



August 25, 2015

Dear parents and Millington Community Schools Community Members:

I am pleased to present you the Annual Education Report (AER) for the Millington Accelerated Learning Center (MALC) for the 2014-2015 school year. This report attempts to demonstrate the progress of our school through a complicated reporting system. This ARE contains information on student assessment and accountability. If you have further questions, you should contact Mr. Roger E. Bearss II, Principal.

This report will be available online by visiting the Millington Community Schools web site at www.mcstdistrict.com
There are also copies available in the school.

The state of Michigan has identified some schools with the status of Reward, Focus, or Priority. A reward School is one that is outperforming other schools in achievement, growth, or is performing better than other schools with similar student population. A Focus School is one that has a large achievement gap in the 30% of its student achievement scores. A Priority School is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

The staff at MALC has worked hard at improving instructional strategies to meet the unique needs of our students, which include a variety of best teaching practices and through professional development. MALC is an alternative setting high school which strives to meet the needs of diverse students who are often credit deficient or otherwise don't succeed in the traditional high school. We try and meet these needs and areas by:

- Using intervention techniques to assist students in achievement gaps
- Design courses to accommodate general achievement gaps
- Receiving Professional Development

Status of 3-5 Year School Improvement Plan:

MALC uses the school improvement process to re-evaluate our previous goals, to revise goals, and to set new goals. Our team works diligently on improving student achievement. The following goals have been developed in our School Improvement Process:

- All students will improve proficiency in mathematics
- All students will improve proficiency in science
- All students will improve proficiency in writing

Progress toward these goals are monitored closely through data reviews by content area and grade level teams which regularly meet to adjust strategies to reach these goals.

Core Curriculum:

Millington Community School follows the core academic curriculum as written by the State of Michigan and can be found at www.michigan.gov/mde MALC has researched-based core curriculum through Compass Learning and E20/20 in the areas English Language Arts (ELA), Science, Social Studies and Math. Teachers work to review and revise lesson plans to ensure all benchmarks and standards are being taught and accessed.

Local competency test results or national achievement test results:

Due to transient population of our school, we do not offer local assessments. However, at the end of this letter you will find information populated by the State of Michigan regarding state wide assessments and progress. This data can also be accessed at www.mischooldata.org



Parent – Teacher Conference Participation

A good partnership between the home and the school is essential in assisting a student success. MALC welcomes participation from the home environment in the school. There are many opportunities for this throughout the school year, as regular meetings and conversations with stakeholders from the home address academic, social, and career needs.

MALC and its staff work very hard to make the school experience a positive one for all students. We understand the significance of student achievement, and we have devoted ourselves to student success in this area. There are many dynamics that are involved in student success, including a positive level of mutual respect and compassion for each other, becoming responsible citizens, and achieving academically. We will continue to work in all of these areas to develop young people who are prepared to move on to the next phase of their lives.

Sincerely, Respectfully:

Roger E. Bearss II

Roger E. Bearss II, Principal
Millington Accelerated Learning Center



Annual Education Report

M.A.L.C.

M-STEP Grades 3-8

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	8th Grade Content	All Students	2013-14	25.6%	17.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	American Indian	2013-14	18.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2013-14	31.2%	17.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2013-14	22.4%	9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2013-14	28.7%	23.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	13.9%	<10	<10	<10	<10	<10

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M.A.L.C.

MME

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	11th Grade Content	All Students	2014-15	28.5%	25.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2013-14	28.8%	25.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2013-14	5.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	23.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2013-14	33.5%	26.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	28.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2013-14	26.5%	23.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	21.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2013-14	31.1%	27.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	12%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	14%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	0%	<10	<10	<10	<10	<10

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M.A.L.C.

MME

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
Reading	11th Grade Content	All Students	2013-14	58.7%	62.1%	<10	<10	<10	<10	<10
Reading	11th Grade Content	African American	2013-14	31.3%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	White	2013-14	65%	63.3%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	62.4%	70.6%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Male	2013-14	55%	53.8%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	51%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	20%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	59.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	58.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	66.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	50%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	53.8%	<10	<10	<10	<10	<10

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M.A.L.C.

MME

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
Science	11th Grade Content	All Students	2014-15	29.4%	23.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2013-14	28.4%	19.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2013-14	5.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	25%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2013-14	33.4%	20.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	23.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2013-14	24.6%	15.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	23.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2013-14	32.2%	23.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	11.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	12%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	10%	<10	<10	<10	<10	<10

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M.A.L.C.

MME

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	11th Grade Content	All Students	2014-15	43.9%	25%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2013-14	43.9%	24.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	African American	2013-14	16.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	26.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2013-14	50%	24.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	21.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2013-14	39.7%	19.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	29.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2013-14	48.2%	29.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	15.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	16%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	0%	<10	<10	<10	<10	<10

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

Annual Education Report
M.A.L.C.

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
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No Data to Display

Annual Education Report

M.A.L.C.

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

M.A.L.C.

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

M.A.L.C.

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	Mathematics	98.1%	36.5%	98.3%	N/A	<30	N/A
All Students	ELA	98.1%	48.5%	96.9%	N/A	<30	N/A
All Students	Science	97.5%	22.2%	97.3%	N/A	<30	N/A
All Students	Social Studies	97.4%	31.8%	97%	N/A	<30	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	<30	N/A	N/A	N/A
African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

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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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	< 30	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	< 30	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	98.4%	N/A	< 30	N/A
White	ELA	98.5%	55%	97.1%	N/A	< 30	N/A
White	Science	98.1%	26.6%	97.5%	N/A	< 30	N/A
White	Social Studies	98%	37.3%	97.2%	N/A	< 30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	97.8%	N/A	< 30	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	95.6%	N/A	< 30	N/A
Economically Disadvantaged	Science	96.8%	11.7%	96.7%	N/A	< 30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	96.4%	N/A	< 30	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	N/A	N/A

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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 Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.7%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	85.7%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	93.6%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	94.4%	N/A	N/A	N/A

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M.A.L.C.

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	77.2%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	77.5%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	71.2%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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M.A.L.C.

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	96.2%	75.5%

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



06/16/2016

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M.A.L.C.

Accountability Status District Data

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



06/16/2016

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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M.A.L.C.

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	1	0	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

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M.A.L.C.

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

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

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report

M.A.L.C.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

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

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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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	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0