



DETROIT
Public Safety Academy
1250 Rosa Parks Blvd.
Detroit, MI 48216
313.965.6916

Detroit Public Safety Academy Annual Education Report (AER) Cover Letter

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Detroit Public Safety academy. 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. Pettway for assistance.

The AER is available for you to review electronically by visiting the following web site at www.detroitpsa.com or you may review a copy in our main office.

Detroit Public Safety is a unique school, the first of its kind in Michigan. The Academy seeks provide students with a quality middle school and high school education, while enriching the experience with interest based learning opportunities in various Public Safety fields. The Academy has grown tremendously and with growth comes challenges. The current challenges are improvement of overall student achievement, increase in parent involvement, and creating lasting community partnerships to benefit students and parents.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a priority school.



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Our school faces some unique challenges that have led to the priority school status. In the last three years our enrollment has increased an average of 96-103% over the previous year. This kind of growth is excellent and we are proud to welcome all families. However, as a result we are faced with the challenge of having to improve student achievement for students who are an average of 2-3 years behind grade-level. In addition, due to the changes in State Testing students that previously would not have been part of our accountability measure until the following year we are now held accountable for, affecting our performance on the State Standardized Assessment. These things coupled together, with the fact the school has only been in operation four years, has led us to being in the bottom 5%. However, we know that we can improve academic achievement for all students by doing the following:

- Instituting Progress Monitoring Assessments for all incoming students to gauge performance and plan for improvement as soon as students enroll.
- Focused in-school and after-school Intervention Tutoring with Highly-Qualified Teaching Staff
- Implementation of Instructional Learning Cycles
- Cross-Curricular Test Prep (SAT/M-Step)
- Use of common Academic Pacing Guides and Assessment

State law requires that we also report additional school-site based information for the two most recent years:

Process for assigning pupils to the school:

- Detroit Public Safety Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list.



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- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

The status of the 3-5 year school improvement plan:

2015-16: DPSA has made progress toward the goal of all students being proficient in mathematics and reading. Students demonstrated growth but fell below the projected target for the year. All subgroups made progress towards proficiency excluding the bottom 30%. This group has now been targeted for additional support and interventions.

2014-15: DPSA has made progress toward the goal of all students being proficient in mathematics and reading. The goal for the year was 18%, as it was a baseline year, and that was achieved. However, the academy continues to work to ensure that systems are in place to meet the 2015-16 target.

Status of the curriculum

2015-16/2014-15: The academy's core curriculum, which is available to all students and can be reviewed at the school, is fully aligned with state standards and benchmarks. Information about the curriculum is also located on the school's webpage.

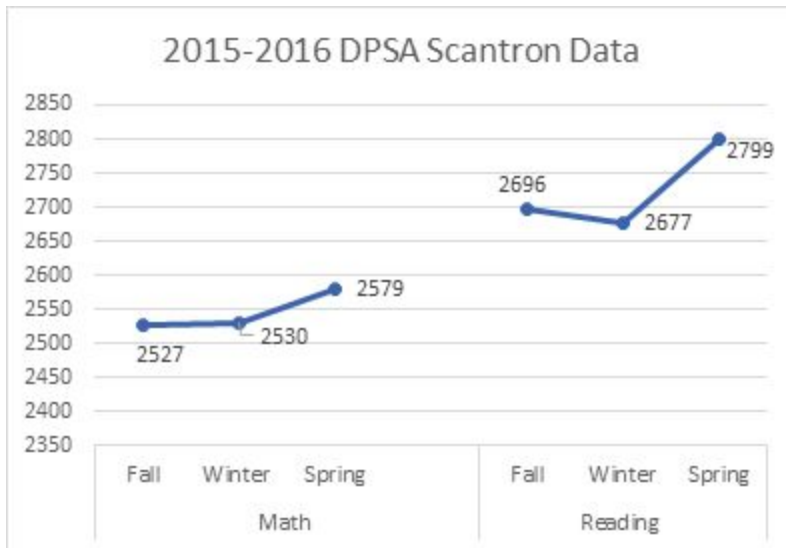
A copy of the core curriculum is available in the main office of the academy. In addition, the curriculum is available on our website at www.detroitpsa.com or at www.curriculumcrafter.com.

Supplemental standardized testing: Global Scholar / Scantron

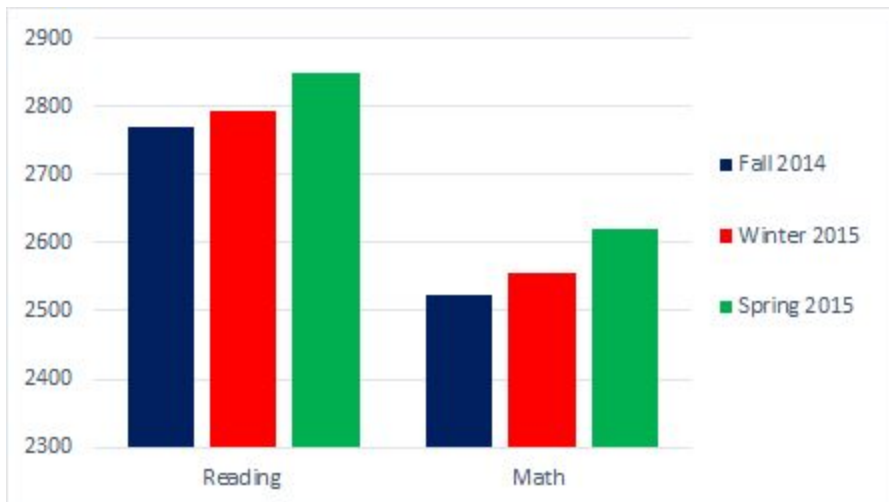


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2015-16:



2014-15:





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High School:

2015-16:

- a. Postsecondary enrollments (dual enrollment): 40 (20%)
- b. College equivalent courses offered (AP/IB): na
- c. Students enrolled in college equivalent courses (AP/IB): na
- d. Students receiving a score leading to college credit: 160 / 62%

2014-15:

- a. Postsecondary enrollments (dual enrollment): 60 (38%)
- b. College equivalent courses offered (AP/IB): na
- c. Students enrolled in college equivalent courses (AP/IB): na
- d. Students receiving a score leading to college credit: 87 / 56%

Parent-Teacher Conferences

2015-16: 110 (42%) students were represented by parents at parent-teacher conferences

2014-15: 78 students (50%) were represented by parents/guardians at parent-teacher conferences.

I would like to personally congratulate the staff, students and families of Detroit Public Safety Academy on a successful school year. Thank you for choosing Detroit Public Safety Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Isaiah Pettway
School Leader

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	7th Grade Content	All Students	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	7.7%	7.7%	0.0%	7.7%	0.0%	92.3%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	7.7%	7.7%	0.0%	7.7%	0.0%	92.3%
ELA	7th Grade Content	Female	2014-15	56.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	42.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	10.0%	10.0%	0.0%	10.0%	0.0%	90.0%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	All Students	2014-15	47.6%	25.0%	25.0%	5.0%	20.0%	25.0%	50.0%
ELA	8th Grade Content	All Students	2015-16	48.9%	0.0%	0.0%	0.0%	0.0%	21.4%	78.6%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	25.0%	25.0%	5.0%	20.0%	25.0%	50.0%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	0.0%	0.0%	0.0%	0.0%	21.4%	78.6%
ELA	8th Grade Content	Female	2014-15	54.2%	36.4%	36.4%	9.1%	27.3%	36.4%	27.3%
ELA	8th Grade Content	Female	2015-16	54.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	41.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	27.8%	27.8%	5.6%	22.2%	27.8%	44.4%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	16.2%	16.2%	2.7%	13.5%	35.1%	48.6%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	16.2%	16.2%	2.7%	13.5%	35.1%	48.6%
ELA	11th Grade Content	Female	2014-15	55.4%	20.0%	20.0%	0.0%	20.0%	40.0%	40.0%

M-STEP Grades 3-11

ELA	11th Grade Content	Male	2014-15	43.3%	13.6%	13.6%	4.5%	9.1%	31.8%	54.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	13.8%	13.8%	3.4%	10.3%	37.9%	48.3%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	7.7%	7.7%	0.0%	7.7%	0.0%	92.3%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	7.7%	7.7%	0.0%	7.7%	0.0%	92.3%
Mathematics	7th Grade Content	Female	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	10.0%	10.0%	0.0%	10.0%	0.0%	90.0%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	5.3%	5.3%	5.3%	0.0%	21.1%	73.7%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	5.3%	5.3%	5.3%	0.0%	21.1%	73.7%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Mathematics	8th Grade Content	Female	2014-15	32.6%	10.0%	10.0%	10.0%	0.0%	30.0%	60.0%
Mathematics	8th Grade Content	Female	2015-16	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	31.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	5.9%	5.9%	5.9%	0.0%	23.5%	70.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	0.0%	0.0%	0.0%	0.0%	18.9%	81.1%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	0.0%	0.0%	0.0%	0.0%	18.9%	81.1%

M-STEP Grades 3-11

Mathematics	11th Grade Content	Female	2014-15	29.1%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	11th Grade Content	Male	2014-15	27.8%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	0.0%	0.0%	0.0%	0.0%	17.2%	82.8%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Science	7th Grade Content	Female	2014-15	20.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	24.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%

M-STEP Grades 3-11

Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	0.0%	0.0%	0.0%	0.0%	10.8%	89.2%
Science	11th Grade Content	All Students	2015-16	33.0%	2.0%	2.0%	0.0%	2.0%	10.0%	88.0%
Science	11th Grade Content	Black or African American	2014-15	7.3%	0.0%	0.0%	0.0%	0.0%	10.8%	89.2%
Science	11th Grade Content	Black or African American	2015-16	8.3%	2.0%	2.0%	0.0%	2.0%	10.0%	88.0%
Science	11th Grade Content	Female	2014-15	26.7%	0.0%	0.0%	0.0%	0.0%	13.3%	86.7%
Science	11th Grade Content	Female	2015-16	29.8%	0.0%	0.0%	0.0%	0.0%	8.0%	92.0%
Science	11th Grade Content	Male	2014-15	32.1%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	11th Grade Content	Male	2015-16	36.3%	4.0%	4.0%	0.0%	4.0%	12.0%	84.0%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	0.0%	0.0%	0.0%	0.0%	6.9%	93.1%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	2.3%	2.3%	0.0%	2.3%	9.3%	88.4%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	8th Grade Content	All Students	2014-15	29.7%	5.6%	5.6%	0.0%	5.6%	11.1%	83.3%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	5.6%	5.6%	0.0%	5.6%	11.1%	83.3%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Social Studies	8th Grade Content	Female	2014-15	25.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	6.3%	6.3%	0.0%	6.3%	12.5%	81.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	5.7%	5.7%	0.0%	5.7%	57.1%	37.1%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	2.0%	2.0%	0.0%	2.0%	66.0%	32.0%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	5.7%	5.7%	0.0%	5.7%	57.1%	37.1%

M-STEP Grades 3-11

Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	2.0%	2.0%	0.0%	2.0%	66.0%	32.0%
Social Studies	11th Grade Content	Female	2014-15	40.5%	6.7%	6.7%	0.0%	6.7%	60.0%	33.3%
Social Studies	11th Grade Content	Female	2015-16	39.1%	0.0%	0.0%	0.0%	0.0%	76.0%	24.0%
Social Studies	11th Grade Content	Male	2014-15	47.2%	5.0%	5.0%	0.0%	5.0%	55.0%	40.0%
Social Studies	11th Grade Content	Male	2015-16	47.1%	4.0%	4.0%	0.0%	4.0%	56.0%	40.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	3.7%	3.7%	0.0%	3.7%	59.3%	37.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	2.3%	2.3%	0.0%	2.3%	62.8%	34.9%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10



MI School Data
Annual Education Report
Detroit Public Safety Academy

01/23/2017

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
Detroit Public Safety Academy	2015-16	Total Score	All Students	756.7	N/A	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Total Score	Black or African American	756.7	N/A	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Total Score	Female	762.3	N/A	<10	<5%	26	>95%	26
Detroit Public Safety Academy	2015-16	Total Score	Male	750.8	N/A	<10	<5%	25	>95%	25
Detroit Public Safety Academy	2015-16	Total Score	Economically Disadvantaged	751.4	N/A	<10	<5%	44	>95%	44
Detroit Public Safety Academy	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Detroit Public Safety Academy	2015-16	Total Score	Not English Language Learners	756.7	N/A	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Total Score	Not Migrant	756.7	N/A	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Detroit Public Safety Academy	2015-16	Total Score	Students Without Disabilities	773.9	N/A	<10	<5%	44	>95%	44

01/23/2017

SAT

Detroit Public Safety Academy	2015-16	Total Score	Homeless	754.0	N/A	<10	<5%	20	>95%	20
Detroit Public Safety Academy	2015-16	Total Score	Not Homeless	758.4	N/A	<10	<5%	31	>95%	31
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	All Students	389.6	480	<10	<5%	49	>95%	51
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Black or African American	389.6	480	<10	<5%	49	>95%	51
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Female	395.8	480	<10	<5%	25	>95%	26
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Male	383.2	480	<10	<5%	24	>95%	25
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	387.3	480	<10	<5%	42	>95%	44
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	389.6	480	<10	<5%	49	>95%	51
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	389.6	480	<10	<5%	49	>95%	51
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10

01/23/2017

SAT

Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	401.1	480	<10	<5%	42	>95%	44
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Homeless	394.0	480	<10	<5%	20	>95%	20
Detroit Public Safety Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	386.8	480	<10	6.5%	29	93.5%	31
Detroit Public Safety Academy	2015-16	Mathematics	All Students	367.1	530	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Mathematics	Black or African American	367.1	530	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Mathematics	Female	366.5	530	<10	<5%	26	>95%	26
Detroit Public Safety Academy	2015-16	Mathematics	Male	367.6	530	<10	<5%	25	>95%	25
Detroit Public Safety Academy	2015-16	Mathematics	Economically Disadvantaged	364.1	530	<10	<5%	44	>95%	44
Detroit Public Safety Academy	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Detroit Public Safety Academy	2015-16	Mathematics	Not English Language Learners	367.1	530	<10	<5%	51	>95%	51
Detroit Public Safety Academy	2015-16	Mathematics	Not Migrant	367.1	530	<10	<5%	51	>95%	51

SAT

Detroit Public Safety Academy	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Detroit Public Safety Academy	2015-16	Mathematics	Students Without Disabilities	372.7	530	<10	<5%	44	>95%	44
Detroit Public Safety Academy	2015-16	Mathematics	Homeless	360.0	530	<10	<5%	20	>95%	20
Detroit Public Safety Academy	2015-16	Mathematics	Not Homeless	371.6	530	<10	<5%	31	>95%	31

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	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	65.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	30.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	28.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	45.1%	<10	<10	<10	<10	<10

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



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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**
All Students	ELA	98.7%	69.6%	100.0%	24.3%	100.0%	24.3%
All Students	Mathematics	98.6%	62.1%	100.0%	18.6%	100.0%	18.6%
All Students	Science	98.1%	50.0%	100.0%	23.3%	100.0%	23.3%
All Students	Social Studies	98.1%	59.3%	100.0%	16.4%	100.0%	16.4%
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%	100.0%	24.3%	100.0%	24.3%
Black or African American	Mathematics	97.4%	37.3%	100.0%	18.6%	100.0%	18.6%
Black or African American	Science	96.5%	23.9%	100.0%	23.3%	100.0%	23.3%
Black or African American	Social Studies	96.6%	33.6%	100.0%	16.4%	100.0%	16.4%
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%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
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%	100.0%	24.6%	100.0%	24.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	17.5%	100.0%	17.5%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	24.0%	100.0%	24.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	15.7%	100.0%	15.7%
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



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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.



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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	87.62%	87.62%

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

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

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
Detroit Public Safety Academy	Green	2	Green	2	Green	2	Green	2	Yellow	28



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	10	5	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	13.3%



MI School Data

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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	#
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	‡	‡	‡	‡
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.



MI School Data

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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					
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.



MI School Data

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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 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.



MI School Data

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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 or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
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.



MI School Data

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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					
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.



MI School Data

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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					
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	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.



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