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School Annual Education Report (AER) Cover Letter

March 9, 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 the Capstone Academy Charter School. 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. Brian Serafino for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/sh4zrI>, or you may review a copy in the main office at your child's school. In addition, you may access the AER from our website: www.capstonesda.com. Finally, information on all schools in Michigan may be viewed at the following website: www.mischooldata.org.

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 HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Due to the unique nature of this Academy, specifically the fact that students may be enrolled and released into and out of the school at any point during a "typical" school year, students will rarely achieve proficiency on state assessments.

Capstone is an alternative, strict disciplinary academy, therefore standard AYP calculations cannot be applied to Capstone students. All students are assigned to

the school via court order. As such, most students arrive performing two or more grade levels below in English Language Arts and Mathematics and are short numerous credits required for high school graduation. The main goal for all Capstone students, with their primary focus being that of successfully completing court-order treatment for behavioral health problems, is to recover as many educational credits and core academic skills as possible. The standard graduation calculation cannot be applied to this Academy since students are enrolled and discharged throughout the entire year and no student is ever enrolled on average, for more than 12 months. Similarly, the state's standard method of calculating a drop-out rate cannot be applied to Capstone Academy.

Despite these differences, Capstone Academy is highly successful in assisting students with recovering credits and academic skills at a pace which helps them return to other schools closer to their age appropriate grade levels.

State law requires that we also report additional information. The following categories report on data from the past two years.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Capstone Academy is a strict discipline public school academy and as such, all students are assigned through court-order.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Capstone Academy operates under the guidance of a state-approved School Improvement Plan (SIP) which initial approval is still pending with the Michigan Department of Education. The SIP is updated annually based on an analysis of student achievement and other data important to school operations.

3. A BRIEF DESCRIPTION OF THE SCHOOL

Capstone Academy is a specialized school referred to as a strict discipline academy. As such, it enrolls students only through court order. It operates year-round, serving adjudicated youth who would normally be eligible age-wise, for 6th through the 12th grade. The vast majority of Capstone's students are between 13 and 17 years of age. The Academy provides each student with a highly customized, Personal Education Path (PEP) plan, based on a comprehensive assessment of academic achievement and ability levels, as well as a thorough review of past school performance in prior settings, including the number and types of subjects and courses completed. The primary goal is for students to successfully recover as many lost credits, core academic skills and information as possible, during their short stay at Capstone.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

A copy of the Academy’s core curriculum can be found at the following website: www.CapstoneSDA.com

Online courseware is provided by Edmentum, and the course catalog can be viewed at the following website: <https://www.edmentum.com/course-catalog>

The curriculum is implemented on a year-round and highly individualized basis since students enroll and exit the Academy continuously throughout the year. There are no variances from the state’s model.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Reporting aggregate achievement results for a single year for Capstone Academy is quite different than reporting achievement results for regular schools where primarily, the same group of students take a test at one time of the year then take a similar test at another time. Instead, Capstone students take a test when they first enroll, then a similar test 24 weeks later to measure growth, and if still enrolled, a third test 24 weeks after the second. Discharge can happen at any time over an eight to twelve month period based on a court order. Aggregate testing results are therefore reported based on the average number of students who improve from their first test to their last test.

Capstone Academy 2014 – 2015 NWEA Student Growth Summary

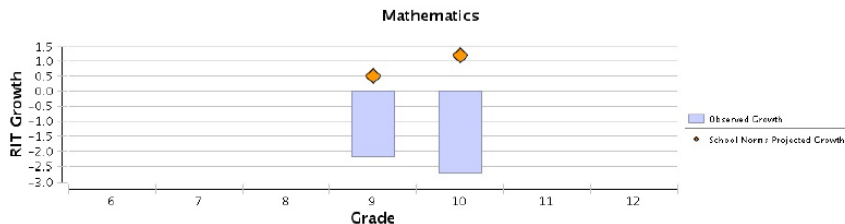
Student Growth Summary Report [Zoom out (Ltrl+Minus)]

Aggregate by School Term: Spring 2014-2015 Norms Reference Data: 2015 Norms
District: Detroit Capstone Academy Growth Comparison Period: Fall 2014 - Spring 2015
 Weeks of Instruction: Start - 4 (Fall 2014)
 End - 32 (Spring 2015)
 Grouping: None
 Small Group Display: Yes

Capstone Academy

Mathematics

Grade (Spring 2015)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2014			Spring 2015			Growth			School Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	0	**		**			**					**				
7	0	**		**			**					**				
8	0	**		**			**					**				
9	4	192.5	20.4	1	190.3	18.0	1	-2.2	4.0	0.5	-1.17	12	3	1	33	25
10	4	198.5	13.0	1	195.8	13.4	1	-2.7	2.3	1.2	-1.48	7	4	1	25	23
11	0	**		**			**					**				
12	0	**		**			**					**				



Capstone Academy 2015-2016 NWEA Student Growth Summary



Student Growth Summary Report

Aggregate by School

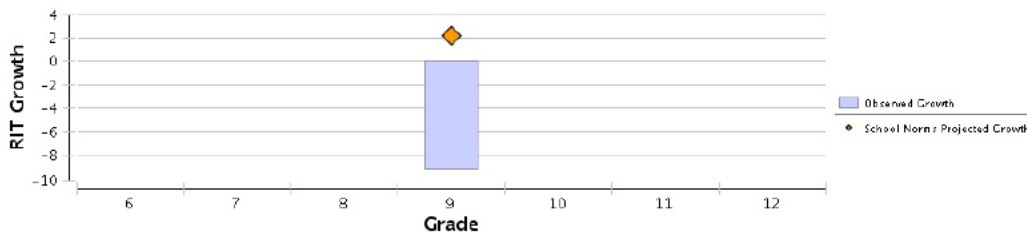
Term: Spring 2015-2016
District: Detroit Capstone Academy

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2015 - Spring 2016
Weeks of Instruction: Start - 4 (Fall 2015)
End - 32 (Spring 2016)
Grouping: None
Small Group Display: Yes

Capstone Academy

Grade (Spring 2016)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
6	0	**		**			**								**	
7	0	**		**			**							**		
8	0	**		**			**							**		
9	1	179.0		1	170.0		1	-9.0		2.2	-4.82		1	0	0	0
10	0	**		**			**							**		
11	0	**		**			**							**		
12	0	**		**			**							**		

Reading



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

As parents/guardians "in locus," every student at Capstone Academy is assigned to a primary therapist. Therefore, for the past year, 100% of our students are represented at teacher-therapist-student conferences, which occur at regular 12-week intervals throughout the year.

However, the Academy did sponsor a special parent involvement activity for those parents and guardians who were allowed to visit students. Of those invited to attend, the attendance rate was 20%.

7. FOR HIGH SCHOOLS ONLY

Due to being a special alternative education school, all of the following data points will likely remain 'zero' for the Academy. For the past year these criteria do not apply to Capstone Academy students:

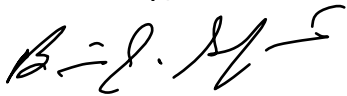
- The number and percent of post-secondary enrollments (dual enrollment): 0
- The number of college-equivalent courses offered (AP/IB): 0
- The number and percentage of students enrolled in college-equivalent courses (AP/IB): 0
- The number and percentage of students receiving a score leading to college credit: 0

Capstone Academy is a highly specialized school which serves a very unique population. Though only enrolled for a short period of time, the majority of our students are able to achieve successful results, both personally and academically, through individualized attention coupled with a tremendous amount of collaboration between Detroit Behavioral Institute, the Academy Board of Directors and the edtec central team.

You can find more information about Capstone Academy and its programs, including additional detailed reports, at the school's website:

www.CapstoneSDA.com

Sincerely,

A handwritten signature in black ink, appearing to read "Brian Serafino". The signature is fluid and cursive, with a prominent initial "B" and a long, sweeping tail.

Brian Serafino, Principal

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	All Students	2014-15	44.7%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	20.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	38.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	40.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	42.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	Female	2014-15	54.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	41.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	43.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	6th Grade Content	All Students	2015-16	32.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	32.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	34.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	7th Grade Content	Female	2015-16	34.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	33.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	8th Grade Content	Male	2015-16	31.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	24.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	33.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Female	2014-15	40.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10

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
Capstone Academy Charter School (SDA)	2015-16	Total Score	All Students	801.8	N/A	<10	<5%	11	>95%	11
Capstone Academy Charter School (SDA)	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Economically Disadvantaged	781.0	N/A	<10	<5%	10	>95%	10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10

SAT

Capstone Academy Charter School (SDA)	2015-16	Total Score	Not English Language Learners	781.0	N/A	<10	<5%	10	>95%	10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Not Migrant	801.8	N/A	<10	<5%	11	>95%	11
Capstone Academy Charter School (SDA)	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Students Without Disabilities	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Total Score	Not Homeless	790.0	N/A	<10	<5%	10	>95%	10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	All Students	397.3	480	<10	27.3%	<10	72.7%	11
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10

SAT

Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	375.0	480	<10	20.0%	<10	80.0%	10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	375.0	480	<10	20.0%	<10	80.0%	10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Not Migrant	397.3	480	<10	27.3%	<10	72.7%	11

SAT

Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Evidence-Based Reading and Writing	Not Homeless	387.0	480	<10	20.0%	<10	80.0%	10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	All Students	404.5	530	<10	<5%	11	>95%	11
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10

SAT

Capstone Academy Charter School (SDA)	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Economically Disadvantaged	406.0	530	<10	<5%	10	>95%	10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Not English Language Learners	406.0	530	<10	<5%	10	>95%	10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Not Migrant	404.5	530	<10	<5%	11	>95%	11
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Students Without Disabilities	<10	530	<10	<10	<10	<10	<10

SAT

Capstone Academy Charter School (SDA)	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Capstone Academy Charter School (SDA)	2015-16	Mathematics	Not Homeless	403.0	530	<10	<5%	10	>95%	10

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	66.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	65.7%	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	30.8%	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	28.5%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80.0%	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	42.6%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10

MI-Access Functional Independence

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



**Annual Education Report
Capstone Academy Charter School (SDA)**

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



**Annual Education Report
Capstone Academy Charter School (SDA)**

03/07/2017

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District 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*
All Students	ELA	98.7%	69.6%	<30	<30
All Students	Mathematics	98.6%	62.1%	<30	<30
All Students	Science	98.1%	50.0%	<30	<30
All Students	Social Studies	98.1%	59.3%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A



Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A
White	ELA	99.0%	75.6%	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30
White	Science	98.6%	57.1%	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30
English Language Learners	ELA	98.8%	49.5%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.



Accountability Details Graduation Data

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

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



MI School Data

Annual Education Report Capstone Academy Charter School (SDA)

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Accountability Details Attendance Data

Student Group	Statewide	District
All Students	94.32%	95.97%

* 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
Capstone Academy Charter School (SDA)	Red	0	Red	0	Red	0	Red	0	Red	2



**Annual Education Report
Capstone Academy Charter School (SDA)**

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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
Capstone Academy Charter School (SDA) - South Campus	Red	0	Red	0	Red	0	Red	0	Red	2

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	5	2	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

	District 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 District 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	#
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.

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	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.

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	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