

Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	11	All Students	2009-10	<10	65.2%	37.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	All Students	2010-11	<10	63.4%	32.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Black or African American	2009-10	<10	37.5%	36.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Black or African American	2010-11	<10	34.8%	31.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Female	2010-11	<10	66%	34.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Male	2009-10	<10	62.3%	32.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Male	2010-11	<10	60.8%	30.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	<10	48.5%	31.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	<10	46.6%	27.9%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	<10	50.4%	15.8%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	52%	16.5%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	<10	16.4%	15%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2010-11	<10	19%	15.8%	<10	<10	<10	<10	<10
Mathematics	11	Female	2010-11	<10	50.9%	16.5%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	52.5%	15.7%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	53.1%	16.5%	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2009-10	<10	30.4%	11.1%	<10	<10	<10	<10	<10
Mathematics	11	Economically Disadvantaged	2010-11	<10	32.3%	12%	<10	<10	<10	<10	<10

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Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	94.9%	85.2%
All Students	District	Mathematics	94%	87.5%
All Students	School	English Language Arts / Reading	<30	<30
All Students	School	Mathematics	<30	<30
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	93.3%	89.5%
American Indian or Alaska Native	District	Mathematics	91.7%	87.1%
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	98.5%	90%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	98.5%	95.5%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	94.8%	84.7%
Black or African American	District	Mathematics	93.8%	86.5%
Black or African American	School	English Language Arts / Reading	<30	<30
Black or African American	School	Mathematics	<30	<30
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	95.5%	88.8%
Hispanic or Latino	District	Mathematics	94.9%	94%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	96.8%	84.5%
White	District	Mathematics	94.9%	91.3%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	95.1%	85.1%
Economically Disadvantaged	District	Mathematics	94.3%	87.6%
Economically Disadvantaged	School	English Language Arts / Reading	<30	<30
Economically Disadvantaged	School	Mathematics	<30	<30

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AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	96.2%	88.6%
Limited English Proficient	District	Mathematics	95.9%	93.8%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	90.1%	55.3%
Students with Disabilities	District	Mathematics	88.8%	66.5%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

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AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	62.27%
All Students	School	<10
American Indian or Alaska Native	State	65.87%
American Indian or Alaska Native	District	67.65%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	70.69%
Black or African American	State	57.97%
Black or African American	District	62.72%
Black or African American	School	<10
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	59.11%
Two or More Races	State	66.55%
White	State	82.04%
White	District	39.17%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	63.16%
Economically Disadvantaged	School	<10
Limited English Proficient	State	83.13%
Limited English Proficient	District	<10
Students with Disabilities	State	58.68%
Students with Disabilities	District	45.79%
Students with Disabilities	School	<10

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

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AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	88.8%
All Students	School	67.4%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	88.6%
American Indian or Alaska Native	School	68.8%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	93.4%
Black or African American	State	91.9%
Black or African American	District	88.4%
Black or African American	School	67.4%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	91.8%
Two or More Races	State	94.7%
White	State	95.6%
White	District	89.1%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	88.3%
Economically Disadvantaged	School	66.2%
Limited English Proficient	State	94.8%
Limited English Proficient	District	92.1%
Students with Disabilities	State	93.4%
Students with Disabilities	District	86.7%
Students with Disabilities	School	52.9%

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

Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

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Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

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School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes				No Grade	N/A	0

% of Schools making AYP: 75%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

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Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	2	14	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

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Teacher Quality Data

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

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Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

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NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Detroit City School District, Barsamian Preparatory Center

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

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Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505