

NOVA DISCIPLINE ACADEMY

NOVA DISCIPLINE ACADEMY: 22180 PARKLAWN • OAK PARK, MICHIGAN 48237
TELEPHONE: (248) 336-7650 • TELEFAX (248) 336 - 7781

OAK PARK SCHOOL DISTRICT

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Nova Discipline 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 Derek H. Faulk for assistance.

The AER is available for you to review electronically by visiting the following web www.oakparkschools.org. or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

To date, Nova Discipline Academy has not yet been given one of these labels.

If we do not achieve AYP for two years in a row, we will be identified for school improvement. Steps being taken to improve our status are as follows:

1. Continue our working relationship with our local Intermediate School District (Oakland Schools) to improve our staff's instructional delivery and assessment.
2. Ongoing parent workshops presenting strategies to help support student success in the areas English Language Arts and math.
3. Analysis of student MEAP data by teachers to identify specific areas that our students need to improve on.
4. Implementing a Summer Learning Institute for students who scored Partially Proficient or Not Proficient in the areas of English Language Arts and math.
5. Year-long, grade level meetings to discuss strategies to improve student performance and achieve on grade level content expectations.

6. Initiate teacher professional development to address instructional/assessment needs identified by available data.

Process for Assigning Pupils to the School

Students are assigned to NOVA through various avenues. NOVA services students 8 to 15 years old in the tri county (Oakland, Wayne, Macomb) areas. Students with chronic truancy, disciplinary histories, and academic concerns may be enrolled in NOVA to fulfill their academic requirements.

The Status of the 3 – 5 Year School Improvement Plan

NOVA has established a three year School Improvement Plan based on data reports from its first year of implementation. The plan is driven by item analysis of the fall 2011 Michigan Educational Assessment Program (MEAP) results as well as data received regarding student achievement through computer based instructional programs. Our School Improvement Committee used input from the administrative team, teaching staff, instructional and behavior support persons as well as parent representatives. Building-level decisions are made regarding curriculum, school improvement; staff development and evaluation are determined by this committee. The NOVA School Improvement Plan will be reviewed annually and submitted to the State.

Goals:

English Language Arts – All students will improve their reading comprehension proficiency level as well as writing skills.

Mathematics – All students will improve their proficiency level in math.

Curriculum

NOVA curriculum is developed and delivered in a non-traditional way. Instruction is based on student individualized developed plans. We hosts a full set of computers in every classroom enabling each student to work towards their individualized goals. Our curriculum is based on the state required standards of grade level expectations; however, we use a technology rich approach to ensure that learning is mastered. We will utilize smart boards and the latest in classroom technology to deliver information and create an engaging environment. Our curriculum is supported using technology enhanced instructional programs such as Study Island, Compass Learning and IXL math program. All of these programs assist students in achieving academic progress.

Local Assessments

At NOVA, a variety of qualitative and quantitative methods are used to assess each student. Students take standardized tests such as MEAP, ACT Explore, ACT Plan and MME. Data from the instructional support programs will also be used to measure student growth.

Parent Participation

Our parents, guardians and grandparents are very supportive in helping support the students and staff by supporting our student activities and reinforcing the individual plans that have been put in place to help the student to become successful.

OUR POINTS OF PRIDE:

The NOVA Discipline Academy staff wishes to thank all community stakeholders for their partnership and support provided to our school, staff and students. We would also like to thank

all parents for giving us the opportunity to provide the educational support needed to improve our student achievement.

With your continued support, all of our students will continue to succeed in their academics. We acknowledge the significant role you play in your child's educational growth at NOVA Discipline Academy. Continuing to improve student achievement will be a school goal, as well as maintaining the traditions of academic excellence at Oak Park School District.

Educationally Yours,

Derek H. Faulk, Principal

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	All Students	2012-13	45.7%	15%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2013-14	45.2%	10%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	20.5%	15.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2013-14	20%	10.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	43.9%	14.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	45.7%	11%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	10.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	40.2%	15.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2013-14	41.5%	12.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2012-13	15.9%	15.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2013-14	17.6%	12.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2013-14	40.9%	15%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2012-13	41.4%	18.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	16.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	25.9%	12.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2012-13	38.1%	5.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2013-14	39.2%	9.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2012-13	15.4%	5.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2013-14	15.3%	9.7%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	Male	2012-13	37.5%	4.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2013-14	38.5%	13.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	5.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	11.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	7.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	34.5%	3.8%	0%	0%	0%	7.1%	92.9%
Mathematics	8th Grade	All Students	2013-14	34.5%	4.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	African American	2012-13	11.9%	2.9%	0%	0%	0%	7.1%	92.9%
Mathematics	8th Grade	African American	2013-14	11.4%	3.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2012-13	34.1%	4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2013-14	33.8%	4.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Male	2012-13	34.9%	3.7%	0%	0%	0%	8.3%	91.7%
Mathematics	8th Grade	Male	2013-14	35.3%	4.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	3.3%	0%	0%	0%	0%	100%
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	3.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2012-13	6.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2013-14	8.2%	9.1%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	All Students	2012-13	70.4%	53.2%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2013-14	71.7%	51%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	47.8%	53.6%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2013-14	48.7%	50.9%	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	74.1%	59%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	69.2%	45.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	50.5%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	51.7%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	71.5%	54.9%	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2012-13	46.4%	52.1%	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2013-14	50%	55.6%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2013-14	74.7%	51.5%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2012-13	65.4%	45.2%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	49.7%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	52%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	62%	29.1%	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2013-14	60.4%	35.9%	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2012-13	36.8%	27.9%	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2013-14	34.6%	34.3%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Male	2012-13	58.8%	25.4%	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2013-14	58.4%	31.3%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	29.4%	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	33.3%	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2012-13	23%	30.8%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	65.7%	35.4%	23.1%	0%	23.1%	46.2%	30.8%
Reading	8th Grade	All Students	2013-14	72.7%	43.6%	<10	<10	<10	<10	<10
Reading	8th Grade	African American	2012-13	45.2%	35%	23.1%	0%	23.1%	46.2%	30.8%
Reading	8th Grade	African American	2013-14	49.7%	43.8%	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2012-13	70.1%	40.8%	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2013-14	74.6%	45.6%	<10	<10	<10	<10	<10
Reading	8th Grade	Male	2012-13	61.5%	30.3%	20%	0%	20%	50%	30%
Reading	8th Grade	Male	2013-14	70.9%	41.6%	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	35.3%	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	38.5%	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2012-13	26.4%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2013-14	33.9%	36.4%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	All Students	2012-13	13.1%	0.4%	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2013-14	16.8%	2%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2012-13	2.6%	0.4%	<10	<10	<10	<10	<10
Science	5th Grade	African American	2013-14	3.3%	2%	<10	<10	<10	<10	<10
Science	5th Grade	Female	2012-13	11.6%	0%	<10	<10	<10	<10	<10
Science	5th Grade	Male	2013-14	17.7%	3.7%	<10	<10	<10	<10	<10
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	0.5%	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2012-13	15.9%	1.4%	0%	0%	0%	0%	100%
Science	8th Grade	All Students	2013-14	19.8%	1.4%	<10	<10	<10	<10	<10
Science	8th Grade	African American	2012-13	3.3%	1.1%	0%	0%	0%	0%	100%
Science	8th Grade	African American	2013-14	3.9%	1.5%	<10	<10	<10	<10	<10
Science	8th Grade	Female	2012-13	13.7%	0.7%	<10	<10	<10	<10	<10
Science	8th Grade	Female	2013-14	17.5%	0.7%	<10	<10	<10	<10	<10
Science	8th Grade	Male	2012-13	18%	2%	0%	0%	0%	0%	100%
Science	8th Grade	Male	2013-14	22%	2.1%	<10	<10	<10	<10	<10
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	0.9%	0%	0%	0%	0%	100%
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	1%	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2012-13	3.5%	0%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Students With Disabilities	2013-14	4.5%	4%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2013-14	28.8%	1.8%	0%	0%	0%	5.4%	94.6%
Mathematics	11th Grade	American Indian	2013-14	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2013-14	5.9%	1.8%	0%	0%	0%	5.6%	94.4%
Mathematics	11th Grade	Female	2013-14	26.5%	1.6%	0%	0%	0%	5.9%	94.1%
Mathematics	11th Grade	Male	2013-14	31.1%	2%	0%	0%	0%	5%	95%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	1.6%	0%	0%	0%	0%	100%
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	3.1%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2013-14	58.7%	19.5%	5.4%	0%	5.4%	43.2%	51.4%
Reading	11th Grade	American Indian	2013-14	55%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2013-14	31.3%	20%	5.6%	0%	5.6%	44.4%	50%
Reading	11th Grade	Female	2013-14	62.4%	23%	11.8%	0%	11.8%	41.2%	47.1%
Reading	11th Grade	Male	2013-14	55%	16.1%	0%	0%	0%	45%	55%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	18.1%	8%	0%	8%	32%	60%
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	12.5%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	28.4%	1.7%	0%	0%	0%	0%	100%
Science	11th Grade	American Indian	2013-14	21.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade	African American	2013-14	5.5%	1.8%	0%	0%	0%	0%	100%
Science	11th Grade	Female	2013-14	24.6%	0.8%	0%	0%	0%	0%	100%
Science	11th Grade	Male	2013-14	32.2%	2.7%	0%	0%	0%	0%	100%

**Annual Education Report
NOVA Discipline Academy**
Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	1.9%	0%	0%	0%	0%	100%
Science	11th Grade	Students With Disabilities	2013-14	5.5%	3.1%	<10	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	6th Grade	All Students	2013-14	65.3%	70%	<10	<10	<10	<10
Mathematics	6th Grade	African American	2013-14	54.7%	68.4%	<10	<10	<10	<10
Mathematics	6th Grade	Male	2013-14	64.5%	66.7%	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	58.1%	60%	<10	<10	<10	<10
Reading	6th Grade	African American	2013-14	48.6%	57.9%	<10	<10	<10	<10
Reading	6th Grade	Male	2013-14	55.3%	61.5%	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	68.2%	60.9%	<10	<10	<10	<10
Reading	8th Grade	African American	2012-13	56.3%	60.9%	<10	<10	<10	<10
Reading	8th Grade	Male	2012-13	67%	60%	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	65.3%	61.1%	<10	<10	<10	<10

**Annual Education Report
NOVA Discipline Academy****MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
NOVA Discipline Academy****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report
NOVA Discipline Academy

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
NOVA Discipline Academy**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	91.9%	32.6%
Bottom 30%	District	Mathematics	N/A	5%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	91.7%	32.1%
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	94.7%	44.3%
Economically Disadvantaged	District	Mathematics	91.5%	30.3%
English Language Learners	District	Mathematics	97%	40.9%
Students With Disabilities	District	Mathematics	98%	28.3%
All Students	School	Mathematics	<30	<30
Bottom 30%	School	Mathematics	N/A	<30
American Indian	School	Mathematics		
African American	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30

**Annual Education Report
NOVA Discipline Academy**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	92.4%	69.8%
Bottom 30%	District	Reading	N/A	18.1%
American Indian	District	Reading	<30	<30
African American	District	Reading	92.2%	70%
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	96.1%	67.2%
Economically Disadvantaged	District	Reading	92%	67.7%
English Language Learners	District	Reading	98.5%	57.6%
Students With Disabilities	District	Reading	98%	37.7%
All Students	School	Reading	<30	<30
Bottom 30%	School	Reading	N/A	<30
American Indian	School	Reading		
African American	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30

**Annual Education Report
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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	86.9%	10.4%
Bottom 30%	District	Science	N/A	0.8%
American Indian	District	Science		
African American	District	Science	86.7%	10.9%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	85.5%	10.2%
English Language Learners	District	Science	100%	3.2%
Students With Disabilities	District	Science	93%	9.5%
All Students	School	Science	<30	<30
Bottom 30%	School	Science	N/A	<30
American Indian	School	Science		
African American	School	Science	<30	<30
Economically Disadvantaged	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%

**Annual Education Report
NOVA Discipline Academy**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	87.1%	24.2%
Bottom 30%	District	Social Studies	N/A	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	86.8%	23.8%
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
White	District	Social Studies	93.2%	24.2%
Economically Disadvantaged	District	Social Studies	86%	20.9%
English Language Learners	District	Social Studies	100%	17.1%
Students With Disabilities	District	Social Studies	88%	2.9%
All Students	School	Social Studies	<30	<30
Bottom 30%	School	Social Studies	N/A	<30
American Indian	School	Social Studies		
African American	School	Social Studies	<30	<30
White	School	Social Studies		
Economically Disadvantaged	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%

**Annual Education Report
NOVA Discipline Academy**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	87%	48.1%
Bottom 30%	District	Writing	N/A	0%
American Indian	District	Writing		
African American	District	Writing	86.7%	49.2%
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	<30	<30
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	86.4%	46.7%
English Language Learners	District	Writing	97.1%	20%
Students With Disabilities	District	Writing	91.8%	19.1%
All Students	School	Writing	<30	<30
Bottom 30%	School	Writing	N/A	<30
American Indian	School	Writing		
African American	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
NOVA Discipline Academy**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	66.8%
African American	District	67%
Economically Disadvantaged	District	66.7%
Students With Disabilities	District	40.9%
Bottom 30%	District	87.8%

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

**Annual Education Report
NOVA Discipline Academy****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	86%
All Students	School	70%

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

Annual Education Report
NOVA Discipline Academy

Accountability Status District Data

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

**Annual Education Report
NOVA Discipline Academy**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Oak Park, School District of the City of	NOVA Discipline Academy		Green	2	Red	0	Green	2	Red	0	Red	0	Red	7

**Annual Education Report
NOVA Discipline Academy**
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	0	3	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

**Annual Education Report
NOVA Discipline Academy**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
NOVA Discipline Academy**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
NOVA Discipline Academy**
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
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
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 Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
NOVA Discipline Academy**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
NOVA Discipline Academy**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
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), 2013 Reading Assessment.

**Annual Education Report
NOVA Discipline Academy**
NAEP Grade 12 Reading

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

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
NOVA Discipline Academy**
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