2%	7.7%	0%
Mathematics	8th Grade	Male	2013-14	35.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	100%	100%	33.3%	66.7%	0%	0%
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	100%	100%	55%	45%	0%	0%
Reading	3rd Grade	All Students	2012-13	66.5%	79.5%	79.5%	7.7%	71.8%	15.4%	5.1%
Reading	3rd Grade	All Students	2013-14	61.3%	60%	60%	17.1%	42.9%	34.3%	5.7%
Reading	3rd Grade	African American	2012-13	44.8%	79.5%	79.5%	7.7%	71.8%	15.4%	5.1%
Reading	3rd Grade	African American	2013-14	37.3%	60%	60%	17.1%	42.9%	34.3%	5.7%





Annual Education Report  
 Martin Luther King, Jr. Education Center Academy

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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)
Reading	3rd Grade	Female	2012-13	70.2%	81.3%	81.3%	6.3%	75%	18.8%	0%
Reading	3rd Grade	Female	2013-14	64.1%	69.2%	69.2%	23.1%	46.2%	23.1%	7.7%
Reading	3rd Grade	Male	2012-13	63%	78.3%	78.3%	8.7%	69.6%	13%	8.7%
Reading	3rd Grade	Male	2013-14	58.6%	54.5%	54.5%	13.6%	40.9%	40.9%	4.5%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	79.5%	79.5%	7.7%	71.8%	15.4%	5.1%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	59.4%	59.4%	18.8%	40.6%	37.5%	3.1%
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%	60%	60%	0%	60%	37.1%	2.9%
Reading	4th Grade	All Students	2013-14	70%	69%	69%	6.9%	62.1%	20.7%	10.3%
Reading	4th Grade	African American	2012-13	43%	60%	60%	0%	60%	37.1%	2.9%
Reading	4th Grade	African American	2013-14	47.6%	69%	69%	6.9%	62.1%	20.7%	10.3%
Reading	4th Grade	Female	2012-13	71.1%	60%	60%	0%	60%	35%	5%
Reading	4th Grade	Female	2013-14	73%	76.9%	76.9%	7.7%	69.2%	15.4%	7.7%
Reading	4th Grade	Male	2012-13	65.1%	60%	60%	0%	60%	40%	0%
Reading	4th Grade	Male	2013-14	67%	62.5%	62.5%	6.3%	56.3%	25%	12.5%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	60%	60%	0%	60%	37.1%	2.9%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	67.9%	67.9%	7.1%	60.7%	21.4%	10.7%
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<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)
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%	69.2%	69.2%	7.7%	61.5%	20.5%	10.3%
Reading	5th Grade	All Students	2013-14	71.7%	57.6%	57.6%	0%	57.6%	42.4%	0%
Reading	5th Grade	African American	2012-13	47.8%	69.2%	69.2%	7.7%	61.5%	20.5%	10.3%
Reading	5th Grade	African American	2013-14	48.7%	57.6%	57.6%	0%	57.6%	42.4%	0%
Reading	5th Grade	Female	2012-13	74.1%	68.4%	68.4%	0%	68.4%	26.3%	5.3%
Reading	5th Grade	Female	2013-14	74.2%	42.1%	42.1%	0%	42.1%	57.9%	0%
Reading	5th Grade	Male	2012-13	68.8%	70%	70%	15%	55%	15%	15%
Reading	5th Grade	Male	2013-14	69.2%	78.6%	78.6%	0%	78.6%	21.4%	0%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	67.6%	67.6%	8.1%	59.5%	21.6%	10.8%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	54.8%	54.8%	0%	54.8%	45.2%	0%
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%	42.3%	42.3%	3.8%	38.5%	26.9%	30.8%
Reading	6th Grade	All Students	2013-14	71.5%	66.7%	66.7%	30%	36.7%	20%	13.3%
Reading	6th Grade	African American	2012-13	46.4%	42.3%	42.3%	3.8%	38.5%	26.9%	30.8%
Reading	6th Grade	African American	2013-14	50%	66.7%	66.7%	30%	36.7%	20%	13.3%
Reading	6th Grade	Female	2012-13	71.2%	50%	50%	0%	50%	16.7%	33.3%



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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)
Reading	6th Grade	Female	2013-14	74.7%	83.3%	83.3%	16.7%	66.7%	8.3%	8.3%
Reading	6th Grade	Male	2012-13	65.4%	35.7%	35.7%	7.1%	28.6%	35.7%	28.6%
Reading	6th Grade	Male	2013-14	68.4%	55.6%	55.6%	38.9%	16.7%	27.8%	16.7%
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	42.3%	42.3%	3.8%	38.5%	26.9%	30.8%
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	64%	64%	32%	32%	20%	16%
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%	48%	48%	8%	40%	24%	28%
Reading	7th Grade	All Students	2013-14	60.4%	70%	70%	20%	50%	20%	10%
Reading	7th Grade	African American	2012-13	36.8%	48%	48%	8%	40%	24%	28%
Reading	7th Grade	African American	2013-14	34.6%	70%	70%	20%	50%	20%	10%
Reading	7th Grade	Female	2012-13	65.3%	46.7%	46.7%	6.7%	40%	26.7%	26.7%
Reading	7th Grade	Female	2013-14	62.5%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2012-13	58.8%	50%	50%	10%	40%	20%	30%
Reading	7th Grade	Male	2013-14	58.4%	75%	75%	25%	50%	25%	0%
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	50%	50%	8.3%	41.7%	25%	25%
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	73.7%	73.7%	21.1%	52.6%	15.8%	10.5%

Annual Education Report  
 Martin Luther King, Jr. Education Center 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)
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%	87%	87%	30.4%	56.5%	13%	0%
Reading	8th Grade	All Students	2013-14	72.7%	76.2%	76.2%	19%	57.1%	19%	4.8%
Reading	8th Grade	African American	2012-13	45.2%	87%	87%	30.4%	56.5%	13%	0%
Reading	8th Grade	African American	2013-14	49.7%	76.2%	76.2%	19%	57.1%	19%	4.8%
Reading	8th Grade	Female	2012-13	70.1%	80%	80%	60%	20%	20%	0%
Reading	8th Grade	Female	2013-14	74.6%	58.3%	58.3%	8.3%	50%	33.3%	8.3%
Reading	8th Grade	Male	2012-13	61.5%	92.3%	92.3%	7.7%	84.6%	7.7%	0%
Reading	8th Grade	Male	2013-14	70.9%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	85.7%	85.7%	33.3%	52.4%	14.3%	0%
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	75%	75%	20%	55%	20%	5%
Science	5th Grade	All Students	2012-13	13.1%	89.7%	89.7%	82.1%	7.7%	10.3%	0%
Science	5th Grade	All Students	2013-14	16.8%	97%	97%	81.8%	15.2%	3%	0%
Science	5th Grade	African American	2012-13	2.6%	89.7%	89.7%	82.1%	7.7%	10.3%	0%
Science	5th Grade	African American	2013-14	3.3%	97%	97%	81.8%	15.2%	3%	0%
Science	5th Grade	Female	2012-13	11.6%	94.7%	94.7%	94.7%	0%	5.3%	0%
Science	5th Grade	Female	2013-14	15.9%	94.7%	94.7%	84.2%	10.5%	5.3%	0%
Science	5th Grade	Male	2012-13	14.5%	85%	85%	70%	15%	15%	0%
Science	5th Grade	Male	2013-14	17.7%	100%	100%	78.6%	21.4%	0%	0%



Annual Education Report  
 Martin Luther King, Jr. Education Center 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	5th Grade	Economically Disadvantaged	2012-13	5.8%	89.2%	89.2%	83.8%	5.4%	10.8%	0%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	96.8%	96.8%	80.6%	16.1%	3.2%	0%
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%	100%	100%	95.7%	4.3%	0%	0%
Science	8th Grade	All Students	2013-14	19.8%	85.7%	85.7%	33.3%	52.4%	14.3%	0%
Science	8th Grade	African American	2012-13	3.3%	100%	100%	95.7%	4.3%	0%	0%
Science	8th Grade	African American	2013-14	3.9%	85.7%	85.7%	33.3%	52.4%	14.3%	0%
Science	8th Grade	Female	2012-13	13.7%	100%	100%	90%	10%	0%	0%
Science	8th Grade	Female	2013-14	17.5%	75%	75%	41.7%	33.3%	25%	0%
Science	8th Grade	Male	2012-13	18%	100%	100%	100%	0%	0%	0%
Science	8th Grade	Male	2013-14	22%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	100%	100%	95.2%	4.8%	0%	0%
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	85%	85%	30%	55%	15%	0%





## Annual Education Report

Martin Luther King, Jr. Education Center 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

Martin Luther King, Jr. Education Center 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
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No Data to Display



**Annual Education Report**  
**Martin Luther King, Jr. Education Center 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)
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No Data to Display

Annual Education Report

Martin Luther King, Jr. Education Center 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**  
**Martin Luther King, Jr. Education Center 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	95.3%	67%
Bottom 30%	District	Mathematics	N/A	11.1%
African American	District	Mathematics	95.3%	67.4%
Hispanic of Any Race	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	95.6%	67.7%
Students With Disabilities	District	Mathematics	<30	<30
All Students	School	Mathematics	95.3%	67%
Bottom 30%	School	Mathematics	N/A	11.1%
African American	School	Mathematics	95.3%	67.4%
Hispanic of Any Race	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	95.6%	67.7%
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
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%

# Annual Education Report

## Martin Luther King, Jr. Education Center Academy

### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	98.3%	89%
Bottom 30%	District	Reading	N/A	63%
African American	District	Reading	98.3%	89.4%
Hispanic of Any Race	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	98.7%	88.5%
Students With Disabilities	District	Reading	<30	<30
All Students	School	Reading	98.3%	89%
Bottom 30%	School	Reading	N/A	63%
African American	School	Reading	98.3%	89.4%
Hispanic of Any Race	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	98.7%	88.5%
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
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%

**Annual Education Report**  
**Martin Luther King, Jr. Education Center Academy**

**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Science	98.4%	94%
Bottom 30%	District	Science	N/A	<30
African American	District	Science	98.4%	94%
Economically Disadvantaged	District	Science	98.2%	95.8%
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	98.4%	94%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	98.4%	94%
Economically Disadvantaged	School	Science	98.2%	95.8%
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%
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	98.7%	27.1%
Bottom 30%	District	Social Studies	N/A	<30
African American	District	Social Studies	98.7%	27.1%
Economically Disadvantaged	District	Social Studies	100%	27%
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	98.7%	27.1%
Bottom 30%	School	Social Studies	N/A	<30
African American	School	Social Studies	98.7%	27.1%
Economically Disadvantaged	School	Social Studies	100%	27%

## Annual Education Report

### Martin Luther King, Jr. Education Center Academy

#### Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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%
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	98%	83.6%
Bottom 30%	District	Writing	N/A	<30
African American	District	Writing	98%	85.2%
Hispanic of Any Race	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	97.9%	84.3%
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	98%	83.6%
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	98%	85.2%
Hispanic of Any Race	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	97.9%	84.3%
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report**  
**Martin Luther King, Jr. Education Center 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%

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



**Annual Education Report**  
**Martin Luther King, Jr. Education Center Academy**

**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	97%
All Students	School	97%

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





Annual Education Report

Martin Luther King, Jr. Education Center 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

Martin Luther King, Jr. Education Center 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
Martin Luther King, Jr. Education Center Academy	Martin Luther King, Jr. Education Center Academy	Reward School	Green	2	Green	2	Green	2	Green	2	Green	2	Line	36



**Annual Education Report**  
**Martin Luther King, Jr. Education Center 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	13	7	0

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

**Teacher Quality - Class**

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

**Teacher Quality - Provisional**

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

# Annual Education Report

## Martin Luther King, Jr. Education Center 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

## Martin Luther King, Jr. Education Center 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	8	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific		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  
 Martin Luther King, Jr. Education Center 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
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

**Annual Education Report**  
**Martin Luther King, Jr. Education Center 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	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	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

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





# Annual Education Report

## Martin Luther King, Jr. Education Center 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	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**
**Martin Luther King, Jr. Education Center 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	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
Two or More Races	0	0	0	0	0
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

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

Annual Education Report  
 Martin Luther King, Jr. Education Center 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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0