



Annual Education Report Detroit Institute of Technology at Cody

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report Detroit Institute of Technology at Cody

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	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	2011-12	92.3%	29.1%	5.5%	< 10	< 10	< 10	< 10	88.3%
Mathematics	11th Grade	All Students	2012-13	97.6%	28.6%	7.8%	< 10	< 10	< 10	< 10	90.2%
Mathematics	11th Grade	African American	2011-12	92.3%	6.1%	4.6%	< 10	< 10	< 10	< 10	88.3%
Mathematics	11th Grade	African American	2012-13	97.6%	5.7%	7.3%	< 10	< 10	< 10	< 10	90.2%
Mathematics	11th Grade	Female	2011-12	82.6%	26.9%	5.4%	< 10	< 10	< 10	< 10	100%
Mathematics	11th Grade	Female	2012-13	100%	27%	6.7%	< 10	< 10	< 10	< 10	93.3%
Mathematics	11th Grade	Male	2011-12	97.6%	31.2%	5.6%	< 10	< 10	< 10	< 10	82.9%
Mathematics	11th Grade	Male	2012-13	91.7%	30.3%	9.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2011-12	93.3%	13.4%	4%	< 10	< 10	< 10	< 10	89.3%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	100%	13%	6.8%	< 10	< 10	< 10	< 10	89.2%
Mathematics	11th Grade	English Language Learners	2012-13	< 10	7%	12%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2011-12	88.2%	3.9%	< 10	< 10	< 10	< 10	< 10	100%
Mathematics	11th Grade	Students With Disabilities	2012-13	< 10	3.7%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	98.5%	55.9%	25.1%	< 10	< 10	< 10	35.9%	59.4%
Reading	11th Grade	All Students	2012-13	97.6%	53.5%	35.1%	< 10	< 10	< 10	43.9%	46.3%
Reading	11th Grade	African American	2011-12	98.5%	27.1%	24.3%	< 10	< 10	< 10	35.9%	59.4%

Annual Education Report Detroit Institute of Technology at Cody

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	African American	2012-13	97.6%	28.9%	35.2%	< 10	< 10	< 10	43.9%	46.3%
Reading	11th Grade	Female	2011-12	95.7%	60.4%	28.8%	< 10	< 10	< 10	< 10	63.6%
Reading	11th Grade	Female	2012-13	100%	56%	37.9%	< 10	< 10	< 10	53.3%	46.7%
Reading	11th Grade	Male	2011-12	100%	51.4%	20.4%	< 10	< 10	< 10	35.7%	57.1%
Reading	11th Grade	Male	2012-13	91.7%	51%	31.3%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2011-12	98.3%	39.9%	21.6%	< 10	< 10	< 10	35.6%	61%
Reading	11th Grade	Economically Disadvantaged	2012-13	100%	37.9%	30.8%	< 10	< 10	< 10	45.9%	43.2%
Reading	11th Grade	English Language Learners	2012-13	< 10	13.2%	33.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2011-12	100%	19.4%	4.5%	< 10	< 10	< 10	< 10	94.1%
Reading	11th Grade	Students With Disabilities	2012-13	< 10	19%	8.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	92.3%	25.8%	3.2%	< 10	< 10	< 10	< 10	96.7%
Science	11th Grade	All Students	2012-13	100%	25.7%	4.1%	< 10	< 10	< 10	< 10	95.2%
Science	11th Grade	African American	2011-12	92.3%	4.4%	2.8%	< 10	< 10	< 10	< 10	96.7%
Science	11th Grade	African American	2012-13	100%	3.9%	3.6%	< 10	< 10	< 10	< 10	95.2%
Science	11th Grade	Female	2011-12	82.6%	22.8%	3.1%	< 10	< 10	< 10	< 10	100%
Science	11th Grade	Female	2012-13	100%	22.5%	3.2%	< 10	< 10	< 10	< 10	100%

Annual Education Report Detroit Institute of Technology at Cody

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	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	Male	2011-12	97.6%	28.7%	3.4%	< 10	< 10	< 10	< 10	95.1%
Science	11th Grade	Male	2012-13	100%	28.9%	5.4%	< 10	< 10	< 10	< 10	83.3%
Science	11th Grade	Economically Disadvantaged	2011-12	93.3%	12%	2.6%	< 10	< 10	< 10	< 10	98.2%
Science	11th Grade	Economically Disadvantaged	2012-13	100%	11.5%	3.5%	< 10	< 10	< 10	< 10	94.6%
Science	11th Grade	English Language Learners	2012-13	< 10	2.6%	7.8%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2011-12	88.2%	5.5%	< 10	< 10	< 10	< 10	< 10	100%
Science	11th Grade	Students With Disabilities	2012-13	< 10	5.1%	< 10	< 10	< 10	< 10	< 10	< 10

Annual Education Report Detroit Institute of Technology at Cody

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report

Detroit Institute of Technology at Cody

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	4700%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	47.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	85.9%	1281.5%	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	38.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	3753.3%	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	5535.3%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	3960%	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10	< 10



Annual Education Report Detroit Institute of Technology at Cody

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	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 Detroit Institute of Technology at Cody

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	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 Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	96.3%	37.1%
Bottom 30%	District	Mathematics		7.1%
African American	District	Mathematics	96.2%	35.5%
American Indian	District	Mathematics	93.9%	31.4%
Asian	District	Mathematics	98.8%	62.5%
Hispanic of Any Race	District	Mathematics	96.9%	44.5%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	0%
Two or More Races	District	Mathematics	94.1%	29.5%
White	District	Mathematics	96.2%	39.8%
Economically Disadvantaged	District	Mathematics	96.5%	35.5%
English Language Learners	District	Mathematics	97.6%	46.2%
Students With Disabilities	District	Mathematics	92.2%	28.3%
All Students	School	Mathematics	83.6%	2.9%
Bottom 30%	School	Mathematics		0%
African American	School	Mathematics	83.6%	2.9%
Economically Disadvantaged	School	Mathematics	86.8%	0%
English Language Learners	School	Mathematics	100%	
Students With Disabilities	School	Mathematics	60%	0%

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	96.8%	67.4%
Bottom 30%	District	Reading		16.8%
African American	District	Reading	96.9%	66.5%
American Indian	District	Reading	95.5%	74.5%
Asian	District	Reading	88.5%	78.8%
Hispanic of Any Race	District	Reading	97.3%	71.4%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	100%
Two or More Races	District	Reading	94.1%	68.9%
White	District	Reading	96.2%	69%
Economically Disadvantaged	District	Reading	96.9%	66%
English Language Learners	District	Reading	96.8%	72%
Students With Disabilities	District	Reading	92.7%	40.9%
All Students	School	Reading	83.6%	50%
Bottom 30%	School	Reading		0%
African American	School	Reading	83.6%	50%
Economically Disadvantaged	School	Reading	86.8%	53.3%
English Language Learners	School	Reading	100%	
Students With Disabilities	School	Reading	60%	33.3%

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	94.1%	11.7%
Bottom 30%	District	Science		0.6%
African American	District	Science	94.2%	11.3%
American Indian	District	Science	95.2%	14.3%
Asian	District	Science	98%	33.6%
Hispanic of Any Race	District	Science	92.8%	11.8%
Native Hawaiian or Other Pacific Islander	District	Science	100%	0%
Two or More Races	District	Science	100%	9.1%
White	District	Science	94.8%	13.6%
Economically Disadvantaged	District	Science	94.3%	10%
English Language Learners	District	Science	94.6%	13.4%
Students With Disabilities	District	Science	86.4%	9.1%
All Students	School	Science	85.3%	0%
Bottom 30%	School	Science		0%
African American	School	Science	85.3%	0%
Economically Disadvantaged	School	Science	86.8%	0%
English Language Learners	School	Science	100%	
Students With Disabilities	School	Science	65%	0%

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	88.6%	22.6%
Bottom 30%	District	Social Studies		0%
African American	District	Social Studies	88.5%	21.4%
American Indian	District	Social Studies	90.9%	33.3%
Asian	District	Social Studies	97.6%	48.4%
Hispanic of Any Race	District	Social Studies	88.7%	28.8%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100%	0%
Two or More Races	District	Social Studies	85.7%	31.6%
White	District	Social Studies	88.5%	22.5%
Economically Disadvantaged	District	Social Studies	88.2%	19.6%
English Language Learners	District	Social Studies	90.8%	30.5%
Students With Disabilities	District	Social Studies	71.2%	4.4%
All Students	School	Social Studies	83.5%	20.6%
Bottom 30%	School	Social Studies		0%
African American	School	Social Studies	83.8%	20.6%
White	School	Social Studies	66.7%	
Economically Disadvantaged	School	Social Studies	85.5%	20.7%
English Language Learners	School	Social Studies	75%	

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Social Studies	66%	0%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	95.1%	43.4%
Bottom 30%	District	Writing		0%
African American	District	Writing	95.4%	42.4%
American Indian	District	Writing	97.2%	59.4%
Asian	District	Writing	87.6%	62.1%
Hispanic of Any Race	District	Writing	93.8%	49.6%
Native Hawaiian or Other Pacific Islander	District	Writing	100%	0%
Two or More Races	District	Writing	100%	38.5%
White	District	Writing	94.3%	37.4%
Economically Disadvantaged	District	Writing	95.3%	40.3%
English Language Learners	District	Writing	94.7%	50.7%
Students With Disabilities	District	Writing	86.8%	16.6%
All Students	School	Writing	85.3%	17.7%
Bottom 30%	School	Writing		0%
African American	School	Writing	85.3%	17.7%
Economically Disadvantaged	School	Writing	86.8%	20%
English Language Learners	School	Writing	100%	

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	School	Writing	65%	0%

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	64.7%
African American	District	65.5%
Asian	District	68.6%
Hispanic of Any Race	District	58.7%
White	District	39.8%
Economically Disadvantaged	District	65.1%
English Language Learners	District	68.6%
Students With Disabilities	District	47.5%

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

Annual Education Report Detroit Institute of Technology at Cody

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	86%
All Students	School	80%

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



Annual Education Report Detroit Institute of Technology at Cody

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
Detroit Institute of Technology at Cody

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
Detroit City School District	Detroit Institute of Technology at Cody		Green	2	Green	2	Red	0	Red	0	Green	2	Red	22

Annual Education Report Detroit Institute of Technology at Cody

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	13	25	1

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	2.6%

Annual Education Report Detroit Institute of Technology at Cody

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
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) 2011 Mathematics Achievement.

Annual Education Report Detroit Institute of Technology at Cody

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report

Detroit Institute of Technology at Cody

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility					
Eligible	45		32	15	2
Not Eligible	55	51	36	33	10
Info not available		21			
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability					
SD	13	73	17	8	2
Not SD	87	30	36	27	7
Student is an English Language Learner					
ELL	3	67	26	7	0
Not ELL	97	33	35	25	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report

Detroit Institute of Technology at Cody

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report
Detroit Institute of Technology at Cody

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5