



School Annual Education Report (AER) Cover Letter

April 13, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Michigan Math and Science 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 Ms. Bond, Office Manager, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.mmsaonline.org/wp-content/uploads/2013/08/MMSA-2014-15-AnnualEducationReport.pdf> or you may review a copy in the main office at your child's school.

The state has not identified schools with the status of Reward, Focus or Priority as it was before. Due to new M-STEP testing, it is not easy to compare scores with the previous MEAP test. However, records show that we have improved our scores in general, especially in Science compared to last year's data.

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 2013-2014 and 2014-2015 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 – The Percentage of Growth – 2013-2014 School Year

Subject	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Reading	75.90%	81.30%	81.00%	81.80%	90.00%	76.50%	81.50%
Mathematics	54.80%	82.40%	85.70%	78.30%	97.40%	84.80%	80.98%
Language Usage	85.70%	81.30%	85.00%	86.40%	97.60%	69.70%	84.9%
Science	80.60%	86.70%	78.90%	90.90%	84.20%	70.00%	81.27%

Table II – The Percentage of Growth – 2014-2015 School Year

Subject	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Reading	46.7%	33.3%	66.7%	74%	84%	58%	60.45%
Mathematics	39.1%	45.2 %	55.6%	57%	80%	56%	55.5%
Language Usage	47.8%	42.9%	66.7%	67%	68%	39%	55.2%
Science	30.4%	66.7%	70.4%	83%	77%	78%	67.6%

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 2013 – 2014 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 3 rd , 2013 October 5 th , 2013	224, 47%
2nd Parent-Teacher Conferences	December 12 th , 2013	207, 45%
3rd Parent-Teacher Conferences	March 6 th , 2014 March 8 th , 2014	170, 37%
4th Parent Teacher Conferences	May 15 th , 2014	87, 20%

Table II - The Percentage of Parents Who Attended Parent Teacher Conferences during 2014 – 2015 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 9 th , 2014 October 11 th , 2014	56%
2nd Parent-Teacher Conferences	December 11 th , 2014	48%
3rd Parent-Teacher Conferences	March 5 th , 2014 March 7 th , 2014	39%
4th Parent Teacher Conferences	May 14 th , 2014	24%

7. DUAL ENROLLMENT and COLLEGE EQUIVALENT COURSES

Dual Enrollment – Postsecondary enrollment is available to students who qualify. In 2014-15, one student exercised this option, attending classes at Macomb Community College.

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



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

	2013-2014	2014-2015
# and % of students enrolled in AP courses	33 - 22%	32 – 21.6%
# of AP exams administered	37	40
# and % of students qualifying for college credit	2 - 6%	8 - 20%

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,

Oguzhan Yildiz
Director

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M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	All Students	2013-14	61.3%	33.3%	33.3%	0%	33.3%	52.8%	13.9%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	African American	2013-14	37.3%	22.2%	22.2%	0%	22.2%	63%	14.8%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Hispanic of Any Race	2013-14	46.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	White	2013-14	68.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Female	2013-14	64.1%	53.3%	53.3%	0%	53.3%	40%	6.7%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Male	2013-14	58.6%	19%	19%	0%	19%	61.9%	19%
ELA (M-STEP)/Reading (MEAP)	2nd Grade Content	Economically Disadvantaged	2013-14	47.9%	27.6%	27.6%	0%	27.6%	58.6%	13.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2014-15	50%	22.2%	22.2%	6.7%	15.6%	20%	57.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	All Students	2013-14	70%	52%	52%	8%	44%	20%	28%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2014-15	23.2%	13.5%	13.5%	2.7%	10.8%	21.6%	64.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	African American	2013-14	47.6%	42.1%	42.1%	10.5%	31.6%	21.1%	36.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Hispanic of Any Race	2013-14	57.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2014-15	58.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	White	2013-14	76.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2014-15	54.7%	28.6%	28.6%	10.7%	17.9%	14.3%	57.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Female	2013-14	73%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2014-15	45.5%	11.8%	11.8%	0%	11.8%	29.4%	58.8%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Male	2013-14	67%	44.4%	44.4%	5.6%	38.9%	16.7%	38.9%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	22.9%	22.9%	5.7%	17.1%	20%	57.1%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Economically Disadvantaged	2013-14	57.3%	37.5%	37.5%	0%	37.5%	25%	37.5%
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2014-15	34.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2014-15	46.6%	22%	22%	4.9%	17.1%	36.6%	41.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	All Students	2013-14	71.7%	76.2%	76.2%	19%	57.1%	14.3%	9.5%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2014-15	21.2%	23.5%	23.5%	5.9%	17.6%	32.4%	44.1%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	African American	2013-14	48.7%	58.3%	58.3%	0%	58.3%	25%	16.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Asian	2013-14	80%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2014-15	53.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	White	2013-14	78.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2014-15	51.5%	34.8%	34.8%	8.7%	26.1%	34.8%	30.4%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Female	2013-14	74.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2014-15	41.8%	5.6%	5.6%	0%	5.6%	38.9%	55.6%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Male	2013-14	69.2%	84.6%	84.6%	23.1%	61.5%	7.7%	7.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	22.2%	22.2%	5.6%	16.7%	36.1%	41.7%
ELA (M-STEP)/Reading (MEAP)	4th Grade Content	Economically Disadvantaged	2013-14	59.4%	64.3%	64.3%	21.4%	42.9%	21.4%	14.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2014-15	48.7%	32%	32%	0%	32%	28%	40%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	All Students	2013-14	71.5%	52%	52%	24%	28%	24%	24%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2014-15	22.5%	30%	30%	0%	30%	25%	45%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	African American	2013-14	50%	46.7%	46.7%	20%	26.7%	20%	33.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Asian	2013-14	82.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Hispanic of Any Race	2013-14	60.1%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	White	2013-14	77.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2014-15	54.3%	16.7%	16.7%	0%	16.7%	41.7%	41.7%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Female	2013-14	74.7%	54.5%	54.5%	27.3%	27.3%	18.2%	27.3%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2014-15	43.3%	46.2%	46.2%	0%	46.2%	15.4%	38.5%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Male	2013-14	68.4%	50%	50%	21.4%	28.6%	28.6%	21.4%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	30.4%	30.4%	0%	30.4%	26.1%	43.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Economically Disadvantaged	2013-14	59.2%	55%	55%	25%	30%	20%	25%
ELA (M-STEP)/Reading (MEAP)	5th Grade Content	Students With Disabilities	2013-14	33.6%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2014-15	44.7%	24.4%	24.4%	4.4%	20%	6.7%	68.9%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2013-14	60.4%	44.9%	44.9%	2%	42.9%	22.4%	32.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2014-15	20%	6.3%	6.3%	0%	6.3%	6.3%	87.5%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2013-14	34.6%	43.2%	43.2%	0%	43.2%	24.3%	32.4%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Asian	2014-15	70.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Asian	2013-14	75.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2013-14	46.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2014-15	51.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2013-14	67.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2014-15	51.1%	11.1%	11.1%	0%	11.1%	5.6%	83.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2013-14	62.5%	47.8%	47.8%	0%	47.8%	21.7%	30.4%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2014-15	38.6%	33.3%	33.3%	7.4%	25.9%	7.4%	59.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2013-14	58.4%	42.3%	42.3%	3.8%	38.5%	23.1%	34.6%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	27.8%	27.8%	5.6%	22.2%	5.6%	66.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2013-14	45.4%	38.9%	38.9%	2.8%	36.1%	19.4%	41.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10

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ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2014-15	49.1%	32.3%	32.3%	3.2%	29%	38.7%	29%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2013-14	72.7%	61.9%	61.9%	11.9%	50%	26.2%	11.9%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2014-15	25.2%	23.8%	23.8%	4.8%	19%	38.1%	38.1%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2013-14	49.7%	58.3%	58.3%	5.6%	52.8%	27.8%	13.9%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Asian	2013-14	84.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	61.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2013-14	79.2%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2014-15	56.3%	28.6%	28.6%	7.1%	21.4%	21.4%	50%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2013-14	74.6%	56.3%	56.3%	12.5%	43.8%	31.3%	12.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2014-15	42.2%	35.3%	35.3%	0%	35.3%	52.9%	11.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2013-14	70.9%	80%	80%	10%	70%	10%	10%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	30.8%	30.8%	3.8%	26.9%	38.5%	30.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2013-14	60.1%	63.6%	63.6%	12.1%	51.5%	30.3%	6.1%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	35.6%	35.6%	0%	35.6%	31.1%	33.3%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	31.6%	31.6%	0%	31.6%	28.9%	39.5%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Female	2014-15	54.2%	47.8%	47.8%	0%	47.8%	21.7%	30.4%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	22.7%	22.7%	0%	22.7%	40.9%	36.4%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	34.1%	34.1%	0%	34.1%	29.3%	36.6%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	All Students	2013-14	40.1%	5.6%	5.6%	0%	5.6%	11.1%	83.3%
Mathematics	2nd Grade Content	African American	2013-14	18.2%	3.7%	3.7%	0%	3.7%	7.4%	88.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	2nd Grade Content	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Hispanic of Any Race	2013-14	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	White	2013-14	46.6%	<10	<10	<10	<10	<10	<10
Mathematics	2nd Grade Content	Female	2013-14	39.7%	6.7%	6.7%	0%	6.7%	20%	73.3%
Mathematics	2nd Grade Content	Male	2013-14	40.6%	4.8%	4.8%	0%	4.8%	4.8%	90.5%
Mathematics	2nd Grade Content	Economically Disadvantaged	2013-14	26.9%	3.4%	3.4%	0%	3.4%	13.8%	82.8%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	17.4%	17.4%	2.2%	15.2%	26.1%	56.5%
Mathematics	3rd Grade Content	All Students	2013-14	45.3%	20%	20%	4%	16%	16%	64%
Mathematics	3rd Grade Content	African American	2014-15	20.3%	10.5%	10.5%	0%	10.5%	23.7%	65.8%
Mathematics	3rd Grade Content	African American	2013-14	18.2%	10.5%	10.5%	0%	10.5%	10.5%	78.9%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2013-14	29.3%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	White	2014-15	57.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2013-14	52.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	20.7%	20.7%	3.4%	17.2%	20.7%	58.6%
Mathematics	3rd Grade Content	Female	2013-14	43.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	49.5%	11.8%	11.8%	0%	11.8%	35.3%	52.9%
Mathematics	3rd Grade Content	Male	2013-14	47.2%	11.1%	11.1%	5.6%	5.6%	22.2%	66.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	14.3%	14.3%	0%	14.3%	25.7%	60%
Mathematics	3rd Grade Content	Economically Disadvantaged	2013-14	29.5%	12.5%	12.5%	0%	12.5%	12.5%	75%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	0%	0%	0%	0%	17.1%	82.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2013-14	45.2%	66.7%	66.7%	14.3%	52.4%	14.3%	19%
Mathematics	4th Grade Content	African American	2014-15	13.2%	0%	0%	0%	0%	14.7%	85.3%
Mathematics	4th Grade Content	African American	2013-14	20%	50%	50%	0%	50%	16.7%	33.3%
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2013-14	73.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2013-14	51.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	0%	0%	0%	0%	21.7%	78.3%
Mathematics	4th Grade Content	Female	2013-14	44.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	42.4%	0%	0%	0%	0%	11.1%	88.9%
Mathematics	4th Grade Content	Male	2013-14	45.7%	84.6%	84.6%	23.1%	61.5%	7.7%	7.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	0%	0%	0%	0%	13.9%	86.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2013-14	29.5%	57.1%	57.1%	21.4%	35.7%	14.3%	28.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	All Students	2014-15	33.4%	12%	12%	4%	8%	20%	68%
Mathematics	5th Grade Content	All Students	2013-14	41.5%	60%	60%	28%	32%	4%	36%
Mathematics	5th Grade Content	African American	2014-15	9.1%	5%	5%	0%	5%	15%	80%
Mathematics	5th Grade Content	African American	2013-14	17.6%	60%	60%	20%	40%	0%	40%
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2013-14	73.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2013-14	27.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2013-14	47.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	8.3%	8.3%	0%	8.3%	16.7%	75%
Mathematics	5th Grade Content	Female	2013-14	40.9%	54.5%	54.5%	27.3%	27.3%	0%	45.5%
Mathematics	5th Grade Content	Male	2014-15	34.1%	15.4%	15.4%	7.7%	7.7%	23.1%	61.5%
Mathematics	5th Grade Content	Male	2013-14	42%	64.3%	64.3%	28.6%	35.7%	7.1%	28.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	8.7%	8.7%	0%	8.7%	17.4%	73.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2013-14	25.9%	60%	60%	30%	30%	5%	35%
Mathematics	5th Grade Content	Students With Disabilities	2013-14	14.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	33.3%	22.2%	22.2%	6.7%	15.6%	15.6%	62.2%
Mathematics	6th Grade Content	All Students	2013-14	39.2%	24.5%	24.5%	0%	24.5%	26.5%	49%
Mathematics	6th Grade Content	African American	2014-15	9.4%	9.4%	9.4%	0%	9.4%	9.4%	81.3%
Mathematics	6th Grade Content	African American	2013-14	15.3%	16.2%	16.2%	0%	16.2%	29.7%	54.1%
Mathematics	6th Grade Content	Asian	2014-15	65.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2013-14	69.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2013-14	25.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2013-14	45.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	5.6%	5.6%	0%	5.6%	22.2%	72.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Female	2013-14	39.9%	17.4%	17.4%	0%	17.4%	39.1%	43.5%
Mathematics	6th Grade Content	Male	2014-15	32.5%	33.3%	33.3%	11.1%	22.2%	11.1%	55.6%
Mathematics	6th Grade Content	Male	2013-14	38.5%	30.8%	30.8%	0%	30.8%	15.4%	53.8%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	27.8%	27.8%	8.3%	19.4%	11.1%	61.1%
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	23.5%	25%	25%	0%	25%	16.7%	58.3%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	32.3%	32.3%	22.6%	9.7%	25.8%	41.9%
Mathematics	7th Grade Content	All Students	2013-14	34.5%	7.1%	7.1%	4.8%	2.4%	28.6%	64.3%
Mathematics	7th Grade Content	African American	2014-15	10.6%	19%	19%	4.8%	14.3%	28.6%	52.4%
Mathematics	7th Grade Content	African American	2013-14	11.4%	2.8%	2.8%	0%	2.8%	30.6%	66.7%
Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2013-14	66.7%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2013-14	40.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33%	35.7%	35.7%	21.4%	14.3%	7.1%	57.1%
Mathematics	7th Grade Content	Female	2013-14	33.8%	3.1%	3.1%	0%	3.1%	31.3%	65.6%
Mathematics	7th Grade Content	Male	2014-15	33.5%	29.4%	29.4%	23.5%	5.9%	41.2%	29.4%
Mathematics	7th Grade Content	Male	2013-14	35.3%	20%	20%	20%	0%	20%	60%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	30.8%	30.8%	19.2%	11.5%	26.9%	42.3%
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	18.7%	6.1%	6.1%	3%	3%	30.3%	63.6%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	8.9%	8.9%	2.2%	6.7%	20%	71.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	African American	2014-15	9.7%	5.3%	5.3%	0%	5.3%	21.1%	73.7%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	4.3%	4.3%	0%	4.3%	26.1%	69.6%
Mathematics	8th Grade Content	Male	2014-15	31.8%	13.6%	13.6%	4.5%	9.1%	13.6%	72.7%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	7.3%	7.3%	0%	7.3%	19.5%	73.2%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	2.4%	2.4%	0%	2.4%	17.1%	80.5%
Science	4th Grade Content	All Students	2013-14	16.8%	14.3%	14.3%	4.8%	9.5%	42.9%	42.9%
Science	4th Grade Content	African American	2014-15	2%	2.9%	2.9%	0%	2.9%	14.7%	82.4%
Science	4th Grade Content	African American	2013-14	3.3%	8.3%	8.3%	0%	8.3%	25%	66.7%
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2013-14	30.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	White	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2013-14	20.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	4.3%	4.3%	0%	4.3%	21.7%	73.9%
Science	4th Grade Content	Female	2013-14	15.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	0%	0%	0%	0%	11.1%	88.9%
Science	4th Grade Content	Male	2013-14	17.7%	23.1%	23.1%	7.7%	15.4%	46.2%	30.8%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	2.8%	2.8%	0%	2.8%	13.9%	83.3%
Science	4th Grade Content	Economically Disadvantaged	2013-14	8%	7.1%	7.1%	7.1%	0%	50%	42.9%
Science	7th Grade Content	All Students	2014-15	22.7%	19.4%	19.4%	3.2%	16.1%	16.1%	64.5%
Science	7th Grade Content	All Students	2013-14	19.8%	2.4%	2.4%	0%	2.4%	21.4%	76.2%
Science	7th Grade Content	African American	2014-15	5%	9.5%	9.5%	0%	9.5%	19%	71.4%
Science	7th Grade Content	African American	2013-14	3.9%	0%	0%	0%	0%	19.4%	80.6%
Science	7th Grade Content	Asian	2014-15	43.1%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Asian	2013-14	35.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	25.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2013-14	24.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	7.1%	7.1%	7.1%	0%	14.3%	78.6%
Science	7th Grade Content	Female	2013-14	17.5%	3.1%	3.1%	0%	3.1%	18.8%	78.1%
Science	7th Grade Content	Male	2014-15	24.6%	29.4%	29.4%	0%	29.4%	17.6%	52.9%
Science	7th Grade Content	Male	2013-14	22%	0%	0%	0%	0%	30%	70%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	19.2%	19.2%	3.8%	15.4%	15.4%	65.4%
Science	7th Grade Content	Economically Disadvantaged	2013-14	9.4%	0%	0%	0%	0%	18.2%	81.8%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	All Students	2014-15	22.2%	0%	0%	0%	0%	72%	28%
Social Studies	5th Grade Content	All Students	2013-14	26.5%	32%	32%	0%	32%	28%	40%
Social Studies	5th Grade Content	African American	2014-15	5.4%	0%	0%	0%	0%	70%	30%
Social Studies	5th Grade Content	African American	2013-14	8.1%	26.7%	26.7%	0%	26.7%	33.3%	40%
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2013-14	45.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2013-14	12.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2013-14	31.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	0%	0%	0%	0%	66.7%	33.3%
Social Studies	5th Grade Content	Female	2013-14	25.2%	18.2%	18.2%	0%	18.2%	18.2%	63.6%
Social Studies	5th Grade Content	Male	2014-15	23.8%	0%	0%	0%	0%	76.9%	23.1%
Social Studies	5th Grade Content	Male	2013-14	27.8%	42.9%	42.9%	0%	42.9%	35.7%	21.4%

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Michigan Mathematics and Science Academy

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	0%	0%	0%	0%	69.6%	30.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2013-14	13.2%	35%	35%	0%	35%	30%	35%
Social Studies	5th Grade Content	Students With Disabilities	2013-14	6.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	15.6%	15.6%	0%	15.6%	33.3%	51.1%
Social Studies	8th Grade Content	All Students	2013-14	25.6%	10.4%	10.4%	0%	10.4%	43.3%	46.3%
Social Studies	8th Grade Content	African American	2014-15	9.1%	10.5%	10.5%	0%	10.5%	31.6%	57.9%
Social Studies	8th Grade Content	African American	2013-14	6.4%	6.1%	6.1%	0%	6.1%	34.7%	59.2%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2013-14	31.2%	23.5%	23.5%	0%	23.5%	64.7%	11.8%
Social Studies	8th Grade Content	Female	2014-15	25.2%	8.7%	8.7%	0%	8.7%	47.8%	43.5%
Social Studies	8th Grade Content	Female	2013-14	22.4%	12.1%	12.1%	0%	12.1%	45.5%	42.4%

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Michigan Mathematics and Science Academy

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Male	2014-15	34%	22.7%	22.7%	0%	22.7%	18.2%	59.1%
Social Studies	8th Grade Content	Male	2013-14	28.7%	8.8%	8.8%	0%	8.8%	41.2%	50%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	9.8%	9.8%	0%	9.8%	34.1%	56.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	9.6%	9.6%	0%	9.6%	42.3%	48.1%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	<10	<10	<10	<10	<10	<10

Annual Education Report
Michigan Mathematics and Science Academy

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	13.3%	13.3%	3.3%	10%	20%	66.7%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	5.9%	5.9%	0%	5.9%	41.2%	52.9%
Mathematics	11th Grade Content	African American	2014-15	8.6%	10.5%	10.5%	0%	10.5%	15.8%	73.7%
Mathematics	11th Grade Content	African American	2013-14	5.9%	4.3%	4.3%	0%	4.3%	39.1%	56.5%
Mathematics	11th Grade Content	Asian	2013-14	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2013-14	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	7.1%	7.1%	0%	7.1%	21.4%	71.4%
Mathematics	11th Grade Content	Female	2013-14	26.5%	5.3%	5.3%	0%	5.3%	31.6%	63.2%
Mathematics	11th Grade Content	Male	2014-15	27.8%	18.8%	18.8%	6.3%	12.5%	18.8%	62.5%
Mathematics	11th Grade Content	Male	2013-14	31.1%	6.7%	6.7%	0%	6.7%	53.3%	40%

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Michigan Mathematics and Science Academy

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	16.7%	16.7%	4.2%	12.5%	12.5%	70.8%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	3.6%	3.6%	0%	3.6%	39.3%	57.1%
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	58.7%	58.8%	58.8%	8.8%	50%	26.5%	14.7%
Reading	11th Grade Content	African American	2013-14	31.3%	52.2%	52.2%	4.3%	47.8%	30.4%	17.4%
Reading	11th Grade Content	Asian	2013-14	71.8%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	White	2013-14	65%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	62.4%	57.9%	57.9%	5.3%	52.6%	26.3%	15.8%
Reading	11th Grade Content	Male	2013-14	55%	60%	60%	13.3%	46.7%	26.7%	13.3%
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	53.6%	53.6%	3.6%	50%	28.6%	17.9%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	46.7%	46.7%	23.3%	23.3%	36.7%	16.7%

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	African American	2014-15	25.8%	36.8%	36.8%	15.8%	21.1%	47.4%	15.8%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	42.9%	42.9%	21.4%	21.4%	35.7%	21.4%
ELA	11th Grade Content	Male	2014-15	43.3%	50%	50%	25%	25%	37.5%	12.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	41.7%	41.7%	20.8%	20.8%	41.7%	16.7%
Science	11th Grade Content	All Students	2014-15	29.4%	26.7%	26.7%	6.7%	20%	26.7%	46.7%
Science	11th Grade Content	All Students	2013-14	28.4%	8.8%	8.8%	2.9%	5.9%	38.2%	52.9%
Science	11th Grade Content	African American	2014-15	7.3%	26.3%	26.3%	0%	26.3%	26.3%	47.4%
Science	11th Grade Content	African American	2013-14	5.5%	4.3%	4.3%	0%	4.3%	30.4%	65.2%
Science	11th Grade Content	Asian	2013-14	48.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10	<10

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2013-14	33.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	21.4%	21.4%	0%	21.4%	28.6%	50%
Science	11th Grade Content	Female	2013-14	24.6%	5.3%	5.3%	0%	5.3%	31.6%	63.2%
Science	11th Grade Content	Male	2014-15	32.1%	31.3%	31.3%	12.5%	18.8%	25%	43.8%
Science	11th Grade Content	Male	2013-14	32.2%	13.3%	13.3%	6.7%	6.7%	46.7%	40%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	25%	25%	4.2%	20.8%	29.2%	45.8%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	3.6%	3.6%	0%	3.6%	39.3%	57.1%
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	46.7%	46.7%	13.3%	33.3%	40%	13.3%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	35.3%	35.3%	0%	35.3%	47.1%	17.6%
Social Studies	11th Grade Content	African American	2014-15	18%	42.1%	42.1%	5.3%	36.8%	36.8%	21.1%
Social Studies	11th Grade Content	African American	2013-14	16.6%	26.1%	26.1%	0%	26.1%	52.2%	21.7%

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Asian	2013-14	61.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2013-14	50%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	35.7%	35.7%	7.1%	28.6%	50%	14.3%
Social Studies	11th Grade Content	Female	2013-14	39.7%	10.5%	10.5%	0%	10.5%	68.4%	21.1%
Social Studies	11th Grade Content	Male	2014-15	47.2%	56.3%	56.3%	18.8%	37.5%	31.3%	12.5%
Social Studies	11th Grade Content	Male	2013-14	48.2%	66.7%	66.7%	0%	66.7%	20%	13.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	45.8%	45.8%	8.3%	37.5%	41.7%	12.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	35.7%	35.7%	0%	35.7%	42.9%	21.4%
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	<10	<10	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

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

Annual Education Report
Michigan Mathematics and Science Academy

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
No Data to Display									

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Michigan Mathematics and Science Academy

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

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

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	97.4%	N/A	97.4%	N/A
All Students	ELA	98.1%	48.5%	97.1%	N/A	97.1%	N/A
All Students	Science	97.5%	22.2%	98.1%	N/A	98.1%	N/A
All Students	Social Studies	97.4%	31.8%	96.2%	N/A	96.2%	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	97.1%	N/A	97.1%	N/A
African American	ELA	96.5%	24.5%	96.7%	N/A	96.7%	N/A
African American	Science	95.4%	6.1%	97.4%	N/A	97.4%	N/A
African American	Social Studies	95.2%	11%	96.3%	N/A	96.3%	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	<30	N/A
Asian	Science	99%	38%	<30	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	<30	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	<30	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	<30	N/A

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 Michigan Mathematics and Science Academy

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	< 30	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	< 30	N/A	< 30	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	100%	N/A	100%	N/A
White	ELA	98.5%	55%	100%	N/A	100%	N/A
White	Science	98.1%	26.6%	< 30	N/A	< 30	N/A
White	Social Studies	98%	37.3%	< 30	N/A	< 30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	97%	N/A	97%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	97%	N/A	97%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.8%	N/A	97.8%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	95.7%	N/A	95.7%	N/A
English Language Learners	Mathematics	98.6%	20.3%	< 30	N/A	< 30	N/A
English Language Learners	ELA	98.2%	24%	< 30	N/A	< 30	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A	N/A	N/A

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	<30	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	<30	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A	<30	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	N/A	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	N/A	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	N/A	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	95.0%	95.0%

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

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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



04/11/2016

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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
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No Data to Display

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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	37	7	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	2.3%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American	1	‡	‡	‡	‡
Indian/Alaska Native	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

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

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0