



March 6, 2017

Dear Parents/Community Members of Cornerstone Health+ Technology High School,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Cornerstone Charter Health High. 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 Mr. Jared Davis, Principal, for assistance at the phone number below.

The AER is available for you to review electronically by visiting the following web site: [http://www.cornerstonecharters.org/pdfs/hhs/AnnualEducationReport\\_CHS.pdf](http://www.cornerstonecharters.org/pdfs/hhs/AnnualEducationReport_CHS.pdf) or you may review a copy in the Main office.

Cornerstone Health and Technology School's school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, expository text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan.

1. **Process of Assigning Pupils:** Madison-Carver Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.



2. **Status of School Improvement Plan:** Over the past two years we are proud of the many successes that we have had at Madison-Carver Academy. Our student population continued to grow and expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

3. **Description of our school:** This is a new high school experience unlike any other. Cornerstone Health + Technology High School was created from the ground up, in partnership with industry experts like the Detroit Medical Center and Beaumont Hospital, along with Technology leaders in the area, to combine the best of individualized instruction, blended learning, and real-world experiences. Cornerstone Health + Technology High School delivers a rigorous college-prep curriculum while ensuring relevance to current and future demands of career options in the health care industry.

4. **Curriculum:** Cornerstone Health + Technology High School's rigorous instructional program is aligned with Michigan's Common Core State Standards and is established for K-12 in English Language Arts and Literacy in History, Social Studies, and Mathematics. The Common Core Standards can be accessed via internet at [www.corestandards.org](http://www.corestandards.org) Cornerstone Health + Technology High School uses the Curriculum Trak as a tool for its entire curriculum mapping & aligning and a copy of curriculum is available in the main office.

5. **NWEA- MAP Scores:** In 2015-2016, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 55.5% based on projected growth targets according to NWEA 2015 Normative data.



6. **Parent-Teacher Conferences:** We have an active and engaged Parent Teacher Organization and a very good turnout for the Parent-Teacher Conferences.

Parent Teacher Conference Attendance		
	Percentage attended	
Conference	2013-14	2014-2015
Fall	94	95
Winter	90	95
Spring	90	95
Average	91	95

7. **For Cornerstone Charter Health + Technology High School:**

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT): None

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB): None

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): None

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT: None

It gives me great pleasure to address you as the proud Principal of our school. It is also extremely pride provoking to offer you our school's 2015-2016 Annual Report. This year we made several strides to grow our school academically. Our baseline revealed that a number of our students performed below proficiency. This was especially the case with our incoming freshman class of 2019. To this end, we have focus on student intervention and academic support to fill the cognitive gaps that exist. We are also placing an emphasis on providing support for our upperclassmen with standardized test preparation. Lastly, we are supporting all of our Math and ELA teachers with instructional coaching to develop them professionally.

Simply put, we are doing everything we can to warrant better and improved outcomes for all of our students. Because here at CH+THS, I am Excellent, We are Excellent and Together We Can!

Sincerely,

*Jared Davis*

Jared J. Davis, Principal

**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	11th Grade Content	All Students	2014-15	49.3%	20.0%	20.0%	1.7%	18.3%	40.0%	40.0%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	19.0%	19.0%	1.7%	17.2%	41.4%	39.7%
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	18.8%	18.8%	0.0%	18.8%	40.6%	40.6%
ELA	11th Grade Content	Male	2014-15	43.3%	21.4%	21.4%	3.6%	17.9%	39.3%	39.3%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	16.3%	16.3%	2.0%	14.3%	42.9%	40.8%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	1.7%	1.7%	0.0%	1.7%	13.6%	84.7%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	1.8%	1.8%	0.0%	1.8%	14.0%	84.2%
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	0.0%	0.0%	0.0%	0.0%	15.6%	84.4%
Mathematics	11th Grade Content	Male	2014-15	27.8%	3.7%	3.7%	0.0%	3.7%	11.1%	85.2%

**M-STEP Grades 3-11**

Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	0.0%	0.0%	0.0%	0.0%	14.6%	85.4%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	All Students	2014-15	29.4%	3.3%	3.3%	0.0%	3.3%	16.7%	80.0%
Science	11th Grade Content	All Students	2015-16	33.0%	6.6%	6.6%	1.6%	4.9%	31.1%	62.3%
Science	11th Grade Content	Black or African American	2014-15	7.3%	3.4%	3.4%	0.0%	3.4%	15.5%	81.0%
Science	11th Grade Content	Black or African American	2015-16	8.3%	5.4%	5.4%	0.0%	5.4%	30.4%	64.3%
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	3.1%	3.1%	0.0%	3.1%	15.6%	81.3%
Science	11th Grade Content	Female	2015-16	29.8%	3.3%	3.3%	0.0%	3.3%	26.7%	70.0%
Science	11th Grade Content	Male	2014-15	32.1%	3.6%	3.6%	0.0%	3.6%	17.9%	78.6%
Science	11th Grade Content	Male	2015-16	36.3%	9.7%	9.7%	3.2%	6.5%	35.5%	54.8%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	4.1%	4.1%	0.0%	4.1%	18.4%	77.6%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	5.9%	5.9%	2.0%	3.9%	33.3%	60.8%

**M-STEP Grades 3-11**

Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	15.0%	15.0%	0.0%	15.0%	65.0%	20.0%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	16.4%	16.4%	0.0%	16.4%	52.5%	31.1%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	15.5%	15.5%	0.0%	15.5%	65.5%	19.0%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	14.3%	14.3%	0.0%	14.3%	55.4%	30.4%
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	12.5%	12.5%	0.0%	12.5%	62.5%	25.0%
Social Studies	11th Grade Content	Female	2015-16	39.1%	13.3%	13.3%	0.0%	13.3%	56.7%	30.0%
Social Studies	11th Grade Content	Male	2014-15	47.2%	17.9%	17.9%	0.0%	17.9%	67.9%	14.3%
Social Studies	11th Grade Content	Male	2015-16	47.1%	19.4%	19.4%	0.0%	19.4%	48.4%	32.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	16.3%	16.3%	0.0%	16.3%	63.3%	20.4%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	15.7%	15.7%	0.0%	15.7%	52.9%	31.4%

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	0.0%	0.0%	0.0%	0.0%	61.5%	38.5%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

**Annual Education Report  
Cornerstone Health and Technology School**

02/15/2017

**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
Cornerstone Health and Technology School	2015-16	Total Score	All Students	889.3	N/A	<10	11.9%	52	88.1%	59
Cornerstone Health and Technology School	2015-16	Total Score	Black or African American	887.4	N/A	<10	11.1%	48	88.9%	54
Cornerstone Health and Technology School	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Total Score	Female	879.3	N/A	<10	6.9%	27	93.1%	29
Cornerstone Health and Technology School	2015-16	Total Score	Male	899.0	N/A	<10	16.7%	25	83.3%	30
Cornerstone Health and Technology School	2015-16	Total Score	Economically Disadvantaged	892.0	N/A	<10	14.3%	42	85.7%	49
Cornerstone Health and Technology School	2015-16	Total Score	Not Economically Disadvantaged	876.0	N/A	<10	<5%	10	>95%	10
Cornerstone Health and Technology School	2015-16	Total Score	Not English Language Learners	889.3	N/A	<10	11.9%	52	88.1%	59



**SAT**

Cornerstone Health and Technology School	2015-16	Total Score	Not Migrant	889.3	N/A	<10	11.9%	52	88.1%	59
Cornerstone Health and Technology School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Total Score	Students Without Disabilities	902.2	N/A	<10	12.7%	48	87.3%	55
Cornerstone Health and Technology School	2015-16	Total Score	Not Homeless	889.3	N/A	<10	11.9%	52	88.1%	59
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	All Students	451.9	480	20	33.9%	39	66.1%	59
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Black or African American	451.1	480	18	33.3%	36	66.7%	54
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Female	446.6	480	<10	31.0%	20	69.0%	29

**SAT**

Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Male	457.0	480	11	36.7%	19	63.3%	30
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	454.7	480	18	36.7%	31	63.3%	49
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	438.0	480	<10	20.0%	<10	80.0%	10
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	451.9	480	20	33.9%	39	66.1%	59
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Not Migrant	451.9	480	20	33.9%	39	66.1%	59
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	457.3	480	20	36.4%	35	63.6%	55
Cornerstone Health and Technology School	2015-16	Evidence-Based Reading and Writing	Not Homeless	451.9	480	20	33.9%	39	66.1%	59

**SAT**

Cornerstone Health and Technology School	2015-16	Mathematics	All Students	437.5	530	<10	13.6%	51	86.4%	59
Cornerstone Health and Technology School	2015-16	Mathematics	Black or African American	436.3	530	<10	13.0%	47	87.0%	54
Cornerstone Health and Technology School	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Mathematics	Female	432.8	530	<10	6.9%	27	93.1%	29
Cornerstone Health and Technology School	2015-16	Mathematics	Male	442.0	530	<10	20.0%	24	80.0%	30
Cornerstone Health and Technology School	2015-16	Mathematics	Economically Disadvantaged	437.3	530	<10	14.3%	42	85.7%	49
Cornerstone Health and Technology School	2015-16	Mathematics	Not Economically Disadvantaged	438.0	530	<10	10.0%	<10	90.0%	10
Cornerstone Health and Technology School	2015-16	Mathematics	Not English Language Learners	437.5	530	<10	13.6%	51	86.4%	59

**SAT**

Cornerstone Health and Technology School	2015-16	Mathematics	Not Migrant	437.5	530	<10	13.6%	51	86.4%	59
Cornerstone Health and Technology School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Cornerstone Health and Technology School	2015-16	Mathematics	Students Without Disabilities	444.9	530	<10	14.5%	47	85.5%	55
Cornerstone Health and Technology School	2015-16	Mathematics	Not Homeless	437.5	530	<10	13.6%	51	86.4%	59

**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

**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

**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

**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	98.7%	69.6%	98.4%	64.9%	98.4%	64.9%
All Students	Mathematics	98.6%	62.1%	98.4%	47.4%	98.4%	47.4%
All Students	Science	98.1%	50.0%	100.0%	41.4%	100.0%	41.4%
All Students	Social Studies	98.1%	59.3%	100.0%	53.5%	100.0%	53.5%
Bottom 30%	ELA	N/A	25.1%	N/A	<30	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	98.2%	65.4%	98.2%	65.4%
Black or African American	Mathematics	97.4%	37.3%	98.2%	46.2%	98.2%	46.2%
Black or African American	Science	96.5%	23.9%	100.0%	37.7%	100.0%	37.7%
Black or African American	Social Studies	96.6%	33.6%	100.0%	54.7%	100.0%	54.7%
Hispanic of Any Race	ELA	98.8%	60.8%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A	N/A	N/A



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	N/A	N/A	N/A	N/A
White	Mathematics	98.9%	68.4%	N/A	N/A	N/A	N/A
White	Science	98.6%	57.1%	N/A	N/A	N/A	N/A
White	Social Studies	98.5%	65.8%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.0%	66.0%	98.0%	66.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.0%	44.7%	98.0%	44.7%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	41.7%	100.0%	41.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	54.2%	100.0%	54.2%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A

**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	N/A	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	N/A	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

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#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	89.26%	89.26%

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



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02/15/2017

**Accountability Status District Data**

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



**Annual Education Report  
Cornerstone Health and Technology School**

02/15/2017

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Cornerstone Health and Technology School	Green	2	Green	2	Green	2	Green	2	Lime	29

**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	11	9	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	0.0%

**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					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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.



**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					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	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) 2015 Mathematics Achievement.

**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 or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
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.

**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					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# 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.

**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					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	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), 2015 Reading Assessment.

**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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# 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.



## MI School Data

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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