

# ACADEMIC PERFORMANCE REPORT

*El-Hajj Malik El-Shabazz Academy*



*November 2019*

## OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

---

## OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

---

## OUR VALUES

Integrity | Respect | Compassion | Inclusiveness  
Social Responsibility | Excellence | Innovation

## ACADEMY OVERVIEW

- 4 Demographics
- 5 Composite Resident District

## ACADEMIC

- 6 Reading Achievement & Growth
- 8 Math Achievement & Growth
- 10 Michigan Test of Educational Progress (M-STEP) Achievement
- 11 Student Growth
- 12 Preliminary Scholastic Aptitude Test (PSAT) Achievement
- 14 Scholastic Aptitude Test (SAT) Achievement

## END NOTES

- 15 Sources & Citations

### ENROLLMENT BY SUBGROUP

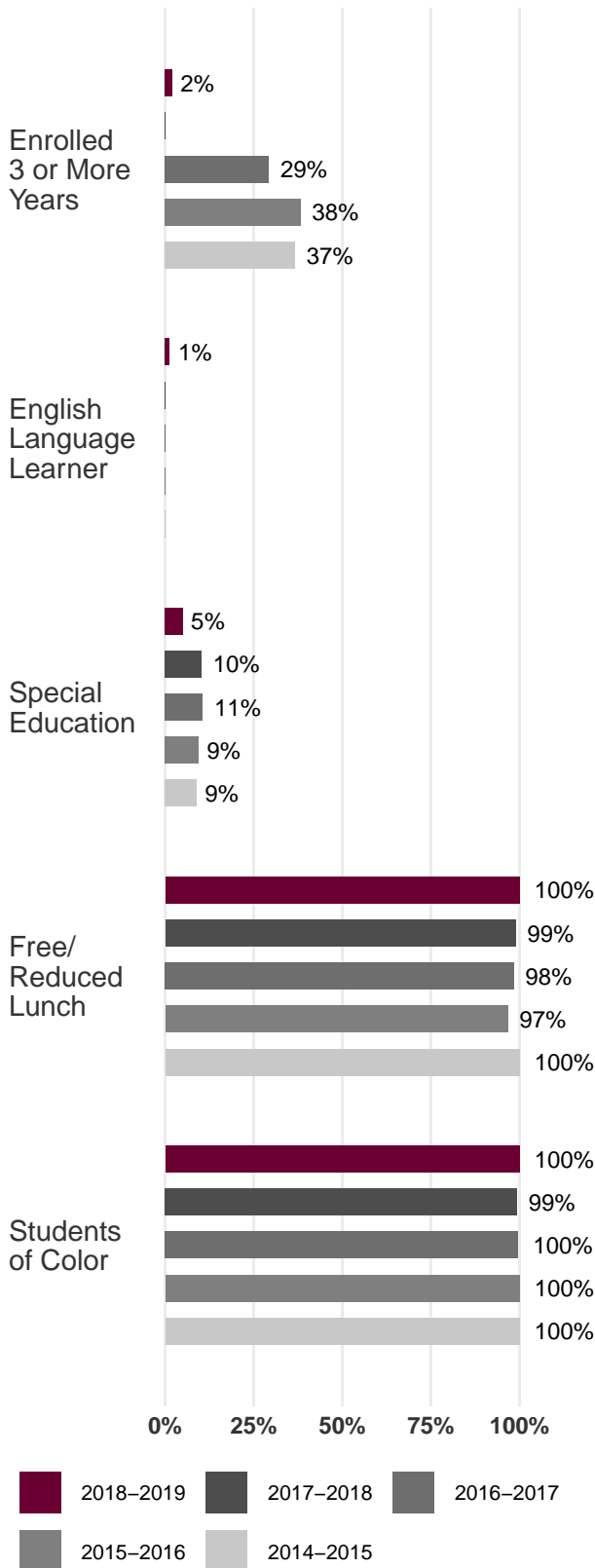


Fig. D-1

### TOTAL ENROLLMENT BY YEAR

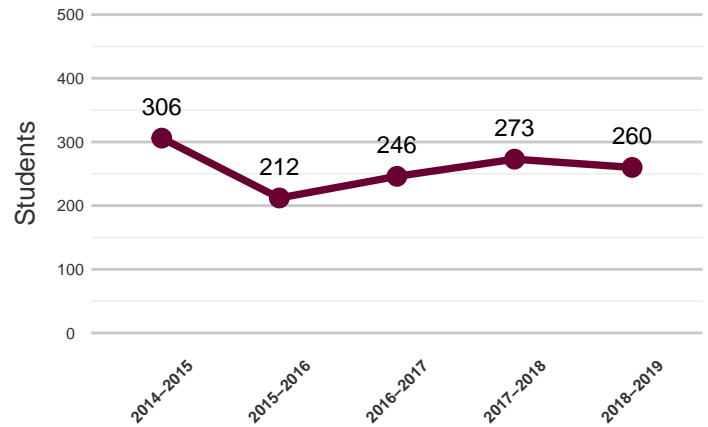


Fig. D-2

### STUDENTS PER GRADE

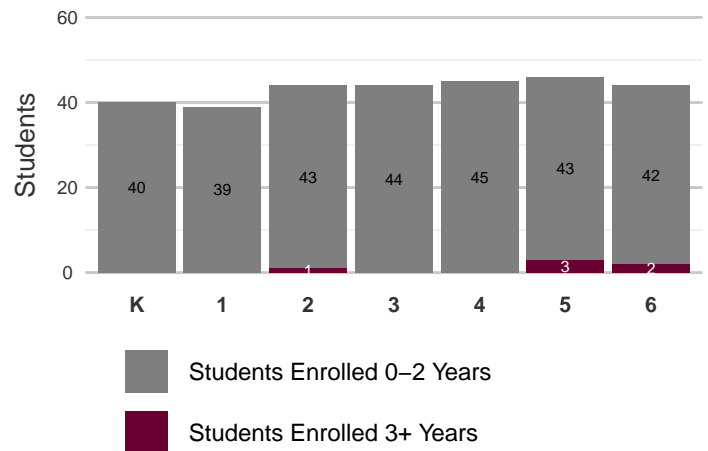


Fig. D-3

### RACIAL/ETHNIC BREAKDOWN

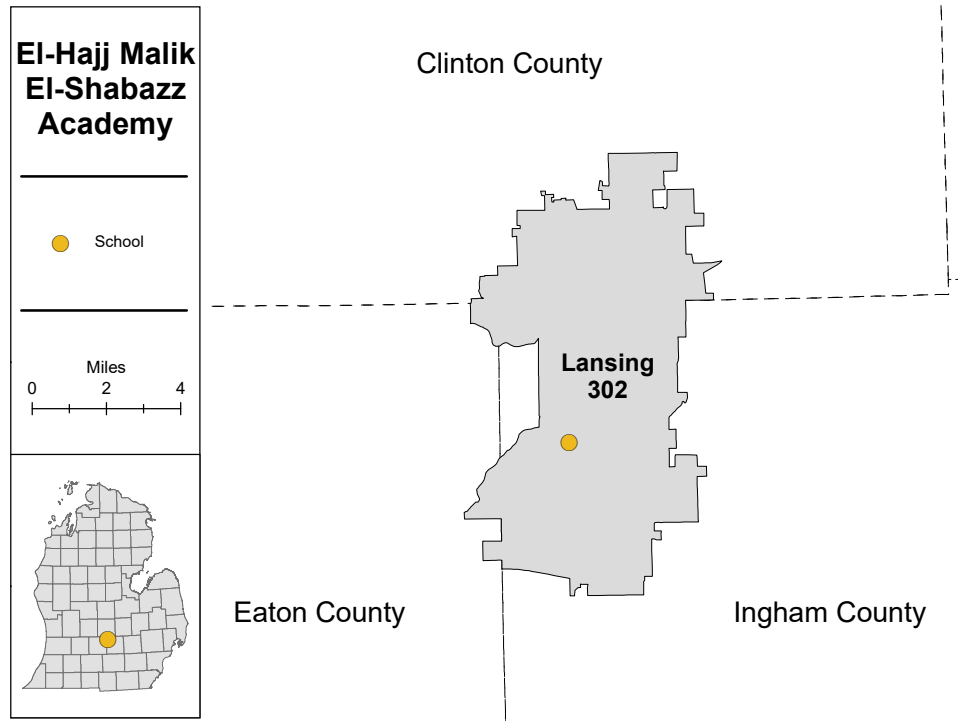
	Your School	CMU Average	State Average
African American	95.7%	44.9%	17.6%
American Indian	0.0%	0.3%	0.6%
Asian	1.0%	3.3%	3.5%
Hawaiian	0.0%	0.0%	0.1%
Hispanic	0.0%	3.3%	8.0%
Multiracial	3.3%	8.0%	4.2%
White	0.0%	40.1%	66.0%

Fig. D-4

# El-Hajj Malik El-Shabazz Academy

## Composite Resident District

The Composite Resident District (CRD) illustrates the public school district to which students would be assigned if they were not enrolled in the Academy. Due to geographical constraints, the map may not show all districts.

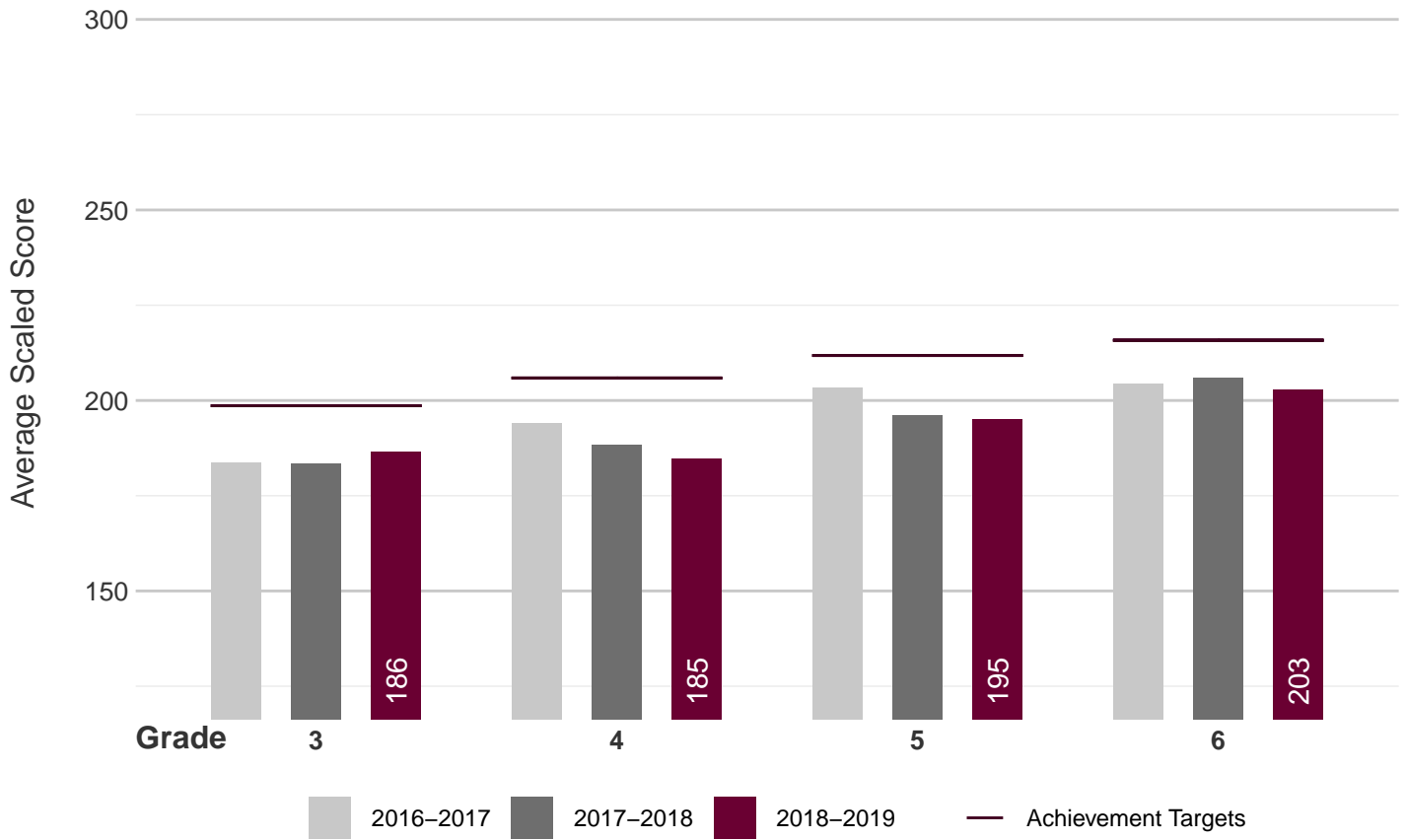


Student's Resident District	Number of Students	Percent of Students
Lansing Public School District	302	100.0%

Fig. D-5

**MAP<sup>®</sup> SPRING RESULTS – READING ACHIEVEMENT**

STUDENTS ENROLLED FOR ONE OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



**PERCENT OF STUDENTS MEETING THE TARGET**

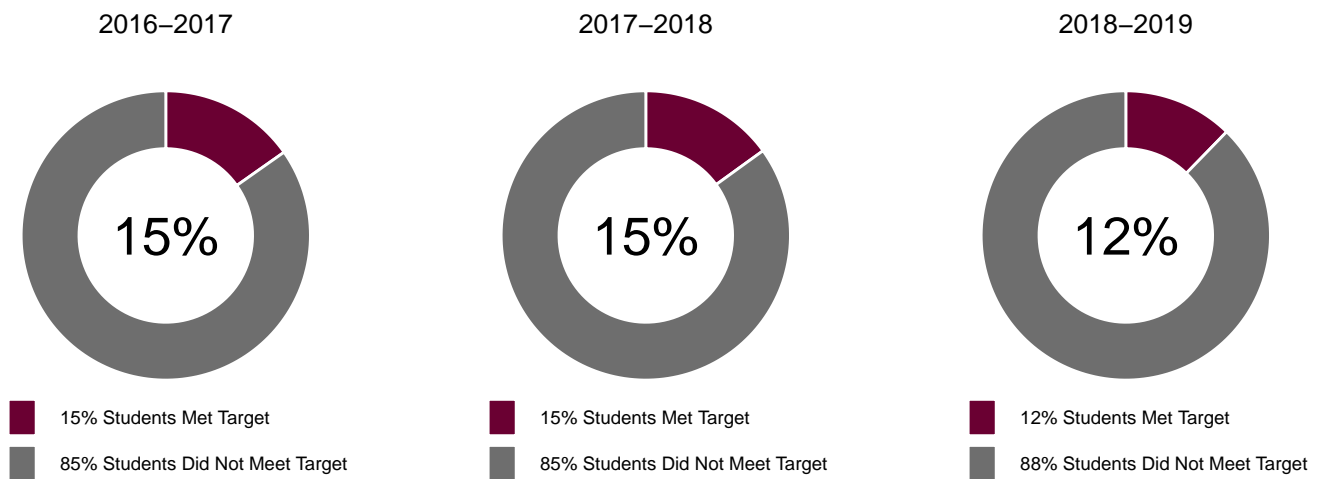
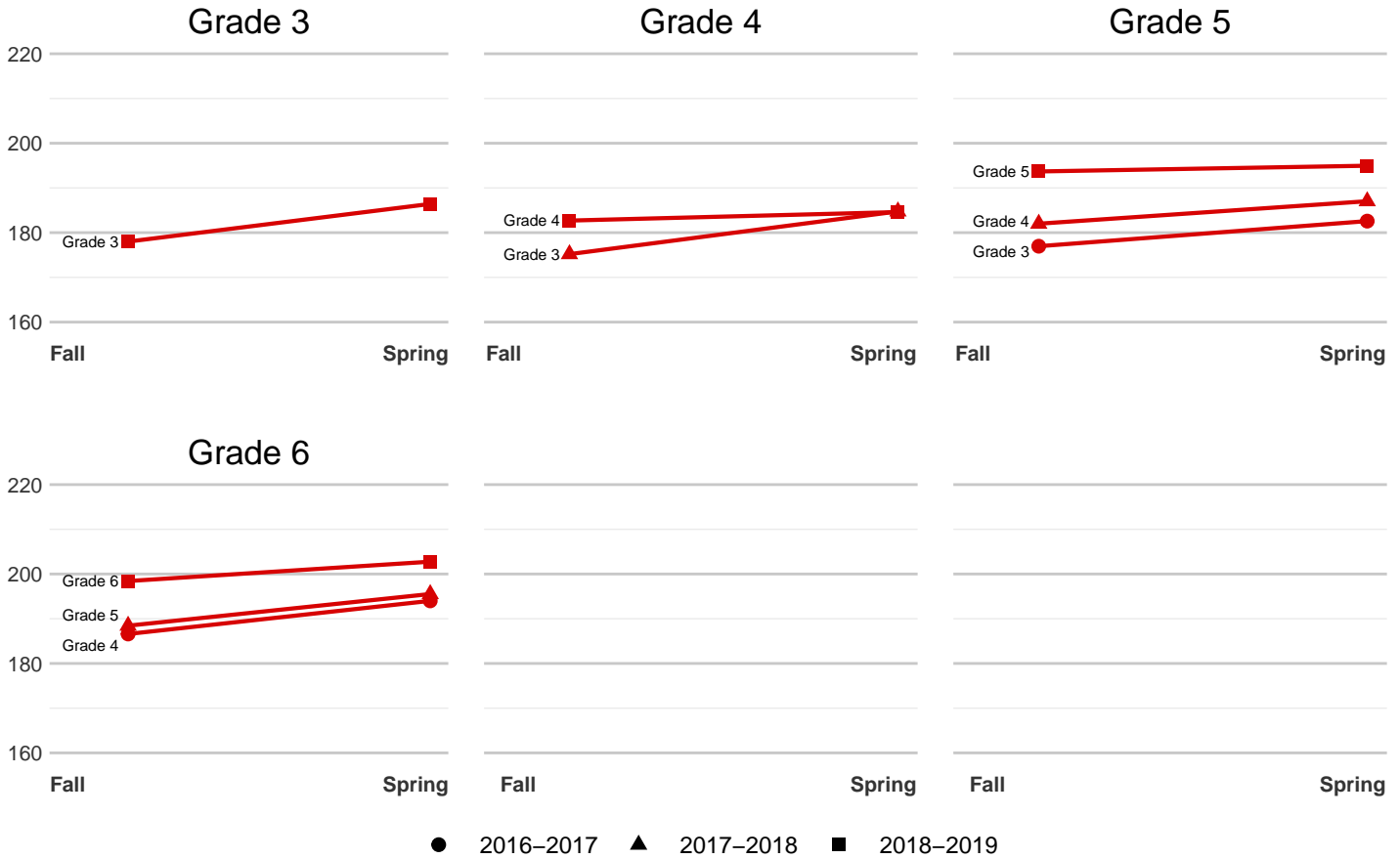


Fig. A-1

MAP FALL-TO-SPRING RESULTS – READING GROWTH



● 2016–2017 ▲ 2017–2018 ■ 2018–2019

● Very Low (1–44) ● Low (45–49) ● Moderate (50–64) ● High (65–99)

MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES

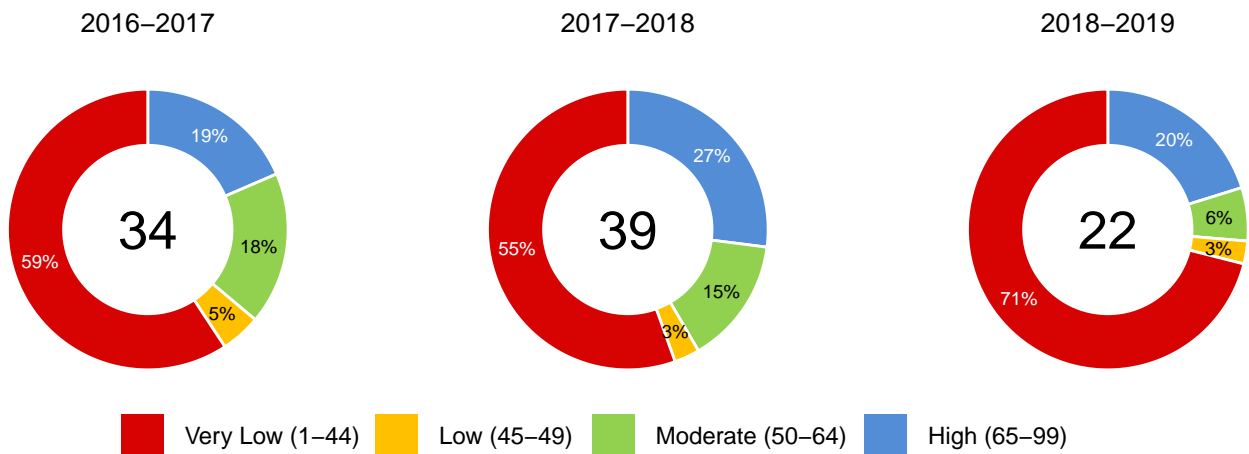
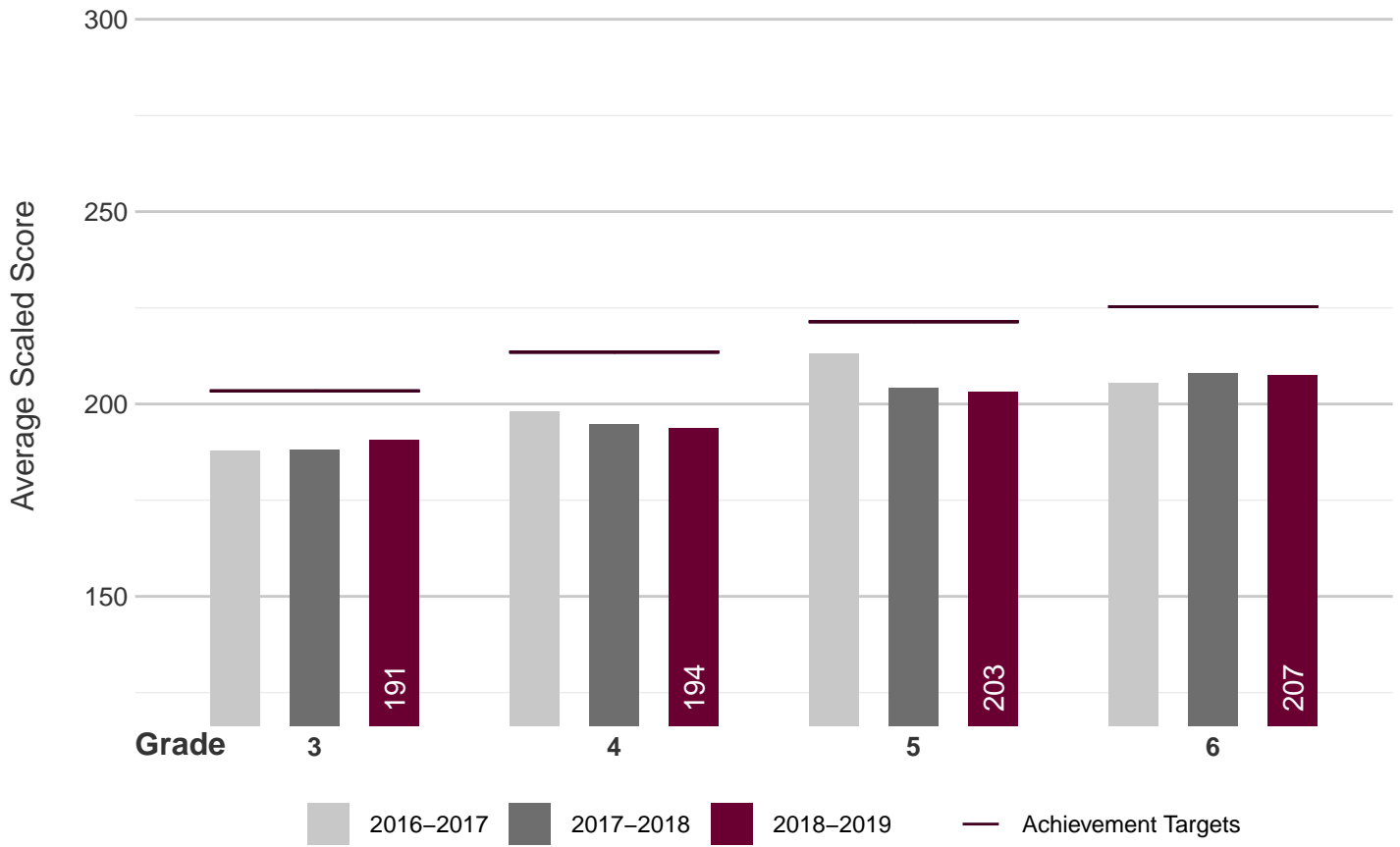


Fig. A-2

**MAP SPRING RESULTS – MATH ACHIEVEMENT**

STUDENTS ENROLLED FOR ONE OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



**PERCENT OF STUDENTS MEETING THE TARGET**

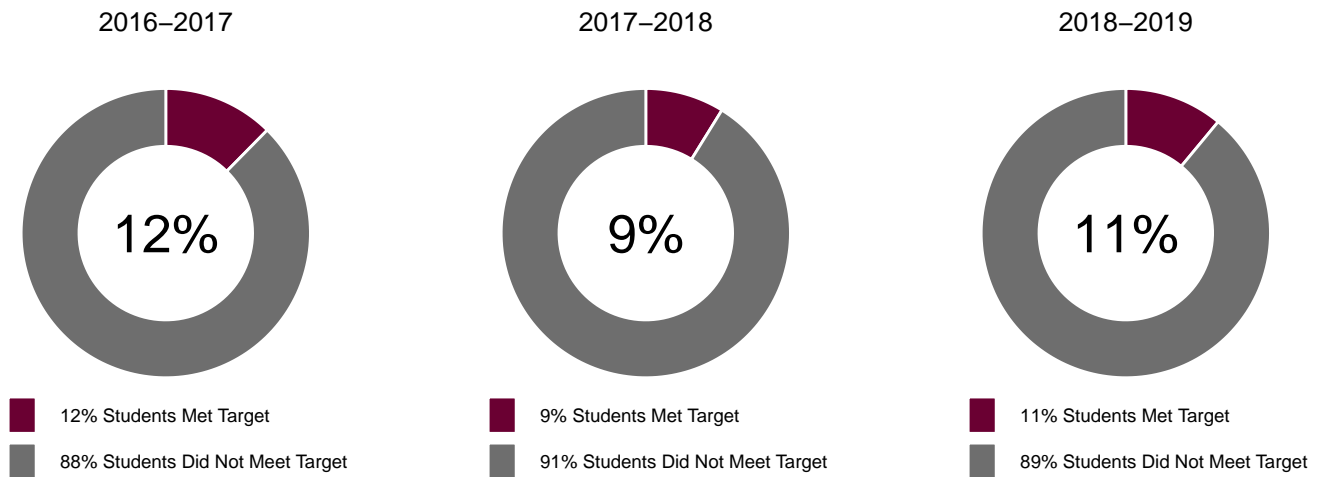


Fig. A-3



MAP FALL-TO-SPRING RESULTS – MATH GROWTH



● 2016–2017 ▲ 2017–2018 ■ 2018–2019

● Very Low (1–44) ● Low (45–49) ● Moderate (50–64) ● High (65–99)

MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES

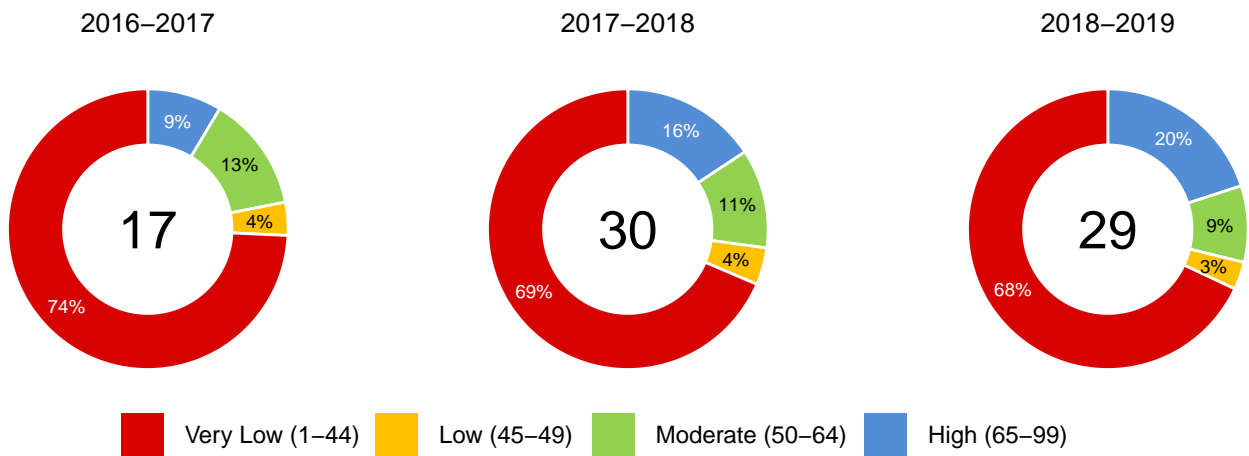


Fig. A-4

### M-STEP ENGLISH LANGUAGE ARTS

PERCENT PROFICIENT FOR ALL STUDENTS IN GRADES 3 THROUGH 7 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



### M-STEP MATH

PERCENT PROFICIENT FOR ALL STUDENTS IN GRADES 3 THROUGH 7 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



Fig. A-5

## ENGLISH LANGUAGE ARTS

MEAN STUDENT GROWTH PERCENTILE FOR ALL STUDENTS AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



## MATH

MEAN STUDENT GROWTH PERCENTILE FOR ALL STUDENTS AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



Fig. A-6

### PSAT GRADE 8 EVIDENCE-BASED READING AND WRITING

PERCENT OF STUDENTS ADVANCED OR PROFICIENT



### PSAT GRADE 8 MATH

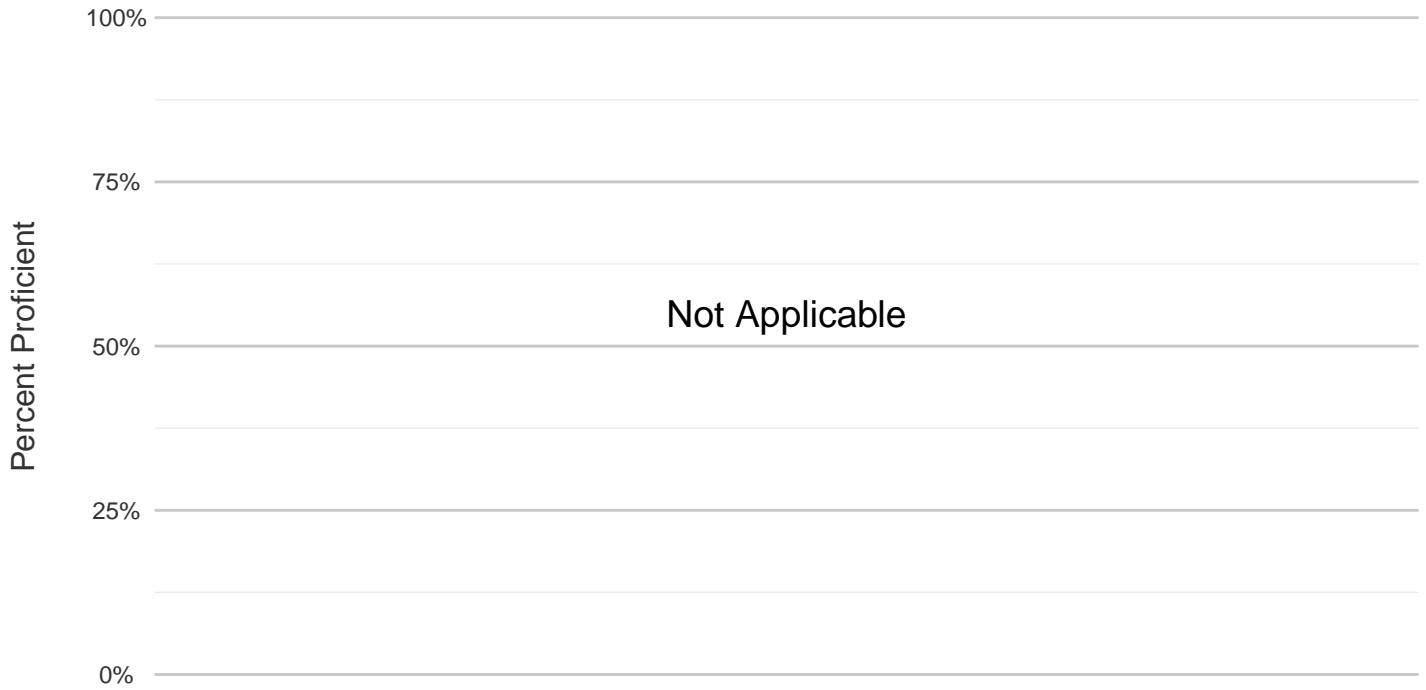
PERCENT OF STUDENTS ADVANCED OR PROFICIENT



Fig. A-7

**PSAT GRADES 9 & 10 EVIDENCE-BASED READING AND WRITING**

PERCENT OF STUDENTS ADVANCED OR PROFICIENT



**PSAT GRADES 9 & 10 MATH**

PERCENT OF STUDENTS ADVANCED OR PROFICIENT



Fig. A-8

## GRADE 11 SAT EVIDENCE-BASED READING AND WRITING

PERCENT PROFICIENT FOR ALL STUDENTS IN GRADE 11 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



## GRADE 11 SAT MATH

PERCENT PROFICIENT FOR ALL STUDENTS IN GRADE 11 AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT, LOCAL DISTRICT AND STATE AVERAGE



Fig. A-9

- Fig. D-1 CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited
- Fig. D-2 CEPI Public Data
- Fig. D-3 MSDS fall – Unaudited; The display of 3+ students in kindergarten and first grade is due to the enrollment date provided in the fall MSDS.
- Fig. D-4 MSDS fall – Unaudited
- Fig. D-5 MSDS fall – Unaudited
- Fig. A-1 NWEA's MAP: reading – spring; MSDS fall – Unaudited
- Fig. A-2 NWEA's MAP: reading – spring
- Fig. A-3 NWEA's MAP: math – spring; MSDS fall – Unaudited
- Fig. A-4 NWEA's MAP: math – spring
- Fig. A-5 Spring M-STEP – Student-level and Public Data
- Fig. A-6 Spring MI-Access, M-STEP, PSAT 8, SAT – Student-level and Public Data
- Fig. A-7 Spring PSAT 8 – Student-level and Public Data
- Fig. A-8 Spring PSAT 9 & 10 – Student-level
- Fig. A-9 Spring SAT – Student-level and Public Data



THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS  
CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859  
(989) 774-2100 | [www.TheCenterForCharters.org](http://www.TheCenterForCharters.org)