



Detroit Achievement Academy District
7000 W Outer Drive
Detroit, MI 48235

School Annual Education Report (AER) Cover Letter Detroit Achievement Academy

February 15th, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Detroit Achievement Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Alexa O'Brien for assistance.

The AER is available for you to review electronically by visiting the following website [linked here](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

We are proud to have spearheaded initiatives to retain experienced teachers and continue to fund continuing education for teachers. Maintaining highly qualified staff with low teacher turnover will continue to accelerate student achievement and close persistent gaps in achievement. We have emphasized math instruction in our middle grades, creating additional small group and intervention opportunities to encourage student mastery of math, particularly for our 8th graders' grade level content. Current (Fall 2023) NWEA-MAP data shows a schoolwide average of 50% of students scoring

at or above the 50th percentile in ELA, and 45% of students scoring at or above the 50th percentile in Math, which are improvements from prior years.

While our definition of student success is much, much broader than a simple analysis of test scores, we continue to strive for our vision that proficiency on standardized tests is the floor and equitable, multi-faceted achievement is the ceiling. To that end, we are working to provide more MStep aligned practice for students and training and support for teachers. Teachers participate in weekly work sort protocols to analyze standards proficiency. Instructional staff will also participate in Data Days every 6-8 weeks to analyze NWEA assessment data along with our updated standards-based gradebook on the PowerSchool platform to analyze strengths and gaps and adjust instruction accordingly. Finally, there are two full-time strategic instruction support staff members accelerating instruction in kindergarten through third grade, and two full-time strategic instruction support staff supporting fourth through sixth grade (in addition to the lead teacher) to double down on research-based best practices in instruction with our highest need learners.

1. State law requires that we also report additional information. Enrollment:
 - a. Requirements - Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident. Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district. The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered. No students may be denied participation in the application process due to lack of student records. If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.
 - b. Application Process - The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available. The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period. In the event

there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis. The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades.

- c. Legal Notice - The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. At a minimum, the legal notice must include:
 - i. The process and/or location(s) for requesting and submitting applications.
 - ii. The beginning date and the ending date of the application period.
 - iii. The date, time, and place the random selection drawing(s) will be held, if needed.
 - iv. The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
 - v. The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.
- d. Re-enrolling Students - The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child. If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year. An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students. An applicant on the waiting list at the time a new application period begins must reapply as a new student. After collecting the parent or guardian responses, the Academy must determine the following:
 - i. The number of students who have re-enrolled per grade or grouping level.
 - ii. The number of siblings seeking admission for the upcoming academic year per grade.
 - iii. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - iv. The number of spaces remaining, per grade, after enrollment of current students and siblings.

- e. Random Selection Drawing - A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:
 - i. Establish written procedures for conducting a random selection drawing.
 - ii. Establish the maximum number of spaces available per grade or grouping level.
 - iii. Establish the date, time, place and person to conduct the random selection drawing.
 - iv. The Academy shall use a credible, neutral “third party” to conduct the random selection drawing. Further, the Academy shall:
 - 1. Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
 - 2. Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
 - 3. The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy’s official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.
- 2. School Improvement Plan Status: Each year, Detroit Achievement Academy creates a Work Plan to set goals and create a plan for success.
 - a. Our Work Plan goals for 2020-2021 were:
 - i. 85% of students at or above the 50th percentile in reading and math as measured by NWEA MAP. 100% of students will show 100% expected growth in one year, 60% of students will show 140% of growth for one year in reading and math.
 - ii. MSTEP proficiency increases by 10% :
 - 1. 3 - ELA 40%, Math 40%
 - 2. 4 - ELA 40%, Math 30%
 - 3. 5 - ELA 43%, Math 33%
 - 4. 6 - ELA 32%, Math 28%
 - 5. 7 - ELA 20%, Math 20%
 - 6. 8 - ELA 30% Math 22%
 - iii. Student work demonstrates an increased ability for students to use their critical thinking skills to solve complex problems based on the critical thinking and problem solving rubric and discourse rubric/observation tool.

1. Foundational skills
 2. Cross-curricular On Demand Written Expression
 3. Use of grade level and domain specific vocabulary
 4. Justification of math reasoning through written and oral expression.
- b. Our Work Plan goals for 2021-2022 were:
- i. 100% of students complete benchmark assessments
 - ii. 100% of students complete F&P assessments
 - iii. 100% of students met their NWEA MAP expected growth score in both reading and math
 - iv. 60% of students met 140% NWEA MAP expected growth score in both reading and math
 - v. The number of students in the low growth (50th percentile and below)/ low achievement (50th percentile and below) category decreases by 50% from winter.
 - vi. The number of students in the high growth (51st percentile and above)/ high achievement (51st percentile and above) category increases by 25% from winter.
- c. Our Academic Work Plan goals for 2022-2023 are:
- i. The number of students on or above grade level in reading in each crew increases by 50% by the end of the 2022-23 school year as measured by the NWEA MAP Reading assessment as measured in aggregate and for all subgroups of pupils broken down by grade level, student demographics, and mode of instruction. (25% by Winter testing cycle, 50% by Spring testing cycle)
 - ii. The number of students on or above grade level in math in each crew increases by 50% by the end of the 2022-23 school year as measured by the NWEA MAP Math assessment as measured in aggregate and for all subgroups of pupils broken down by grade level, student demographics, and mode of instruction. (25% by Winter testing cycle, 50% by Spring testing cycle)
- d. Our Academic Work Plan goals for 2023-2024 are:
- i. Each crew makes 100% or more of expected growth on the NWEA MAP assessment by the end of the 2023-24 school year.
 - ii. The number of students on or above grade level in each crew increases by 50% by the end of the 2023-24 school year as measured by the NWEA MAP assessment.
 - iii. The number of students writing proficiency in each crew increases by 50% by the end of the 2023-24 school year, as measured by The Writing Revolution assessment rubric.

- e. If you are interested in seeing our entire Work Plan, please ask Mario Lemons for a copy.
3. Mission: Detroit Achievement Academy exists to holistically support the education and development of students who have the determination, drive, and skills to shape their own path of high achievement with the ultimate goal of creating civically engaged, joyful citizens who are ready to change the world.
4. Core Curriculum: Detroit Achievement Academy uses (with revision) the EL Education Modules for ELA, Science, and Social Studies instruction, FUNdations for foundational reading skills in grades K-3, and Illustrative math scope and sequence. We create our own social-emotional curriculum for morning and closing Crew meetings, based on our seven habits of character: compassion, cooperation, courage, curiosity & creativity, integrity, perseverance, and responsibility. We modify and supplement our curriculum to meet the needs of our learners and address the Common Core State Standards and Michigan State Standards.
5. Achievement Results: In 2017-2018, DAA students were in the 46th percentile for reading and the 42nd percentile for math for their mean achievement levels nationwide as measured by the NWEA MAP using our fall-to-spring comparison data. Students are in the 21st percentile for reading and the 20th percentile for math for their mean proficiency achievement levels nationwide as measured by the NWEA MAP using our fall-to-spring comparison data from 2018-2019. Our data in 4th and 5th grade is congruent with projected proficiency on the MStep. In 2018-2019, DAA students achieved a mean School Conditional Growth of 50th percentile in reading and 72nd percentile in math. We use the School Conditional Growth percentile based on our small sample size and charter authorizer's analysis. We do not have final data for 2020-2021 due to school closures related to the COVID-19 pandemic. However, mid-year data assessments indicate that students are showing growth from last year's mid-year data. In Winter 2020, 44% of students were at or above the 50th percentile in ELA according to the NWEA MAP assessment. In Winter 2021, this increased to 48%. In Winter 2022, this increased to 60%. For the 2021-2022 school year, the number of students on grade level in reading from 2020-2021 to 2021-2022 increased by 37 percent during Winter 2021-2022 testing. DAA increased this number by 44 percent during Spring 2021-2022 testing. DAA's 2022-23 MSTEP Data outperforms the local public school district and Wayne RESA average by double digits in all grade levels and content areas. NWEA data indicates the schoolwide average national percentile from Spring 2023 testing was over 50% in both Reading and Math. These results are both exciting and promising, and can be attributed to the strong leadership and teaching practices of the current DAA team, as well as staff and student retention. We look forward to continued growth and achievement!

6. Student Led Conferences: Our 2016-2017 conference attendance is as follows: October, 2016 41/42 (98%), March, 2017 42/42 (100%), June, 2017 41/42 (98%). Our 2017-2018 conference attendance is as follows: October, 2017 72/74 (97%), March, 2018 72/75 (92%), June, 2018 75/78 (96%). Our 2018-2019 conference attendance is as follows: October, 2018 92/169 (54%), June, 2019 95/169 (56%). Our 2019-2020 conference attendance is as follows: October, 2019 155/184 (84%), June, 2020 145/184 (79%). Our 2020-2021 conference attendance is as follows: Fall 2020, 84%. Our 2021-2022 conference attendance is as follows: Fall 2021, 75%, Spring 2022, 75%. Our 2022-2023 conference attendance is as follows: Fall 2022, 75%, Spring 2023, 80%.

We are energized and excited about our Annual Education Report for our tenth year and appreciate all of the hard work from our students, staff, and families. It's the result of our collective dedication and efforts that we were able to create a school that is performing at such high levels. We are so eager for what the future holds for our students and school!

Sincerely,

Mario Lemons

Annual Education Report Detroit Achievement Academy (01968)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2021-22	41.6%	40,376	44.9%	31	28.6%	6	<=20%	<3	*	*	23.8%	5	47.6%	10
ELA	3rd Grade Content	All Students	2022-23	40.9%	40,362	39.2%	29	<=20%	5	<=20%	*	<=20%	<3	*	10	*	10
ELA	3rd Grade Content	Black or African American	2021-22	16.0%	2,861	27.3%	12	26.3%	5	<=20%	<3	*	*	21.1%	4	52.6%	10
ELA	3rd Grade Content	Black or African American	2022-23	16.8%	3,077	22.6%	12	<=20%	5	<=20%	*	<=20%	<3	*	10	*	10
ELA	3rd Grade Content	White	2021-22	49.8%	30,533	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2021-22	44.4%	21,135	<=50%	19	<=50%	3	<=50%	<3	<=50%	<3	<=50%	3	<=50%	5
ELA	3rd Grade Content	Female	2022-23	43.1%	20,946	<=50%	13	<=50%	3	<=50%	*	<=50%	<3	<=50%	6	<=50%	6
ELA	3rd Grade Content	Male	2021-22	38.9%	19,241	<=50%	12	<=50%	3	<=50%	<3	<=50%	*	<=50%	<3	<=50%	5
ELA	3rd Grade Content	Male	2022-23	38.7%	19,416	>=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	4	*	4

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M-STEP Grades 3-11

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ELA	3rd Grade Content	Economically Disadvantaged	2021-22	27.8%	15,778	37.0%	20	28.6%	6	<=20%	<3	*	*	23.8%	5	47.6%	10
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	27.6%	15,804	<=20%	7	<=20%	3	<=20%	*	<=20%	<3	*	10	*	9
ELA	3rd Grade Content	Students With Disabilities	2021-22	17.5%	2,165	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2022-23	17.1%	2,263	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2021-22	43.4%	42,079	31.3%	20	<=20%	4	<=20%	<3	<=20%	<3	<=20%	4	*	14
ELA	4th Grade Content	All Students	2022-23	44.3%	43,415	36.0%	27	28.0%	7	<=20%	*	<=20%	<3	36.0%	9	36.0%	9
ELA	4th Grade Content	Black or African American	2021-22	16.4%	2,867	<=20%	7	<=20%	3	<=20%	<3	<=20%	<3	<=20%	4	*	13
ELA	4th Grade Content	Black or African American	2022-23	19.8%	3,521	26.4%	14	25.0%	6	<=20%	*	<=20%	<3	37.5%	9	37.5%	9

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M-STEP Grades 3-11

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ELA	4th Grade Content	Two or More Races	2021-22	41.4%	2,133	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2021-22	51.3%	31,695	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2022-23	52.0%	32,175	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2021-22	45.5%	21,560	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2022-23	46.6%	22,418	36.4%	16	<=20%	3	<=20%	<3	<=20%	<3	*	6	*	7
ELA	4th Grade Content	Male	2021-22	41.4%	20,519	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	10
ELA	4th Grade Content	Male	2022-23	42.2%	20,997	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2021-22	28.9%	16,041	23.1%	*	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	14
ELA	4th Grade Content	Economically Disadvantaged	2022-23	30.3%	16,964	27.8%	15	26.1%	6	*	*	<=20%	<3	34.8%	8	39.1%	9

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M-STEP Grades 3-11

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ELA	4th Grade Content	Students With Disabilities	2021-22	17.1%	2,117	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2022-23	18.0%	2,420	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2021-22	43.1%	42,365	38.1%	24	26.3%	5	<=20%	*	<=20%	<3	<=20%	<3	*	14
ELA	5th Grade Content	All Students	2022-23	43.9%	43,225	38.8%	26	29.2%	7	<=20%	<3	*	*	<=20%	4	*	13
ELA	5th Grade Content	Black or African American	2021-22	17.6%	3,130	23.3%	10	23.5%	4	<=20%	<3	<=20%	<3	<=20%	<3	*	13
ELA	5th Grade Content	Black or African American	2022-23	18.9%	3,341	22.4%	11	26.1%	6	<=20%	<3	*	*	<=20%	4	*	13
ELA	5th Grade Content	Two or More Races	2022-23	42.3%	2,224	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2021-22	50.7%	31,697	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Female	2021-22	45.7%	21,940	<=50%	10	<=50%	4	<=50%	<3	<=50%	<3	<=50%	<3	>=50%	6
ELA	5th Grade Content	Female	2022-23	46.7%	22,443	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Male	2021-22	40.6%	20,425	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Male	2022-23	41.2%	20,782	<=50%	12	<=50%	3	<=50%	<3	<=50%	*	<=50%	3	>=50%	9
ELA	5th Grade Content	Economically Disadvantaged	2021-22	29.0%	16,141	<=50%	14	<=50%	3	<=50%	<3	<=50%	<3	<=50%	<3	>=50%	12
ELA	5th Grade Content	Economically Disadvantaged	2022-23	29.7%	16,451	27.5%	14	<=20%	4	<=20%	<3	<=20%	*	<=20%	4	*	12
ELA	5th Grade Content	Students With Disabilities	2021-22	14.6%	1,804	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2022-23	14.9%	1,907	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	All Students	2021-22	37.6%	36,541	34.1%	*	<=20%	*	<=20%	<3	<=20%	<3	*	7	*	12
ELA	6th Grade Content	All Students	2022-23	37.5%	37,172	35.4%	23	29.2%	7	<=20%	3	<=20%	4	20.8%	5	50.0%	12
ELA	6th Grade Content	Black or African American	2021-22	15.5%	2,693	20.6%	*	<=20%	*	<=20%	<3	<=20%	<3	*	7	*	12
ELA	6th Grade Content	Black or African American	2022-23	16.3%	2,917	22.2%	10	27.3%	6	<=20%	<3	<=20%	*	<=20%	4	*	12
ELA	6th Grade Content	White	2022-23	43.7%	27,540	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2021-22	40.5%	19,333	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	*	3	*	7
ELA	6th Grade Content	Female	2022-23	39.9%	19,319	<=50%	9	<=50%	3	<=50%	<3	<=50%	<3	<=50%	3	<=50%	6
ELA	6th Grade Content	Male	2021-22	34.8%	17,208	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	4	*	5
ELA	6th Grade Content	Male	2022-23	35.2%	17,853	<=50%	14	<=50%	4	<=50%	<3	<=50%	*	<=50%	<3	<=50%	6

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Economically Disadvantaged	2021-22	24.6%	13,357	29.7%	*	<=20%	*	<=20%	<3	<=20%	<3	*	7	*	12
ELA	6th Grade Content	Economically Disadvantaged	2022-23	24.0%	13,197	28.3%	13	26.3%	5	<=20%	<3	*	*	21.1%	4	52.6%	10
ELA	6th Grade Content	Students With Disabilities	2021-22	10.3%	1,202	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2022-23	10.8%	1,341	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2021-22	37.7%	37,193	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	10	*	10
ELA	7th Grade Content	All Students	2022-23	36.9%	36,273	42.0%	21	24.0%	6	<=20%	<3	<=20%	*	28.0%	7	48.0%	12
ELA	7th Grade Content	Black or African American	2021-22	17.8%	3,079	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	9	*	10
ELA	7th Grade Content	Black or African American	2022-23	17.5%	3,072	32.5%	13	24.0%	6	<=20%	<3	<=20%	*	28.0%	7	48.0%	12

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	White	2021-22	43.1%	27,639	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2021-22	41.3%	19,980	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2022-23	40.3%	19,471	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	4	*	9
ELA	7th Grade Content	Male	2021-22	34.2%	17,213	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	5	*	8
ELA	7th Grade Content	Male	2022-23	33.7%	16,802	>=50%	13	<=50%	4	<=50%	<3	<=50%	*	<=50%	3	<=50%	3
ELA	7th Grade Content	Economically Disadvantaged	2021-22	24.5%	13,158	<=20%	<3	<=20%	<3	<=20%	<3	<=20%	<3	*	10	*	10
ELA	7th Grade Content	Economically Disadvantaged	2022-23	24.1%	12,933	27.8%	10	<=20%	3	<=20%	<3	<=20%	<3	*	6	*	12
ELA	7th Grade Content	Students With Disabilities	2021-22	9.3%	1,059	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Students With Disabilities	2022-23	9.1%	1,059	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	41.5%	40,445	38.8%	26	22.2%	4	<=20%	<3	<=20%	*	33.3%	6	44.4%	8
Mathematics	3rd Grade Content	All Students	2022-23	42.9%	42,519	32.4%	24	<=20%	5	<=20%	<3	<=20%	*	*	8	*	12
Mathematics	3rd Grade Content	Black or African American	2021-22	13.5%	2,415	21.4%	9	<=20%	3	<=20%	<3	<=20%	<3	*	5	*	8
Mathematics	3rd Grade Content	Black or African American	2022-23	15.7%	2,882	<=20%	10	<=20%	5	<=20%	<3	<=20%	*	*	8	*	12
Mathematics	3rd Grade Content	White	2021-22	50.2%	30,835	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2021-22	38.2%	18,249	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2022-23	39.0%	19,044	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	6	*	7
Mathematics	3rd Grade Content	Male	2021-22	44.7%	22,196	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Male	2022-23	46.6%	23,475	<=50%	13	<=50%	3	<=50%	<3	<=50%	*	<=50%	<3	<=50%	5
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	27.1%	15,436	28.8%	15	22.2%	4	<=20%	<3	<=20%	*	33.3%	6	44.4%	8
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	28.6%	16,431	<=20%	6	<=20%	3	<=20%	<3	<=20%	*	*	8	*	11
Mathematics	3rd Grade Content	Students With Disabilities	2021-22	19.3%	2,405	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2022-23	20.0%	2,651	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2021-22	36.7%	35,587	27.0%	17	<=20%	3	<=20%	<3	<=20%	<3	*	5	*	14
Mathematics	4th Grade Content	All Students	2022-23	38.6%	37,873	30.1%	22	<=20%	4	<=20%	<3	<=20%	*	*	7	*	14
Mathematics	4th Grade Content	Black or African American	2021-22	9.2%	1,595	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	14

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Black or African American	2022-23	11.9%	2,108	<=20%	10	<=20%	3	<=20%	<3	<=20%	<3	*	7	*	14
Mathematics	4th Grade Content	Two or More Races	2021-22	31.6%	1,626	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2021-22	44.9%	27,724	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2022-23	46.9%	29,028	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2021-22	33.0%	15,678	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2022-23	34.5%	16,629	30.2%	*	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	11
Mathematics	4th Grade Content	Male	2021-22	40.1%	19,909	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	9
Mathematics	4th Grade Content	Male	2022-23	42.5%	21,244	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2021-22	21.7%	12,046	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	14

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	24.3%	13,641	23.1%	12	<=20%	4	<=20%	<3	<=20%	*	*	5	*	14
Mathematics	4th Grade Content	Students With Disabilities	2021-22	14.7%	1,811	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2022-23	15.6%	2,099	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2021-22	30.0%	29,550	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	15
Mathematics	5th Grade Content	All Students	2022-23	31.5%	31,126	28.4%	19	<=20%	4	<=20%	<3	<=20%	<3	<=20%	<3	*	19
Mathematics	5th Grade Content	Black or African American	2021-22	6.5%	1,155	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	<3	<3	*	14
Mathematics	5th Grade Content	Black or African American	2022-23	7.3%	1,287	<=20%	5	<=20%	3	<=20%	<3	<=20%	<3	<=20%	<3	>=80%	19
Mathematics	5th Grade Content	Two or More Races	2022-23	28.3%	1,485	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	White	2021-22	37.1%	23,194	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Female	2021-22	25.9%	12,468	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	*	3	*	7
Mathematics	5th Grade Content	Female	2022-23	27.2%	13,079	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Male	2021-22	33.9%	17,082	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Male	2022-23	35.7%	18,047	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	13
Mathematics	5th Grade Content	Economically Disadvantaged	2021-22	16.1%	8,978	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	14
Mathematics	5th Grade Content	Economically Disadvantaged	2022-23	17.5%	9,720	21.6%	*	<=20%	*	<=20%	<3	<=20%	<3	<3	<3	*	17
Mathematics	5th Grade Content	Students With Disabilities	2021-22	9.3%	1,149	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Students With Disabilities	2022-23	10.2%	1,301	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2021-22	28.4%	27,593	31.8%	*	<=20%	*	<=20%	<3	<=20%	<3	<3	<3	*	17
Mathematics	6th Grade Content	All Students	2022-23	29.6%	29,370	26.6%	17	<=20%	4	<=20%	<3	<=20%	*	<=20%	4	*	16
Mathematics	6th Grade Content	Black or African American	2021-22	6.3%	1,094	20.6%	*	<=20%	*	<=20%	<3	<=20%	<3	<3	<3	*	17
Mathematics	6th Grade Content	Black or African American	2022-23	7.3%	1,303	<=20%	6	<=20%	3	<=20%	<3	<=20%	*	<=20%	4	*	15
Mathematics	6th Grade Content	White	2022-23	36.2%	22,784	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2021-22	25.7%	12,263	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	8
Mathematics	6th Grade Content	Female	2022-23	26.2%	12,707	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	8
Mathematics	6th Grade Content	Male	2021-22	31.0%	15,330	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	9

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Male	2022-23	32.8%	16,663	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	8
Mathematics	6th Grade Content	Economically Disadvantaged	2021-22	15.0%	8,168	24.3%	*	<=20%	*	<=20%	<3	<=20%	<3	<3	<3	*	17
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	15.7%	8,642	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	13
Mathematics	6th Grade Content	Students With Disabilities	2021-22	6.4%	746	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2022-23	7.4%	911	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2021-22	30.2%	29,803	<=20%	3	<=20%	3	<=20%	<3	<=20%	<3	<=20%	4	*	13
Mathematics	7th Grade Content	All Students	2022-23	31.0%	30,531	34.0%	*	<=20%	*	<=20%	<3	<=20%	<3	*	8	*	16
Mathematics	7th Grade Content	Black or African American	2021-22	8.0%	1,375	<=20%	3	<=20%	3	<=20%	<3	<=20%	<3	<=20%	3	*	13

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Black or African American	2022-23	8.4%	1,470	22.5%	*	<=20%	*	<=20%	<3	<=20%	<3	*	8	*	16
Mathematics	7th Grade Content	White	2021-22	36.2%	23,190	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2021-22	27.1%	13,112	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2022-23	27.8%	13,413	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	*	5	*	10
Mathematics	7th Grade Content	Male	2021-22	33.1%	16,691	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	8
Mathematics	7th Grade Content	Male	2022-23	34.2%	17,118	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	6
Mathematics	7th Grade Content	Economically Disadvantaged	2021-22	16.1%	8,654	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	13
Mathematics	7th Grade Content	Economically Disadvantaged	2022-23	17.1%	9,185	25.0%	*	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	16

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Students With Disabilities	2021-22	6.4%	724	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2022-23	6.8%	791	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	All Students	2021-22	38.2%	37,551	23.3%	14	<=20%	3	<=20%	<3	<=20%	<3	<=20%	3	*	13
Science	5th Grade Content	All Students	2022-23	38.9%	38,323	29.9%	20	<=20%	3	<=20%	<3	<=20%	<3	*	5	*	16
Science	5th Grade Content	Black or African American	2021-22	11.7%	2,070	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	12
Science	5th Grade Content	Black or African American	2022-23	11.7%	2,068	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	5	*	16
Science	5th Grade Content	Two or More Races	2022-23	35.2%	1,844	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	White	2021-22	46.5%	29,074	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Female	2021-22	37.4%	17,975	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	5
Science	5th Grade Content	Female	2022-23	37.4%	18,015	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Male	2021-22	39.0%	19,576	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Male	2022-23	40.2%	20,308	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	11
Science	5th Grade Content	Economically Disadvantaged	2021-22	24.5%	13,592	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	12
Science	5th Grade Content	Economically Disadvantaged	2022-23	24.4%	13,498	21.6%	*	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	15
Science	5th Grade Content	Students With Disabilities	2021-22	14.8%	1,826	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Students With Disabilities	2022-23	15.0%	1,916	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	8th Grade Content	All Students	2021-22	36.3%	36,907	<=20%	3	<=20%	3	<=20%	<3	<=20%	*	*	4	*	10
Science	8th Grade Content	All Students	2022-23	37.4%	37,402	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	9	*	15
Science	8th Grade Content	Black or African American	2021-22	12.6%	2,152	<=20%	3	<=20%	3	<=20%	<3	<=20%	*	*	4	*	10
Science	8th Grade Content	Black or African American	2022-23	13.4%	2,350	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	7	*	15
Science	8th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	32.5%	27	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	White	2022-23	44.5%	28,668	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Female	2021-22	35.5%	17,666	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Female	2022-23	36.2%	17,732	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	7

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	8th Grade Content	Male	2021-22	37.1%	19,241	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Male	2022-23	38.6%	19,670	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	7	*	8
Science	8th Grade Content	Economically Disadvantaged	2021-22	22.9%	12,376	<=50%	3	<=50%	3	<=50%	<3	<=50%	*	<=50%	<3	>=50%	10
Science	8th Grade Content	Economically Disadvantaged	2022-23	23.7%	12,608	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	8	*	15
Science	8th Grade Content	Students With Disabilities	2021-22	10.0%	1,139	*	*	*	*	*	*	*	*	*	*	*	*
Science	8th Grade Content	Students With Disabilities	2022-23	10.9%	1,223	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2021-22	15.5%	15,236	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	9	*	9
Social Studies	5th Grade Content	All Students	2022-23	18.6%	18,369	<=20%	*	<=20%	*	<=20%	<3	<=20%	<3	*	8	*	15

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Black or African American	2021-22	3.2%	567	<=20%	<3	<=20%	<3	<=20%	<3	<=20%	<3	*	8	*	9
Social Studies	5th Grade Content	Black or African American	2022-23	3.9%	688	<=20%	<3	<=20%	<3	<=20%	<3	<=20%	<3	*	8	*	15
Social Studies	5th Grade Content	Two or More Races	2022-23	16.6%	869	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2021-22	19.2%	12,027	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Female	2021-22	12.8%	6,153	<=50%	*	<=50%	*	<=50%	<3	<=50%	<3	*	4	*	5
Social Studies	5th Grade Content	Female	2022-23	15.7%	7,554	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Male	2021-22	18.1%	9,083	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Male	2022-23	21.4%	10,815	<=50%	*	<=50%	<3	<=50%	<3	<=50%	<3	*	5	*	10
Social Studies	5th Grade Content	Economically Disadvantaged	2021-22	7.2%	3,971	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	7	*	8

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2022-23	9.0%	4,964	<=20%	*	<=20%	<3	<=20%	<3	<=20%	<3	*	6	*	14
Social Studies	5th Grade Content	Students With Disabilities	2021-22	4.9%	608	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2022-23	6.2%	791	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2021-22	26.3%	26,744	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	13
Social Studies	8th Grade Content	All Students	2022-23	26.7%	26,686	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	5	*	19
Social Studies	8th Grade Content	Black or African American	2021-22	7.3%	1,243	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	3	*	13
Social Studies	8th Grade Content	Black or African American	2022-23	7.3%	1,274	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	4	*	18

Annual Education Report Detroit Achievement Academy (01968)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	15.7%	13	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2022-23	32.4%	20,874	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2021-22	23.0%	11,429	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2022-23	22.1%	10,808	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	9
Social Studies	8th Grade Content	Male	2021-22	29.5%	15,315	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Male	2022-23	31.1%	15,878	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	5	*	10
Social Studies	8th Grade Content	Economically Disadvantaged	2021-22	14.1%	7,630	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	11
Social Studies	8th Grade Content	Economically Disadvantaged	2022-23	14.3%	7,603	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	5	*	18

Annual Education Report Detroit Achievement Academy (01968)
M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2021-22	6.8%	775	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2022-23	7.5%	842	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)
PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
English (EBRW)	8th Grade Content	All Students	2021-22	59.7%	60,049	25.0%	4	25.0%	4	<=20%	<3	<=20%	*	25.0%	4	50.0%	8
English (EBRW)	8th Grade Content	All Students	2022-23	59.7%	59,083	38.5%	10	38.5%	10	<=20%	<3	*	*	23.1%	6	38.5%	10
English (EBRW)	8th Grade Content	Black or African American	2021-22	32.4%	5,383	25.0%	4	25.0%	4	<=20%	<3	<=20%	*	25.0%	4	50.0%	8
English (EBRW)	8th Grade Content	Black or African American	2022-23	33.7%	5,798	33.3%	8	33.3%	8	<=20%	<3	*	*	25.0%	6	41.7%	10
English (EBRW)	8th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	53.7%	44	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	White	2022-23	67.2%	42,961	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Female	2021-22	64.5%	31,793	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Female	2022-23	65.3%	31,690	<=50%	4	<=50%	4	<=50%	<3	<=50%	*	<=50%	<3	<=50%	*

Annual Education Report Detroit Achievement Academy (01968)
PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
English (EBRW)	8th Grade Content	Male	2021-22	55.1%	28,256	*	*	*	*	*	*	*	*	*	*	*	*
English (EBRW)	8th Grade Content	Male	2022-23	54.4%	27,393	37.5%	6	37.5%	6	<=20%	<3	*	*	25.0%	4	37.5%	6
English (EBRW)	8th Grade Content	Economically Disadvantaged	2021-22	45.5%	24,112	<=50%	3	<=50%	3	<=50%	<3	<=50%	<3	<=50%	4	<=50%	7
English (EBRW)	8th Grade Content	Economically Disadvantaged	2022-23	45.4%	23,749	33.3%	8	33.3%	8	<=20%	<3	*	*	25.0%	6	41.7%	10
English (EBRW)	8th Grade Content	Students With Disabilities	2022-23	22.0%	2,402	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2021-22	36.2%	36,401	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	*	*	8
Mathematics	8th Grade Content	All Students	2022-23	36.3%	35,930	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	*	*	14
Mathematics	8th Grade Content	Black or African American	2021-22	12.0%	1,990	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	*	*	8

Annual Education Report Detroit Achievement Academy (01968)
PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Black or African American	2022-23	11.1%	1,902	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	*	*	13
Mathematics	8th Grade Content	Native Hawaiian or Other Pacific Islander	2022-23	28.0%	23	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2022-23	43.5%	27,843	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2021-22	34.5%	17,016	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2022-23	35.2%	17,105	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<=50%	*	*	5
Mathematics	8th Grade Content	Male	2021-22	37.8%	19,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Male	2022-23	37.3%	18,825	<=20%	<3	<=20%	<3	<=20%	<3	<=20%	<3	*	*	*	9
Mathematics	8th Grade Content	Economically Disadvantaged	2021-22	21.4%	11,347	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<=50%	*	*	7

Annual Education Report Detroit Achievement Academy (01968)
PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2022-23	20.7%	10,829	<=20%	<3	<=20%	*	<=20%	<3	<=20%	<3	*	*	*	13
Mathematics	8th Grade Content	Students With Disabilities	2022-23	8.6%	941	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report Detroit Achievement Academy (01968)**MI-Access Functional Independence**

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Detroit Achievement Academy (01968)**MI-Access Supported Independence**

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Detroit Achievement Academy (01968)**MI-Access Participation**

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2021-22	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2021-22	112	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2022-23	143	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2022-23	77	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2021-22	56	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2021-22	63	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2022-23	72	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2021-22	109	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2022-23	129	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2022-23	20	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2021-22	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2021-22	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2021-22	119	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students With Disabilities	2021-22	17	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2022-23	26	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2021-22	102	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2022-23	123	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2021-22	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2021-22	119	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2022-23	149	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2021-22	119	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2021-22	115	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2022-23	149	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)
MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Black or African American	2021-22	108	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2022-23	143	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2022-23	77	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2021-22	54	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2022-23	72	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2021-22	61	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Economically Disadvantaged	2021-22	105	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2022-23	129	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2022-23	20	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2021-22	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2022-23	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2021-22	115	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2022-23	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2021-22	115	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2022-23	26	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students With Disabilities	2021-22	16	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2022-23	123	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2021-22	99	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2022-23	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2021-22	115	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2022-23	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2021-22	115	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2022-23	149	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2021-22	115	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2022-23	50	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2022-23	47	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Black or African American	2021-22	34	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2021-22	18	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2022-23	19	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2022-23	31	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2021-22	18	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2021-22	30	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2022-23	44	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)
MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Economically Disadvantaged	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2022-23	50	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2022-23	50	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2022-23	42	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2021-22	31	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Homeless	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2022-23	50	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2022-23	50	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2022-23	50	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2022-23	50	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2021-22	34	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2022-23	47	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2022-23	<10	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2022-23	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2021-22	18	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2021-22	18	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2022-23	31	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2022-23	44	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2021-22	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2022-23	<10	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not English Learners	2022-23	50	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2022-23	50	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2021-22	31	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2022-23	42	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2022-23	50	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2022-23	50	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)
MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Military Connected	2021-22	36	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2022-23	50	<10	*	*	*	*	*	*	*

Annual Education Report Detroit Achievement Academy (01968)**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Detroit Achievement Academy (01968)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	69.16%	N/A	58.12%

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

** Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Achievement Academy (01968)	19.00	5.00	26.3%	5.00	26.3%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Achievement Academy (01968)	2.00	1.00	50.0%	1.00	50.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Achievement Academy (01968)	19.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Detroit Achievement Academy (01968)	19.00	4.00	21.1%	4.00	21.1%	N/A	N/A

Annual Education Report Detroit Achievement Academy (01968)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	‡	‡	‡	‡	‡
White	60	18	41	33	8
Black or African American	22	63	29	7	‡
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2022 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Detroit Achievement Academy (01968)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2022 Mathematics Achievement.

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Annual Education Report Detroit Achievement Academy (01968)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

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), 2022 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Detroit Achievement Academy (01968)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	‡	‡	‡	‡	‡
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	‡
Not English Language Learner	94	30	40	26	3

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), 2022 Reading Assessment.

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Annual Education Report Detroit Achievement Academy (01968)
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	80.7	4.04	95.0	2.55
		83.5	3.27	94	2.37
8	Math	86.9	1.98	95.0	2.21
		89.3	2.33	95.7	1.91

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Detroit Achievement Academy (01968)**Sec. 1003 School Improvement Fund**

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display