



School Annual Education Report (AER) Cover Letter

3/22/2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Michigan Math and Science Academy Dequindre. 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 Tierra Whitehead for assistance.

The AER is available for you to review electronically by visiting the following web site <http://hs.mmsaonline.org/annual-reports/> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified HAS NOT BEEN GIVEN ONE OF THESE LABELS".

It has been found out that our growth with the bottom 30% of the student population is not at the expected level. We have identified at risk students by using the data on the combined report and other diagnostic tests such as NWEA MAP test and DIBELS test. Mandatory in school tutoring and Saturday School have been assigned to those at risks students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Michigan Math and Science Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the



state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school.

If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school. Following documents are required to be completed the enrollment of the student to Michigan Mathematics and Science Academy:

- a.) Birth Certificate
- b.) Immunization Record
- c.) Recent Report Card/Grade Level Verification
- d.) Transcript is required for HIGH SCHOOL Students
- e.) Application Form
- f.) Emergency Contact Information
- g.) Custodial Information
- h.) School Records Release Form
- i.) Student And Parent Commitment Form
- j.) Free or Reduced Lunch Application
- k.) Medical Report (To Be Completed By Physician)

Once all of the required documents are completed, the child is officially enrolled and placed in the appropriate homeroom class. (If space is available.)

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

- a. Michigan Math and Science Academy currently has a 3 to 5 Year School Improvement Plan in place. This plan serves as a guide for setting a direction and vision for the school.
- b. Goals are established in each content area. Each year the plan is reviewed and amended by a committee comprised of teachers, administrators, support staff, and parents. You can locate a description of our plan by looking on our website or by picking up a copy in the principal's office.

3. A BRIEF DESCRIPTION OF THE SCHOOL

Michigan Math & Science Academy (MMSA) is a college prep, tuition-free public school academy (charter school), which is authorized by Grand Valley State University, funded by public sources and managed by Concept Schools.



MMSA was opened in September, 2009 and accepted 5th-8th grade students for the 2009-2010 school year. MMSA started serving students from K-12th grade during 2013-2014 school year. MMSA's 1st and 2nd graduating classes (Class of 2014 and Class of 2015) have both 100% College Acceptance with 93.3% and 93.9% graduation rates respectively. MMSA offers a unique, rigorous academic program to prepare its students for a quality college education. MMSA adapts the same educational model that is used by all Concept Schools. Pillars of this successful model are:

- A comprehensive college prep curriculum
- Small class size
- Positive relationship among the triad of students, teachers, and parents
- High level of student participation
- Safe and encouraging learning environment

It is MMSA's vision to build an educational environment in which teachers, parents, and students work together to help students excel in a college preparatory curriculum in all four core subjects, as well as in elective courses. We will enhance student learning through after-school tutoring and an extended school year. In addition, our teachers will focus on the achievement of individual students through our advisory program. Through the increased involvement of parents and teachers, our students will develop their skills in all content areas with an emphasis on Math, Science, and Technology in order to become bold inquirers, analytical thinkers, and ethical leaders in the 21st Century.

4. CORE CURRICULUM

The MMSA is dedicated to providing a diverse population of students with an outstanding education focused on Math, Science, and Technology. The curriculum is designed to ensure 100% student proficiency on State standards in Math, Science and English Language Arts as well as a 100% graduation rate and acceptance into college.

MMSA will implement a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet the needs of the students. The curriculum is based on a model developed and successfully implemented by Concept Schools in 30 charter schools in 7 states (Ohio, Illinois, Indiana, Missouri, Minnesota, Wisconsin and Michigan). The curriculum for MMSA is fully aligned with Michigan State Grade Level Content Expectations and High School Content Expectations. All parts of the MMSA curriculum will be fully aligned with Michigan Merit Curriculum. In order to prepare every MMSA student to succeed in college, the curriculum is



“mapped backwards” from a clear set of college-readiness standards. The curriculum will be modified based on assessment results and the identified needs of the students. Students lacking grade level skills will be provided with the necessary academic support services. MMSA high school teachers will design semester final exams as direct assessments of the standards taught each semester. Departments will create blueprints for final exams and review them together to ensure that all standards are assessed at every grade level. Tests will be constructed so that teachers can determine on an individual student basis the skills that have been mastered and the skills needing to be reviewed and re-taught. Teachers will work in grade-level teams to craft curriculum maps and departments will review them to ensure that the department is providing an aligned, coherent, 5-12 scope and sequence leading to mastery of college-readiness standards.

Curriculum maps and unit plans will provide the framework for the detailed weekly lesson plans that the teachers will complete with their grade-level partners. A shared drive will make plans accessible for reference by students and staff. These plans will specify the daily activities and assessments that teachers will use to teach and measure progress and to ensure that all homework and class work are aligned to standards.

In addition to mapping the curriculum to the Michigan Merit Curriculum, the high school curriculum will also be aligned with the ACT College Readiness Standards and the American Diploma Project. Also serving as a reference will be the National Common Core Standards (<http://www.corestandards.org/standards/index.htm>), a set of standards developed across 49 states. Regularly scheduled meetings with Math, Science, English, and Social Studies teachers will be used to refine the curriculum to meet the needs of students.

Curriculum mapping will focus on skills, strategies, content, and testing to ensure that students are provided with a balanced and carefully sequenced curriculum designed to maximize student achievement across grade levels.

Students will practice critical skills years in advance of the need for mastery of them. In this manner a student will also begin to explore and internalize a skill in an earlier grade and then develop increased mastery over that skill in more sophisticated ways in each subsequent grade.

A copy of the MMSA curriculum can be obtained from the principal’s office.



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

NWEA MAP TEST

MMSA administers NWEA’s MAP test as a nationally normed achievement test. The students take a pre-test in September, an Interim test in January, and post-test in May. Based on the students’ September test score, they need to show a necessary improvement until the post test. This improvement level is decided by NWEA based on the national average. The percentage of MMSA’s students who meet or exceed their goals was higher than the national average for 2016-2017 and 2017-2018 school years. The tables below show the percentage of the students who meet or exceed their goals based on the grade level in different subject areas.

Table I – Percentage of Growth – 2016-2017 School Year

Subject	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Reading	74%	98%	93%	78%	86%	83%	85%
Mathematics	95%	95%	93%	83%	97%	86%	92%
Science	88%	85%	71%	70%	83%	89%	81%

Table II – Percentage of Growth – 2017-2018 School Year

Subject	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Reading	N/A	N/A	N/A	90%	91%	86%	89%
Mathematics	N/A	N/A	N/A	97%	97%	76%	90%
Science	N/A	N/A	N/A	82%	95%	75%	84%

6. PARENT-TEACHER CONFERENCES

MMSA holds four parent-teacher conferences throughout the school year. Each parent-teacher conference is held in the middle of the marking periods. Therefore, parents and teachers have a chance to discuss about the progress of the students and what the students can do to improve their grades by the end of marking period. The percentages of parent attendance to the parent-teacher conferences are as follows:



Table I - The Percentage of Parents Who Attended Parent Teacher Conferences during 2016 – 2017 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 3 rd , 2016 October 5 th , 2016	224, 47%
2nd Parent-Teacher Conferences	December 12 th , 2016	207, 45%
3rd Parent-Teacher Conferences	March 6 th , 2017 March 8 th , 2017	170, 37%
4th Parent Teacher Conferences	May 15 th , 2017	87, 20%

Table II - The Percentage of Parents Who Attended Parent Teacher Conferences during 2017 – 2018 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 12 th , 2017	193, 60%
2nd Parent-Teacher Conferences	December 14 th , 2017	24, 7%
3rd Parent-Teacher Conferences	March 1 st , 2018	89, 28%
4th Parent Teacher Conferences	May 17 th , 2018	67, 21%

7. DUAL ENROLLMENT and COLLEGE EQUIVALENT COURSES

Dual Enrollment – Postsecondary enrollment is available to students who qualify. In 2017-18, two students exercised this option, attending classes at Colleges.

Advanced Placement (AP) Courses – Michigan Math and Science Academy offers Advanced Placement courses in the following subjects: Calculus, English, U.S. History, World History, Art, Computer Science Principles and Psychology.



Students can receive college credit with successful scoring on a written AP exam.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
# and % of students enrolled in AP courses	33-22%	32-1.6%	29-23%	20-16%	34-20%
# of AP exams administered	37	40	29	26	55
# and % of students qualifying for college credit	2-6%	8 - 20%	13-45%	10-50%	17-50%

I would like to thank the students, the parents, the staff members, and the board members for their continuous support as well as the time and effort they have contributed to the school. Their involvement was the key to our success last year and we hope to make MMSA one of the best schools in the state together over the coming years.

Sincerely,

Michelle Shepard
PRINCIPAL

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	12.0%	9	12.0%	9	5%	<3	*	*	30.7%	23	57.3%	43
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	38
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2017-18	48.0%	34,579	50%	6	50%	6	50%	<3	50%	*	50%	4	50%	3
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	21.1%	8	21.1%	8	10%	<3	*	*	28.9%	11	50.0%	19
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	10%	<3	10%	*	10%	<3	10%	<3	*	12	*	24
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	12.0%	9	12.0%	9	5%	<3	*	*	30.7%	23	57.3%	43
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Foster Care	2017-18	17.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	24.1%	14	24.1%	14	10%	<3	*	*	22.4%	13	53.4%	31
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	20.9%	9	20.9%	9	10%	<3	*	*	16.3%	7	62.8%	27
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	White	2017-18	49.8%	35,929	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	37.0%	10	37.0%	10	20%	<3	*	*	20%	4	*	13

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	12.9%	4	12.9%	4	10%	<3	*	*	29.0%	9	58.1%	18
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	24.1%	14	24.1%	14	10%	<3	*	*	22.4%	13	53.4%	31
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	20.0%	11	20.0%	11	10%	<3	*	*	18.2%	10	61.8%	34
ELA	8th Grade Content	Asian	2017-18	69.2%	2,629	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	20.0%	9	20.0%	9	10%	<3	*	*	13.3%	6	66.7%	30
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	White	2017-18	48.4%	36,424	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	26.1%	6	26.1%	6	20%	<3	*	*	20%	3	*	14
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	15.6%	5	15.6%	5	10%	<3	*	*	21.9%	7	62.5%	20
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	20.0%	11	20.0%	11	10%	<3	*	*	18.2%	10	61.8%	34
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	8.0%	6	8.0%	6	5%	3	5%	3	32.0%	24	60.0%	45
Mathematics	6th Grade Content	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	10%	<3	10%	<3	10%	<3	10%	<3	*	15	*	39

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	50%	3	50%	3	50%	<3	50%	<3	50%	7	50%	3
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	13.2%	5	13.2%	5	10%	<3	10%	*	34.2%	13	52.6%	20
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	10%	<3	10%	*	10%	<3	10%	<3	*	11	*	25
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	8.0%	6	8.0%	6	5%	3	5%	3	32.0%	24	60.0%	45
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Foster Care	2017-18	11.7%	61	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	10.3%	6	10.3%	6	10%	<3	*	*	25.9%	15	63.8%	37

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	31
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	20%	4	20%	4	20%	<3	20%	*	*	7	*	16
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	10%	<3	10%	*	10%	<3	10%	<3	*	8	*	21
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	10.3%	6	10.3%	6	10%	<3	*	*	25.9%	15	63.8%	37
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	10.9%	6	10.9%	6	10%	<3	10%	*	21.8%	12	67.3%	37
Mathematics	8th Grade Content	Asian	2017-18	68.0%	2,606	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	11.1%	5	11.1%	5	10%	<3	10%	*	15.6%	7	73.3%	33
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	20%	<3	20%	*	20%	<3	20%	<3	*	7	*	14
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	12.5%	4	12.5%	4	10%	<3	10%	*	15.6%	5	71.9%	23

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	10.9%	6	10.9%	6	10%	<3	10%	*	21.8%	12	67.3%	37
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	10.9%	6	10.9%	6	10%	<3	*	*	30.9%	17	58.2%	32
Social Studies	8th Grade Content	Asian	2017-18	49.9%	1,907	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	10%	3	10%	3	10%	<3	10%	*	*	13	*	29
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	20%	3	20%	3	20%	<3	20%	*	*	5	*	15
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	10%	3	10%	3	10%	<3	10%	*	*	12	*	17
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	10.9%	6	10.9%	6	10%	<3	*	*	30.9%	17	58.2%	32
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	All Students	2017-18	48.5%	50,865	52.4%	22	52.4%	22	14.3%	6	38.1%	16	35.7%	15	11.9%	5
Social Studies	11th Grade Content	Asian	2017-18	65.3%	2,493	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Black or African American	2017-18	21.1%	3,335	53.1%	17	53.1%	17	12.5%	4	40.6%	13	34.4%	11	12.5%	4
Social Studies	11th Grade Content	Hispanic of Any Race	2017-18	36.2%	2,582	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	11th Grade Content	Two or More Races	2017-18	46.3%	1,368	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	White	2017-18	54.8%	40,773	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Female	2017-18	45.4%	23,703	50.0%	9	50.0%	9	20%	<3	*	*	*	*	20%	2
Social Studies	11th Grade Content	Male	2017-18	51.6%	27,162	54.2%	13	54.2%	13	20%	4	*	9	*	8	20%	3
Social Studies	11th Grade Content	Economically Disadvantaged	2017-18	32.5%	14,489	52.4%	22	52.4%	22	14.3%	6	38.1%	16	35.7%	15	11.9%	5
Social Studies	11th Grade Content	English Learners	2017-18	11.1%	491	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Students With Disabilities	2017-18	16.2%	1,531	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	All Students	909.5	N/A	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Asian	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Black or African American	913.1	N/A	6	18.8%	26	81.3%	32
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Hispanic of Any Race	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Two or More Races	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	White	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Female	947.2	N/A	4	22.2%	14	77.8%	18

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Male	881.3	N/A	4	20%	20	80%	24
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Economically Disadvantaged	909.5	N/A	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	English Learners	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Not English Learners	916.3	N/A	8	20.0%	32	80.0%	40
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Not Migrant	909.5	N/A	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Students With Disabilities	*	N/A	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Students Without Disabilities	929.5	N/A	8	21.1%	30	78.9%	38

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Total Score	Not Homeless	909.5	N/A	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	All Students	471.9	480	22	52.4%	20	47.6%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Asian	*	480	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Black or African American	476.6	480	17	53.1%	15	46.9%	32
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Hispanic of Any Race	*	480	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Two or More Races	*	480	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	White	*	480	*	*	*	*	<10

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Female	497.8	480	12	66.7%	6	33.3%	18
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Male	452.5	480	10	41.7%	14	58.3%	24
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Economically Disadvantaged	471.9	480	22	52.4%	20	47.6%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	English Learners	*	480	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Not English Learners	477.5	480	22	55.0%	18	45.0%	40
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Not Migrant	471.9	480	22	52.4%	20	47.6%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Students With Disabilities	*	480	*	*	*	*	<10

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Students Without Disabilities	481.8	480	22	57.9%	16	42.1%	38
Michigan Mathematics and Science Academy Dequindre	2017-18	Evidence-Based Reading and Writing	Not Homeless	471.9	480	22	52.4%	20	47.6%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	All Students	437.6	530	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Asian	*	530	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Black or African American	436.6	530	6	18.8%	26	81.3%	32
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Hispanic of Any Race	*	530	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Two or More Races	*	530	*	*	*	*	<10

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	White	*	530	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Female	449.4	530	4	22.2%	14	77.8%	18
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Male	428.8	530	4	20%	20	80%	24
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Economically Disadvantaged	437.6	530	8	19.0%	34	81.0%	42
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	English Learners	*	530	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Not English Learners	438.8	530	8	20.0%	32	80.0%	40
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Not Migrant	437.6	530	8	19.0%	34	81.0%	42

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

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
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Students With Disabilities	*	530	*	*	*	*	<10
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Students Without Disabilities	447.6	530	8	21.1%	30	78.9%	38
Michigan Mathematics and Science Academy Dequindre	2017-18	Mathematics	Not Homeless	437.6	530	8	19.0%	34	81.0%	42

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2017-18	77.2%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	50.8%	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI-Access Supported Independence

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

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI -Access Participation

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

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	232	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	15	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	175	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	30	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	106	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	126	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	232	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	12	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	220	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	232	<10	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students With Disabilities	2017-18	23	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	209	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	232	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	231	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	15	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	175	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	30	<10	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Female	2017-18	106	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	126	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	12	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	220	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	23	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	209	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	231	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	232	<10	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	All Students	2017-18	98	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	77	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	41	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	57	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	98	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	95	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	98	<10	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	10	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	88	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	98	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	98	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	98	<10	*	*	*	*	*	*	*

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	98.7%	0.0%	N/A	98.7%	0.0%	24.45%
All Students	Mathematics	98.8%	1.2%	38.72%	99.3%	0.7%	N/A	99.2%	0.8%	11.30%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	100.0%	0.0%	N/A	100.0%	0.0%	28.87%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	100.0%	0.0%	N/A	100.0%	0.0%	33.33%
Asian	Mathematics	99.3%	0.7%	69.47%	100.0%	0.0%	N/A	100.0%	0.0%	40.00%
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	<10	<10	<10
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	<10	<10	<10
Black or African American	ELA	97.9%	0.0%	23.02%	98.3%	0.0%	N/A	98.3%	0.0%	21.39%
Black or African American	Mathematics	98.0%	2.0%	13.99%	99.2%	0.8%	N/A	98.9%	1.1%	7.47%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	100.0%	0.0%	N/A	100.0%	0.0%	25.97%

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	<10	<10	<10	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	100.0%	0.0%	N/A	100.0%	0.0%	41.38%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	24.14%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	45.45%
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	33.64%
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	14.02%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	27.91%
Male	ELA	98.6%	0.1%	43.47%	97.7%	0.0%	N/A	97.7%	0.0%	16.39%
Male	Mathematics	98.7%	1.3%	40.26%	98.8%	1.2%	N/A	98.4%	1.6%	8.94%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	100.0%	0.0%	N/A	100.0%	0.0%	29.63%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	98.7%	0.0%	N/A	98.7%	0.0%	24.45%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.3%	0.7%	N/A	99.2%	0.8%	11.30%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	28.87%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	8.33%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	8.33%
English Learners	Science	98.1%	1.9%	N/A	<10	<10	<10	<10	<10	<10
English Learners	Social Studies	97.7%	2.3%	7.02%	<10	<10	<10	<10	<10	<10
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.4%	0.0%	24.46%	92.6%	0.0%	N/A	91.7%	0.0%	13.64%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	96.3%	3.7%	N/A	95.8%	4.2%	4.35%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	ELA	95.9%	0.3%	25.16%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.2%	3.8%	17.34%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Science	93.2%	6.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy Dequindre
 (03302)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	94.44%	86.30%	89.56%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	92.31%	79.37%	85.40%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	94.44%	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report Michigan Mathematics and Science Academy Dequindre
(03302)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	40.00%	49.27%	50.69%	52.12%

Annual Education Report Michigan Mathematics and Science Academy Dequindre
(03302)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	70.10%

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

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	24.45%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	24.45%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	8.33%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	13.64%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	21.39%	39.59%	47.75%	60.00%
Asian	ELA	70.34%	33.33%	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	41.38%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	11.30%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	11.30%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	8.33%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	4.35%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	7.47%	28.04%	35.85%	47.55%
Asian	Mathematics	68.19%	40.00%	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	24.14%	45.55%	46.35%	47.55%

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Michigan Mathematics and Science Academy Dequindre	30.07	35.13	N/A	N/A	77.34	100.00	N/A	42.39	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Michigan Mathematics and Science Academy Dequindre (03302)	0	24	6	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy Dequindre (03302)	30.00	18.00	60.0%	18.00	60.0%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy Dequindre (03302)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy Dequindre (03302)	30.00	4.00	13.3%	4.00	13.3%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy Dequindre (03302)	30.00	5.84	19.5%	5.84	19.5%	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy Dequindre
(03302)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report Michigan Mathematics and Science Academy Dequindre (03302)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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 of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report Michigan Mathematics and Science Academy Dequindre
 (03302)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

Annual Education Report Michigan Mathematics and Science Academy Dequindre
 (03302)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

Annual Education Report Michigan Mathematics and Science Academy Dequindre
 (03302)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9