



April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-17 educational progress for the Detroit Leadership Academy Elementary. 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 myself or EQUITY Education at 313-977-9178 for assistance.

The AER is available for you to review electronically by visiting the following web site

<https://goo.gl/eFQeCa>

or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Areas of improvement are summarized by an overall increase in student achievement across core academic areas. We recognize that more than half of our students do not enter our school at grade level proficiency in reading or mathematics, impacting overall student achievement. To address the deficits while concurrently delivering grade level instruction, DLA Virgil is intentional academically, culturally, and operationally. Academically, instruction is grounded in lesson plan development with teacher observation and feedback, cycles of data-based decision making, and targeted intervention for students below grade level proficiency. Culturally, DLA Virgil utilizes restorative practices in combination with PBIS to ensure that students have a safe and nurturing learning environment. DLA Virgil added Family Counseling and Mindfulness services to ensure maximal support emotionally and behaviorally. Operationally, we strive to use our resources to best support academic achievement.

DLA Virgil partners with several outside agencies to support students in literacy. Read-With-A-Child brings volunteers each T/Th to read with a first grade student for 30 minutes. New Life Church sends 10 volunteers every Wednesday for free tutoring to 30 students who are struggling in either math or reading. Jake the Therapy Dog reads with reluctant first graders every Tuesday for 20 minutes each. Each of these partnerships are free or sponsored through a grant.

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State law requires that we also report additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** - Our students come to us, primarily, from Brightmoor and Cody-Rouge neighborhoods. Re-enrollment, typically a week-long period begins in the end of February and ends in early March. Open enrollment is during March and April for the upcoming school year and there is student lottery in early May, if necessary. This process is designed to give all interested parents equal opportunity for their child to attend Detroit Leadership Academy. In order to apply, you must be a resident of the State of Michigan.
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 school district.
 - The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
 - No student 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.
 - The Academy may give enrollment priority to one (1) or more of the following:
 - A sibling of a pupil enrolled in the Academy.
 - A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority
 - A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** – Our School Improvement Team is involved in a comprehensive school improvement process that addresses student learning in English Language Arts, Mathematics, Writing, Science, and Social Studies. Detroit Leadership Academy is currently a School-wide Title I building. Our school plan is up-to-date and current, per requirements of AdvancEd and the State of Michigan School Improvement Office.

Our goals for the next three - five years will include continued academic growth through small group instruction, use of data, and high-quality instruction. For the upcoming years, our goals for school improvement will continue to include ongoing alignment of curriculum to Common Core Standards, MDE aligned standards, Next Generations Science Standards, further development of our Positive Behavioral Support System, and continued growth of academic achievement.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** - Detroit Leadership Academy Elementary School is a Pre - K through 5th Grade Facility that instructs over 300 students. We are located in the Castle Rouge Area of Detroit and serve students from that specific area as well as Brightmoor and Cody Rouge. In conjunction with local partners, the long-term vision of the school is to serve as both a school and community

support to both students and their families. Our school mission is that DLA students will use their college degrees and careers to redefine what is possible by empowering future students and inspiring communities to become sustainable centers of educational excellence and innovation.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL – Detroit Leadership Academy implements the Common Core Curriculum in their K-5 classrooms. A copy of the curriculum can be obtained online, by request, or in the Main Office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS –

M-STEP (2015-2016) – *Percent of students “Proficient” or “Advanced”*

ELA

3rd Grade: 16.7%
 4th Grade: 6.8%
 5th Grade: 20.5%

Math:

3rd Grade: 11.6%
 4th Grade: 6.8%
 5th Grade: 0%

Science:

4th grade: 0%

Social Studies:

5th grade: 0%

M-STEP (2016-2017) – *Percent of students “Proficient” or “Advanced”*

ELA

3rd Grade: 11.4%
 4th Grade: 17.1%
 5th Grade: 12.5%

Math:

3rd Grade: 13.6%
 4th Grade: 16.7%
 5th Grade: 0%

Science:

4th grade: 0%

Social Studies:

5th grade: 0%

Spring 2015-16

Grade	Reading (Mean Score)	Reading (Norm Score)	Math (Mean Score)	Math (Norm Score)
3	188	198.6	181	203.1
4	198	205.9	192	213.5
5	203	211.8	197	221.4

Spring 2016-17

Grade	Reading (Mean Score)	Reading (Norm Score)	Math (Mean Score)	Math (Norm Score)
3	179.8	198.6	184.6	203.1
4	194.7	205.9	196.6	213.5
5	194.2	211.8	200.3	221.4

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – The number and percentage of students represented by parents at school sponsored parent-teacher conferences were:
- 133 or 50% for the 2014-2015 school year
 - 145 or 50% for the 2015-2016 school year
 - 100 or 33% for the 2016-2017 school year

Detroit Leadership Academy is committed to maintaining its reputation for strong academic programs and supporting all students on their journey towards excellence. We appreciate all you do and look forward to working with you as partners on your child's educational journey. We believe that it is only through working in collaboration with one another that we are able to prepare students for success. We will continue to LEAD (Love Learning, Encourage, Advocate, and Do Our Job) our students to a bright future!

Sincerely,

Erin Wills
Principal

**Annual Education Report
Detroit Leadership Academy Elementary (00334)**

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	16.7%	16.7%	4.8%	11.9%	23.8%	59.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	11.4%	11.4%	0.0%	11.4%	22.7%	65.9%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	15.8%	15.8%	5.3%	10.5%	23.7%	60.5%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	11.4%	11.4%	0.0%	11.4%	22.7%	65.9%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	23.8%	23.8%	9.5%	14.3%	38.1%	38.1%
ELA	3rd Grade Content	Female	2016-17	47.7%	11.1%	11.1%	0.0%	11.1%	22.2%	66.7%
ELA	3rd Grade Content	Male	2015-16	42.6%	9.5%	9.5%	0.0%	9.5%	9.5%	81.0%
ELA	3rd Grade Content	Male	2016-17	40.7%	11.5%	11.5%	0.0%	11.5%	23.1%	65.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	16.7%	16.7%	4.8%	11.9%	23.8%	59.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	11.4%	11.4%	0.0%	11.4%	22.7%	65.9%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	6.8%	6.8%	2.3%	4.5%	29.5%	63.6%
ELA	4th Grade Content	All Students	2016-17	44.2%	17.1%	17.1%	7.3%	9.8%	24.4%	58.5%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	6.8%	6.8%	2.3%	4.5%	29.5%	63.6%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	18.4%	18.4%	7.9%	10.5%	23.7%	57.9%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	13.6%	13.6%	4.5%	9.1%	36.4%	50.0%
ELA	4th Grade Content	Female	2016-17	48.6%	23.5%	23.5%	17.6%	5.9%	23.5%	52.9%
ELA	4th Grade Content	Male	2015-16	41.8%	0.0%	0.0%	0.0%	0.0%	22.7%	77.3%
ELA	4th Grade Content	Male	2016-17	39.9%	12.5%	12.5%	0.0%	12.5%	25.0%	62.5%

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ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	6.8%	6.8%	2.3%	4.5%	29.5%	63.6%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	17.1%	17.1%	7.3%	9.8%	24.4%	58.5%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
ELA	5th Grade Content	All Students	2015-16	50.6%	20.5%	20.5%	0.0%	20.5%	25.0%	54.5%
ELA	5th Grade Content	All Students	2016-17	51.1%	12.5%	12.5%	2.5%	10.0%	42.5%	45.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	21.4%	21.4%	0.0%	21.4%	23.8%	54.8%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	12.5%	12.5%	2.5%	10.0%	42.5%	45.0%
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	21.7%	21.7%	0.0%	21.7%	30.4%	47.8%
ELA	5th Grade Content	Female	2016-17	56.0%	18.2%	18.2%	4.5%	13.6%	54.5%	27.3%
ELA	5th Grade Content	Male	2015-16	45.5%	19.0%	19.0%	0.0%	19.0%	19.0%	61.9%

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ELA	5th Grade Content	Male	2016-17	46.2%	5.6%	5.6%	0.0%	5.6%	27.8%	66.7%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	20.5%	20.5%	0.0%	20.5%	25.0%	54.5%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	12.5%	12.5%	2.5%	10.0%	42.5%	45.0%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	11.6%	11.6%	0.0%	11.6%	32.6%	55.8%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	13.6%	13.6%	0.0%	13.6%	27.3%	59.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	12.8%	12.8%	0.0%	12.8%	30.8%	56.4%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	13.6%	13.6%	0.0%	13.6%	27.3%	59.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	18.2%	18.2%	0.0%	18.2%	36.4%	45.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Female	2016-17	45.0%	11.1%	11.1%	0.0%	11.1%	16.7%	72.2%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	4.8%	4.8%	0.0%	4.8%	28.6%	66.7%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	15.4%	15.4%	0.0%	15.4%	34.6%	50.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	11.6%	11.6%	0.0%	11.6%	32.6%	55.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	13.6%	13.6%	0.0%	13.6%	27.3%	59.1%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	6.8%	6.8%	0.0%	6.8%	43.2%	50.0%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	16.7%	16.7%	2.4%	14.3%	40.5%	42.9%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	6.8%	6.8%	0.0%	6.8%	43.2%	50.0%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	17.9%	17.9%	2.6%	15.4%	38.5%	43.6%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	42.1%	9.1%	9.1%	0.0%	9.1%	45.5%	45.5%
Mathematics	4th Grade Content	Female	2016-17	39.6%	22.2%	22.2%	5.6%	16.7%	44.4%	33.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	4.5%	4.5%	0.0%	4.5%	40.9%	54.5%
Mathematics	4th Grade Content	Male	2016-17	44.2%	12.5%	12.5%	0.0%	12.5%	37.5%	50.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	6.8%	6.8%	0.0%	6.8%	43.2%	50.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	16.7%	16.7%	2.4%	14.3%	40.5%	42.9%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	0.0%	0.0%	0.0%	0.0%	11.4%	88.6%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	0.0%	0.0%	0.0%	0.0%	32.5%	67.5%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	0.0%	0.0%	0.0%	0.0%	11.9%	88.1%

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Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	0.0%	0.0%	0.0%	0.0%	32.5%	67.5%
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	0.0%	0.0%	0.0%	0.0%	8.7%	91.3%
Mathematics	5th Grade Content	Female	2016-17	32.6%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Mathematics	5th Grade Content	Male	2016-17	37.4%	0.0%	0.0%	0.0%	0.0%	11.1%	88.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	0.0%	0.0%	0.0%	0.0%	11.4%	88.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	0.0%	0.0%	0.0%	0.0%	32.5%	67.5%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	4.5%	95.5%
Science	4th Grade Content	All Students	2016-17	14.6%	0.0%	0.0%	0.0%	0.0%	11.9%	88.1%

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Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	4.5%	95.5%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	0.0%	12.8%	87.2%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	11.1%	88.9%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Male	2016-17	16.5%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	4.5%	95.5%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	0.0%	0.0%	0.0%	0.0%	11.9%	88.1%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	All Students	2015-16	18.9%	0.0%	0.0%	0.0%	0.0%	34.1%	65.9%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	39.1%	60.9%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Social Studies	5th Grade Content	Male	2016-17	23.9%	0.0%	0.0%	0.0%	0.0%	22.2%	77.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	0.0%	0.0%	0.0%	0.0%	34.1%	65.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10

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Detroit Leadership Academy Elementary (00334)**

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10



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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 Leadership Academy Elementary (00334)**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10

**Annual Education Report
Detroit Leadership Academy Elementary (00334)**

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10	<10



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Annual Education Report Detroit Leadership Academy Elementary (00334)

MI-Access Supported Independence

Subject	Grade	Testing 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 Leadership Academy Elementary (00334)**

MI-Access Participation

Subject	Grade	Testing 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 Leadership Academy Elementary (00334)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.6%	14.7%	98.5%	15.7%
All Students	Mathematics	98.7%	39.1%	99.3%	5.8%	99.2%	11.5%
All Students	Science	97.9%	24.9%	99.3%	0.0%	97.7%	0.0%
All Students	Social Studies	97.8%	33.7%	100.0%	0.8%	100.0%	2.4%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.6%	14.7%	98.4%	16.1%
Black or African American	Mathematics	97.5%	14.2%	99.3%	6.0%	99.2%	11.8%
Black or African American	Science	96.0%	7.0%	99.2%	0.0%	97.6%	0.0%
Black or African American	Social Studies	95.9%	11.2%	100.0%	0.8%	100.0%	2.4%
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

Annual Education Report

Detroit Leadership Academy Elementary (00334)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	N/A	N/A	N/A	N/A
White	ELA	98.9%	56.1%	<30	<30	N/A	N/A
White	Mathematics	99.0%	45.6%	<30	<30	N/A	N/A
White	Science	98.4%	29.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.3%	39.7%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	98.6%	14.4%	98.5%	15.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.3%	5.9%	99.2%	11.5%
Economically Disadvantaged	Science	97.2%	13.0%	99.3%	0.0%	97.7%	0.0%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	0.8%	100.0%	2.4%

**Annual Education Report
 Detroit Leadership Academy Elementary (00334)**
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	<30	<30	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	<30	<30	N/A	N/A
English Learners	Science	98.4%	5.0%	<30	<30	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	100.0%	3.9%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	3.9%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	100.0%	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

Annual Education Report
Detroit Leadership Academy Elementary (00334)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Detroit Leadership Academy Elementary (00334)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	51.15%	51.07%

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



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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Detroit Leadership Academy Elementary	25.37	62.55	N/A	N/A	45.18	100.00	N/A	46.77

**Annual Education Report
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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	5	8	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	23.1%

Annual Education Report

Detroit Leadership Academy Elementary (00334)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

**Annual Education Report
Detroit Leadership Academy Elementary (00334)**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	#	#	#	#
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report

Detroit Leadership Academy Elementary (00334)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	#	#	#	#
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

Annual Education Report

Detroit Leadership Academy Elementary (00334)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	#	#	#	#
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	#	#	#	#
Two or More Races	#	#	#	#	#
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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), 2017 Reading Assessment.

Annual Education Report
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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9