



School Annual Education Report (AER) Cover Letter

August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for 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-2013-14-AnnualEducationReport.pdf> or you may review a copy in the principal's office at your child's school.

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

Our school has not been given one of these labels.

A. 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. The steps are as follows:

1. All students must be in grade level K-12 for enrollment.
2. Students and parents are requested to view a presentation of our school. This will help provide more information about our school's history, curriculum, success rate, academic structure, activities, etc.
3. After the presentation, students in grade 6-12 only are required to complete an entry exam. The entry exam has two sections, reading and math. The exam is used to measure the placement of each new student. Therefore, students are not evaluated on a pass or fail basis.
4. After testing, the students are interviewed by our school administrator. The school administrator decides to accept or deny enrollment of the new student. The placement exam results are also discussed during the interview.
5. Once the student has been accepted into our academy, students are given an official letter of acceptance. At this point, the parent must provide the following documents:
 - a.) Birth Certificate
 - b.) Immunization Record
 - c.) Recent Report Card/Grade Level Verification
 - d.) Transcript is required for HIGH SCHOOL Students
6. Parents must also complete the following documents before the student can be officially enrolled:
 - a.) Application Form
 - b.) Emergency Contact Information
 - c.) Custodial Information
 - d.) School Records Release Form
 - e.) Student And Parent Commitment Form
 - f.) Free or Reduced Lunch Application
 - g.) Medical Report (To Be Completed By Physician)
7. Once all of the required documents are completed, the child is officially enrolled and placed in the appropriate homeroom class. (if space is available.)



B. 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.

C. 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 will be serving students from K-12th during 2013-2014 school year. MMSA's 1st graduating class (Class of 2014) has 100% College Acceptance. 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.



D. 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 31 charter schools in 8 states (Ohio, Illinois, Indiana, Missouri, 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 skills, strategies, content, and testing to ensure that students are provided 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 school.

E. 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 and post-test in May. Based on the students' September test score, they need to show a necessary improvement until the posttest.

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 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years. The tables below show the percentage of the students who meet or exceed their goal based on the grade level in different subject areas.

Table 1 – The Percentage of Students Who Met or Exceed Their Goals – 2010-2011 School Year

Subject	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	All Students
Reading	63.6%	65.4%	88.6%	62.8%	80.6%	72.2%
Mathematics	75.0%	76.9%	70.7%	90.9%	86.7%	80.04%
Language Usage	83.3%	66.7%	76.7%	60.5%	71.9%	71.82%
General Science	66.7%	78.8%	72.1%	75.0%	80.0%	74.52%
Concepts and Processes	75.0%	58.5%	65.9%	65.9%	77.4%	68.54%



Table II – The Percentage of Students Who Met or Exceed Their Goals – 2011-2012 School Year

<u>Subject</u>	<u>5th Grade</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>	<u>10th Grade</u>	<u>All Students</u>
Reading	78.9%	70.8%	72.7%	67.6%	78.6%	90.0%	71.9%
Mathematics	60.0%	59.1%	81.8%	82.1%	82.5%	100.0%	80.04%
Language Usage	60.0%	72.7%	83.8%	60.5%	80.5%	95.5%	73.8%
General Science	71.4%	70.8%	64.2%	69.2%	79.1%	81.0%	70.51%
Concepts and Processes	81.0%	79.2%	70.8%	74.4%	81.0	95.2%	77.86%

Table III – The Percentage of Students Who Met or Exceed Their Goals – 2012-2013 School Year

<u>Subject</u>	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>9th Grade</u>	<u>10th Grade</u>	<u>All Students</u>
Reading	66.7%	84.6%	62.2%	71.7%	65.2%	65.2%
Mathematics	79.5%	82.1%	72.0%	75.0%	67.4%	74.5%
Language Usage	61.5%	73.7%	65.8%	66.0%	55.6%	64.5%
General Science	66.7%	59.0%	65.3%	75.0%	60.9%	65.7%
Concepts and Processes	69.2%	76.9%	54.2%	69.2%	67.4%	65.7%



Table IV – 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%

F. 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. Parent-teacher conferences are held on Thursdays after school and on Saturdays. Therefore, parents have a higher chance to participate. The percentage of parent attendance to the parent-teacher conferences are as follows:

Table III- The Percentage of Parents Who Attended Parent Teacher Conferences during 2010 – 2011 school year

Conferences	Dates	Percentage of Parents in Attendance
1st Parent-Teacher Conferences	September 30 th , 2010 October 2 nd , 2010	38.9%
2nd Parent-Teacher Conferences	December 2 nd , 2010 December 4 th , 2010	35.3%
3rd Parent-Teacher Conferences	March 10 th , 2011 March 12 th , 2011	49.0%
4th Parent Teacher Conferences	May 5 th , 2011 May 7 th , 2011	33.5%



Table V- The Percentage of Parents Who Attended Parent Teacher Conferences during 2011 – 2012 school year

<u>Conferences</u>	<u>Dates</u>	<u>Percentage of Parents in Attendance</u>
1 st Parent-Teacher Conferences	October 6 th , 2011 October 8 th , 2011	20.42%
2 nd Parent-Teacher Conferences	December 8 th , 2011 December 10 th , 2011	
3 rd Parent-Teacher Conferences	March 1 st , 2012 March 3 rd , 2012	
4 th Parent Teacher Conferences	May 10 th , 2012 May 12 th , 2012	

Table VI- The Percentage of Parents Who Attended Parent Teacher Conferences during 2012 – 2013 school year

<u>Conferences</u>	<u>Dates</u>	<u>Percentage of Parents in Attendance</u>
1 st Parent-Teacher Conferences	October 4 th , 2012 October 6 th , 2012	48.0
2 nd Parent-Teacher Conferences	December 13 th , 2012 December 15 th , 2012	52.0
3 rd Parent-Teacher Conferences	March 5 th , 2013 March 7 th , 2013	36.0
4 th Parent Teacher Conferences	May 16 th , 2013 May 18 th , 2013	24.0

Table VII- 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>
1 st Parent-Teacher Conferences	October 3 rd , 2013 October 5 th , 2013	224, 47%
2 nd Parent-Teacher Conferences	December 12 th , 2013	207, 45%
3 rd Parent-Teacher Conferences	March 6 th , 2014 March 8 th , 2014	170, 37%
4 th Parent Teacher Conferences	May 15 th , 2014	87, 20%



G. DUAL ENROLLMENT and COLLEGE EQUIVALENT COURSES

Dual Enrollment – Postsecondary enrollment is available to students who qualify. In 2013-14, 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, physics, chemistry, English, U.S. history, world history, art, and psychology. Students can receive college credit with successful scoring on a written AP exam.

	2012-2013	2013-2014
# and % of students enrolled in AP courses	16	33, 22%
# of AP exams administered	19	37
% and # of students qualifying for college credit		2, 6%

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 region together over the coming years.

Sincerely,

Oguzhan Yildiz
Director

A handwritten signature in black ink, appearing to read "Oguzhan Yildiz", is placed over a light purple and green abstract background.

Annual Education Report

Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	21.7%	21.7%	0%	21.7%	17.4%	60.9%
Mathematics	3rd Grade	American Indian	2012-13	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	18%	8.3%	8.3%	0%	8.3%	8.3%	83.3%
Mathematics	3rd Grade	Asian	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	42%	21.4%	21.4%	0%	21.4%	28.6%	50%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	13.3%	13.3%	0%	13.3%	13.3%	73.3%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	38.5%	38.5%	7.7%	30.8%	19.2%	42.3%
Mathematics	4th Grade	African American	2012-13	20%	26.7%	26.7%	0%	26.7%	13.3%	60%
Mathematics	4th Grade	Asian	2012-13	71.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	45.7%	9.1%	9.1%	0%	9.1%	36.4%	54.5%
Mathematics	4th Grade	Male	2012-13	46.4%	60%	60%	13.3%	46.7%	6.7%	33.3%

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Michigan Mathematics and Science Academy
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	45%	45%	10%	35%	15%	40%
Mathematics	5th Grade	All Students	2011-12	39.6%	28%	28%	0%	28%	16%	56%
Mathematics	5th Grade	All Students	2012-13	45.7%	36.4%	36.4%	9.1%	27.3%	18.2%	45.5%
Mathematics	5th Grade	African American	2011-12	17%	26.3%	26.3%	0%	26.3%	21.1%	52.6%
Mathematics	5th Grade	African American	2012-13	20.5%	20%	20%	0%	20%	26.7%	53.3%
Mathematics	5th Grade	Asian	2012-13	74.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Two or More Races	2012-13	42.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2011-12	45.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	White	2012-13	52.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2011-12	37.5%	18.8%	18.8%	0%	18.8%	12.5%	68.8%
Mathematics	5th Grade	Female	2012-13	43.9%	27.3%	27.3%	9.1%	18.2%	27.3%	45.5%
Mathematics	5th Grade	Male	2011-12	41.6%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	47.5%	45.5%	45.5%	9.1%	36.4%	9.1%	45.5%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	24.9%	25%	25%	0%	25%	20%	55%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	33.3%	33.3%	6.7%	26.7%	13.3%	53.3%
Mathematics	5th Grade	Students With Disabilities	2011-12	16%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2011-12	37.1%	17.9%	17.9%	0%	17.9%	17.9%	64.3%

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Mathematics	6th Grade	All Students	2012-13	40.2%	12.8%	12.8%	0%	12.8%	12.8%	74.5%
Mathematics	6th Grade	American Indian	2011-12	27.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2011-12	15.4%	14.3%	14.3%	0%	14.3%	19%	66.7%
Mathematics	6th Grade	African American	2012-13	15.9%	9.1%	9.1%	0%	9.1%	15.2%	75.8%
Mathematics	6th Grade	Asian	2012-13	70.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2011-12	22.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	26.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Two or More Races	2012-13	36.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2011-12	43%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2012-13	46.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2011-12	36.8%	13.3%	13.3%	0%	13.3%	20%	66.7%
Mathematics	6th Grade	Female	2012-13	38.8%	13%	13%	0%	13%	17.4%	69.6%
Mathematics	6th Grade	Male	2011-12	37.4%	23.1%	23.1%	0%	23.1%	15.4%	61.5%
Mathematics	6th Grade	Male	2012-13	41.4%	12.5%	12.5%	0%	12.5%	8.3%	79.2%
Mathematics	6th Grade	Economically Disadvantaged	2011-12	22.5%	21.1%	21.1%	0%	21.1%	15.8%	63.2%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	9.1%	9.1%	0%	9.1%	12.1%	78.8%
Mathematics	6th Grade	English Language Learners	2012-13	18.2%	<10	<10	<10	<10	<10	<10

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Mathematics	6th Grade	Students With Disabilities	2011-12	11%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Students With Disabilities	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2011-12	37.2%	13.7%	13.7%	0%	13.7%	30.1%	56.2%
Mathematics	7th Grade	All Students	2012-13	38.1%	22.4%	22.4%	2%	20.4%	16.3%	61.2%
Mathematics	7th Grade	African American	2011-12	13.4%	10.9%	10.9%	0%	10.9%	30.4%	58.7%
Mathematics	7th Grade	African American	2012-13	15.4%	16.2%	16.2%	0%	16.2%	18.9%	64.9%
Mathematics	7th Grade	Asian	2011-12	68.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Asian	2012-13	70.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Hispanic of Any Race	2011-12	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Two or More Races	2012-13	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2011-12	43.6%	13.6%	13.6%	0%	13.6%	22.7%	63.6%
Mathematics	7th Grade	White	2012-13	44.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2011-12	38%	14.7%	14.7%	0%	14.7%	26.5%	58.8%
Mathematics	7th Grade	Female	2012-13	38.8%	21.2%	21.2%	0%	21.2%	15.2%	63.6%
Mathematics	7th Grade	Male	2011-12	36.5%	12.8%	12.8%	0%	12.8%	33.3%	53.8%
Mathematics	7th Grade	Male	2012-13	37.5%	25%	25%	6.3%	18.8%	18.8%	56.3%
Mathematics	7th Grade	Economically Disadvantaged	2011-12	21.6%	10.5%	10.5%	0%	10.5%	29.8%	59.6%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	21.6%	21.6%	2.7%	18.9%	13.5%	64.9%

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Mathematics	7th Grade	Students With Disabilities	2011-12	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2011-12	29.4%	27.3%	27.3%	4.5%	22.7%	34.1%	38.6%
Mathematics	8th Grade	All Students	2012-13	34.5%	19.1%	19.1%	2.9%	16.2%	19.1%	61.8%
Mathematics	8th Grade	African American	2011-12	9.1%	17.9%	17.9%	0%	17.9%	32.1%	50%
Mathematics	8th Grade	African American	2012-13	11.9%	6.5%	6.5%	2.2%	4.3%	21.7%	71.7%
Mathematics	8th Grade	Asian	2011-12	61.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Hispanic of Any Race	2012-13	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Two or More Races	2011-12	26.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Two or More Races	2012-13	31.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2011-12	34.6%	42.9%	42.9%	14.3%	28.6%	35.7%	21.4%
Mathematics	8th Grade	White	2012-13	40.4%	50%	50%	5.6%	44.4%	11.1%	38.9%
Mathematics	8th Grade	Female	2011-12	28%	20.8%	20.8%	0%	20.8%	37.5%	41.7%
Mathematics	8th Grade	Female	2012-13	34.1%	20%	20%	0%	20%	23.3%	56.7%
Mathematics	8th Grade	Male	2011-12	30.7%	35%	35%	10%	25%	30%	35%
Mathematics	8th Grade	Male	2012-13	34.9%	18.4%	18.4%	5.3%	13.2%	15.8%	65.8%
Mathematics	8th Grade	Economically Disadvantaged	2011-12	15.3%	20.6%	20.6%	2.9%	17.6%	32.4%	47.1%

Annual Education Report
Michigan Mathematics and Science Academy
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	17.3%	17.3%	3.8%	13.5%	17.3%	65.4%
Mathematics	8th Grade	Students With Disabilities	2011-12	5.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2012-13	6.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	43.5%	43.5%	0%	43.5%	43.5%	13%
Reading	3rd Grade	American Indian	2012-13	60.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	44.8%	33.3%	33.3%	0%	33.3%	50%	16.7%
Reading	3rd Grade	Asian	2012-13	79%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	70.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	63%	42.9%	42.9%	0%	42.9%	35.7%	21.4%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	26.7%	26.7%	0%	26.7%	53.3%	20%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	76.9%	76.9%	0%	76.9%	23.1%	0%
Reading	4th Grade	African American	2012-13	43%	60%	60%	0%	60%	40%	0%

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Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Asian	2012-13	79.2%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Female	2012-13	71.1%	72.7%	72.7%	0%	72.7%	27.3%	0%
Reading	4th Grade	Male	2012-13	65.1%	80%	80%	0%	80%	20%	0%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	75%	75%	0%	75%	25%	0%
Reading	5th Grade	All Students	2011-12	68.8%	68%	68%	8%	60%	20%	12%
Reading	5th Grade	All Students	2012-13	70.4%	36.4%	36.4%	9.1%	27.3%	40.9%	22.7%
Reading	5th Grade	African American	2011-12	48.3%	68.4%	68.4%	5.3%	63.2%	26.3%	5.3%
Reading	5th Grade	African American	2012-13	47.8%	40%	40%	0%	40%	33.3%	26.7%
Reading	5th Grade	Asian	2012-13	81.5%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Two or More Races	2012-13	70.4%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2011-12	74.8%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2012-13	76.9%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2011-12	71.7%	68.8%	68.8%	6.3%	62.5%	18.8%	12.5%
Reading	5th Grade	Female	2012-13	74.1%	36.4%	36.4%	9.1%	27.3%	36.4%	27.3%
Reading	5th Grade	Male	2011-12	65.9%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	66.8%	36.4%	36.4%	9.1%	27.3%	45.5%	18.2%

Annual Education Report
Michigan Mathematics and Science Academy
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2011-12	56.1%	65%	65%	10%	55%	25%	10%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	40%	40%	6.7%	33.3%	26.7%	33.3%
Reading	5th Grade	Students With Disabilities	2011-12	34.2%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2011-12	67%	64.3%	64.3%	3.6%	60.7%	17.9%	17.9%
Reading	6th Grade	All Students	2012-13	68.2%	47.9%	47.9%	4.2%	43.8%	27.1%	25%
Reading	6th Grade	American Indian	2011-12	61.6%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2011-12	43.8%	57.1%	57.1%	4.8%	52.4%	19%	23.8%
Reading	6th Grade	African American	2012-13	46.4%	45.5%	45.5%	6.1%	39.4%	21.2%	33.3%
Reading	6th Grade	Asian	2012-13	82.3%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2011-12	52.6%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2012-13	57.6%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Two or More Races	2012-13	67%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	White	2011-12	74.1%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	White	2012-13	74.3%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2011-12	70.2%	66.7%	66.7%	0%	66.7%	26.7%	6.7%
Reading	6th Grade	Female	2012-13	71.2%	54.2%	54.2%	4.2%	50%	29.2%	16.7%
Reading	6th Grade	Male	2011-12	63.8%	61.5%	61.5%	7.7%	53.8%	7.7%	30.8%
Reading	6th Grade	Male	2012-13	65.4%	41.7%	41.7%	4.2%	37.5%	25%	33.3%

**Annual Education Report
Michigan Mathematics and Science Academy**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	6th Grade	Economically Disadvantaged	2011-12	53.6%	63.2%	63.2%	5.3%	57.9%	15.8%	21.1%
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	41.2%	41.2%	2.9%	38.2%	26.5%	32.4%
Reading	6th Grade	English Language Learners	2012-13	36.7%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2011-12	28.9%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2012-13	32.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2011-12	59.7%	45.2%	45.2%	5.5%	39.7%	24.7%	30.1%
Reading	7th Grade	All Students	2012-13	62%	53.1%	53.1%	6.1%	46.9%	18.4%	28.6%
Reading	7th Grade	African American	2011-12	34.7%	39.1%	39.1%	6.5%	32.6%	26.1%	34.8%
Reading	7th Grade	African American	2012-13	36.8%	45.9%	45.9%	0%	45.9%	18.9%	35.1%
Reading	7th Grade	Asian	2011-12	75.9%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Asian	2012-13	75.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Hispanic of Any Race	2011-12	46%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Two or More Races	2012-13	61.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	White	2011-12	66.9%	45.5%	45.5%	0%	45.5%	27.3%	27.3%
Reading	7th Grade	White	2012-13	69.5%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2011-12	63.9%	55.9%	55.9%	5.9%	50%	23.5%	20.6%

Annual Education Report
Michigan Mathematics and Science Academy
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Female	2012-13	65.3%	54.5%	54.5%	3%	51.5%	15.2%	30.3%
Reading	7th Grade	Male	2011-12	55.6%	35.9%	35.9%	5.1%	30.8%	25.6%	38.5%
Reading	7th Grade	Male	2012-13	58.8%	50%	50%	12.5%	37.5%	25%	25%
Reading	7th Grade	Economically Disadvantaged	2011-12	44.5%	42.1%	42.1%	3.5%	38.6%	22.8%	35.1%
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	48.6%	48.6%	8.1%	40.5%	18.9%	32.4%
Reading	7th Grade	Students With Disabilities	2011-12	19%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2011-12	60.5%	67.4%	67.4%	9.3%	58.1%	32.6%	0%
Reading	8th Grade	All Students	2012-13	65.7%	49.3%	49.3%	2.9%	46.4%	36.2%	14.5%
Reading	8th Grade	African American	2011-12	39.4%	57.1%	57.1%	7.1%	50%	42.9%	0%
Reading	8th Grade	African American	2012-13	45.2%	41.3%	41.3%	0%	41.3%	43.5%	15.2%
Reading	8th Grade	Asian	2011-12	76%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Hispanic of Any Race	2012-13	56.5%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Two or More Races	2011-12	59.8%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Two or More Races	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2011-12	66.5%	84.6%	84.6%	15.4%	69.2%	15.4%	0%
Reading	8th Grade	White	2012-13	71.2%	66.7%	66.7%	11.1%	55.6%	22.2%	11.1%

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Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	8th Grade	Female	2011-12	65.3%	70.8%	70.8%	12.5%	58.3%	29.2%	0%
Reading	8th Grade	Female	2012-13	70.1%	60%	60%	0%	60%	26.7%	13.3%
Reading	8th Grade	Male	2011-12	55.9%	63.2%	63.2%	5.3%	57.9%	36.8%	0%
Reading	8th Grade	Male	2012-13	61.5%	41%	41%	5.1%	35.9%	43.6%	15.4%
Reading	8th Grade	Economically Disadvantaged	2011-12	46.7%	61.8%	61.8%	5.9%	55.9%	38.2%	0%
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	47.2%	47.2%	1.9%	45.3%	37.7%	15.1%
Reading	8th Grade	Students With Disabilities	2011-12	20.3%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2012-13	26.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2011-12	15.3%	4%	4%	4%	0%	28%	68%
Science	5th Grade	All Students	2012-13	13.1%	8.7%	8.7%	4.3%	4.3%	13%	78.3%
Science	5th Grade	African American	2011-12	3.2%	5.3%	5.3%	5.3%	0%	31.6%	63.2%
Science	5th Grade	African American	2012-13	2.6%	0%	0%	0%	0%	18.8%	81.3%
Science	5th Grade	Asian	2012-13	26.6%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Two or More Races	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	5th Grade	White	2011-12	18.9%	<10	<10	<10	<10	<10	<10
Science	5th Grade	White	2012-13	16%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Female	2011-12	13.6%	6.3%	6.3%	6.3%	0%	18.8%	75%

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Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Female	2012-13	11.6%	8.3%	8.3%	8.3%	0%	8.3%	83.3%
Science	5th Grade	Male	2011-12	17%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Male	2012-13	14.5%	9.1%	9.1%	0%	9.1%	18.2%	72.7%
Science	5th Grade	Economically Disadvantaged	2011-12	7%	5%	5%	5%	0%	35%	60%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	6.7%	6.7%	6.7%	0%	13.3%	80%
Science	5th Grade	Students With Disabilities	2011-12	5.5%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2011-12	16.5%	20.5%	20.5%	4.5%	15.9%	18.2%	61.4%
Science	8th Grade	All Students	2012-13	15.9%	5.9%	5.9%	1.5%	4.4%	20.6%	73.5%
Science	8th Grade	African American	2011-12	3.3%	10.7%	10.7%	0%	10.7%	14.3%	75%
Science	8th Grade	African American	2012-13	3.3%	2.2%	2.2%	0%	2.2%	15.2%	82.6%
Science	8th Grade	Asian	2011-12	33.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Hispanic of Any Race	2012-13	7.1%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Two or More Races	2011-12	14.7%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Two or More Races	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2011-12	20.1%	42.9%	42.9%	14.3%	28.6%	14.3%	42.9%
Science	8th Grade	White	2012-13	19.3%	16.7%	16.7%	5.6%	11.1%	27.8%	55.6%

Annual Education Report
Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Female	2011-12	13.8%	12.5%	12.5%	4.2%	8.3%	25%	62.5%
Science	8th Grade	Female	2012-13	13.7%	0%	0%	0%	0%	20%	80%
Science	8th Grade	Male	2011-12	19%	30%	30%	5%	25%	10%	60%
Science	8th Grade	Male	2012-13	18%	10.5%	10.5%	2.6%	7.9%	21.1%	68.4%
Science	8th Grade	Economically Disadvantaged	2011-12	7.7%	11.8%	11.8%	2.9%	8.8%	14.7%	73.5%
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	3.8%	3.8%	1.9%	1.9%	21.2%	75%
Science	8th Grade	Students With Disabilities	2011-12	3.5%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2012-13	3.5%	<10	<10	<10	<10	<10	<10

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Michigan Mathematics and Science Academy

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2012-13	28.6%	0%	0%	0%	0%	41.7%	58.3%
Mathematics	11th Grade	African American	2012-13	5.7%	0%	0%	0%	0%	42.9%	57.1%
Mathematics	11th Grade	White	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	27%	0%	0%	0%	0%	50%	50%
Mathematics	11th Grade	Male	2012-13	30.3%	0%	0%	0%	0%	35.7%	64.3%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	0%	0%	0%	0%	44.4%	55.6%
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	53.5%	33.3%	33.3%	0%	33.3%	50%	16.7%
Reading	11th Grade	African American	2012-13	28.9%	33.3%	33.3%	0%	33.3%	52.4%	14.3%
Reading	11th Grade	White	2012-13	59.1%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	56%	50%	50%	0%	50%	40%	10%
Reading	11th Grade	Male	2012-13	51%	21.4%	21.4%	0%	21.4%	57.1%	21.4%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	38.9%	38.9%	0%	38.9%	44.4%	16.7%
Reading	11th Grade	Students With Disabilities	2012-13	19%	<10	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	25.7%	4.2%	4.2%	0%	4.2%	16.7%	79.2%
Science	11th Grade	African American	2012-13	3.9%	0%	0%	0%	0%	19%	81%
Science	11th Grade	White	2012-13	30.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	22.5%	10%	10%	0%	10%	30%	60%
Science	11th Grade	Male	2012-13	28.9%	0%	0%	0%	0%	7.1%	92.9%

**Annual Education Report
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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	5.6%	5.6%	0%	5.6%	11.1%	83.3%
Science	11th Grade	Students With Disabilities	2012-13	5.1%	<10	<10	<10	<10	<10	<10

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Michigan Mathematics and Science Academy
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	5th Grade	All Students	2012-13	58.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade	African American	2012-13	47.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	<10	<10	<10	<10	<10
Reading	5th Grade	African American	2012-13	50.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	64.2%	<10	<10	<10	<10	<10

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Michigan Mathematics and Science Academy

MI-Access Functional Independence

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

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Michigan Mathematics and Science Academy

MI-Access Supported Independence

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

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Michigan Mathematics and Science Academy

MI-Access Participation

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

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Michigan Mathematics and Science Academy

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	35.7%
All Students	District	Mathematics	99.6%	45.3%
Bottom 30%	District	Mathematics	0%	5.3%
Bottom 30%	District	Mathematics	0%	7.4%
American Indian	District	Mathematics		
American Indian	District	Mathematics		
African American	District	Mathematics	100%	31.8%
African American	District	Mathematics	100%	37.6%
Asian	District	Mathematics	<30	<30
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Native Hawaiian or Other Pacific Islander	District	Mathematics		
Two or More Races	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	97.9%	43.8%
White	District	Mathematics	97.4%	58.8%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Mathematics	99.5%	34.4%
Economically Disadvantaged	District	Mathematics	99.4%	40.3%
English Language Learners	District	Mathematics	<30	<30
English Language Learners	District	Mathematics		
Students With Disabilities	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	<30	<30
All Students	School	Mathematics	99.6%	35.7%
Bottom 30%	School	Mathematics	0%	5.3%
American Indian	School	Mathematics		
African American	School	Mathematics	100%	31.8%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	97.9%	43.8%
Economically Disadvantaged	School	Mathematics	99.5%	34.4%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	100.4%	82.5%
All Students	District	Reading	99.6%	82%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	District	Reading	0%	44.7%
Bottom 30%	District	Reading	0%	39.6%
American Indian	District	Reading		
American Indian	District	Reading		
African American	District	Reading	100%	78.8%
African American	District	Reading	100%	76.6%
Asian	District	Reading	<30	<30
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	District	Reading		
Native Hawaiian or Other Pacific Islander	District	Reading		
Two or More Races	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	100%	90.6%
White	District	Reading	97.4%	94.1%
Economically Disadvantaged	District	Reading	100.5%	81.7%
Economically Disadvantaged	District	Reading	99.4%	78.2%
English Language Learners	District	Reading	<30	<30
English Language Learners	District	Reading		
Students With Disabilities	District	Reading	<30	<30
Students With Disabilities	District	Reading	<30	<30
All Students	School	Reading	100.4%	82.5%
Bottom 30%	School	Reading	0%	44.7%
American Indian	School	Reading		
African American	School	Reading	100%	78.8%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	90.6%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	School	Reading	100.5%	81.7%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	100%	17.7%
All Students	District	Science	99%	31.7%
Bottom 30%	District	Science	<30	<30
Bottom 30%	District	Science	<30	<30
American Indian	District	Science		
American Indian	District	Science		
African American	District	Science	100%	9.4%
African American	District	Science	100%	16.4%
Asian	District	Science	<30	<30
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
Native Hawaiian or Other Pacific Islander	District	Science		
Native Hawaiian or Other Pacific Islander	District	Science		
Two or More Races	District	Science	<30	<30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Science		
White	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	100%	14.8%
Economically Disadvantaged	District	Science	98.7%	29.2%
English Language Learners	District	Science	<30	<30
English Language Learners	District	Science		
Students With Disabilities	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	100%	17.7%
Bottom 30%	School	Science	<30	<30
African American	School	Science	100%	9.4%
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	100%	14.8%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Social Studies	97.7%	39.2%
All Students	District	Social Studies	99.2%	37.1%
Bottom 30%	District	Social Studies	<30	<30
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies		
American Indian	District	Social Studies		
African American	District	Social Studies	98%	27.8%
African American	District	Social Studies	100%	26.8%
Asian	District	Social Studies	<30	<30
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies		
Hispanic of Any Race	District	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Native Hawaiian or Other Pacific Islander	District	Social Studies		
Two or More Races	District	Social Studies	<30	<30
Two or More Races	District	Social Studies		
White	District	Social Studies	<30	<30
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	97%	41.1%
Economically Disadvantaged	District	Social Studies	99%	36.3%
English Language Learners	District	Social Studies	<30	<30
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	97.7%	39.2%
Bottom 30%	School	Social Studies	<30	<30
African American	School	Social Studies	98%	27.8%
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies		
Two or More Races	School	Social Studies	<30	<30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	97%	41.1%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	59.5%
All Students	District	Writing	99.1%	66.3%
Bottom 30%	District	Writing	<30	<30
Bottom 30%	District	Writing	<30	<30
American Indian	District	Writing		
American Indian	District	Writing		
African American	District	Writing	100%	60.6%
African American	District	Writing	100%	60%
Asian	District	Writing		
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing		
Hispanic of Any Race	District	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	District	Writing		
Native Hawaiian or Other Pacific Islander	District	Writing		

**Annual Education Report
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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Writing		
Two or More Races	District	Writing	<30	<30
White	District	Writing	<30	<30
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	100%	64.5%
Economically Disadvantaged	District	Writing	98.8%	60%
English Language Learners	District	Writing		
English Language Learners	District	Writing		
Students With Disabilities	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100%	59.5%
Bottom 30%	School	Writing	<30	<30
African American	School	Writing	100%	60.6%
Asian	School	Writing		
Two or More Races	School	Writing		
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	100%	64.5%
Students With Disabilities	School	Writing	<30	<30

**Annual Education Report
Michigan Mathematics and Science Academy**
Accountability Details Graduation Data

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

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

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	District	97%
All Students	School	97%

** 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

**Annual Education Report
Michigan Mathematics and Science Academy**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Michigan Mathematics and Science Academy	Michigan Mathematics and Science Academy		Green	2	Green	2	Green	2	Red	0	Green	2	Yellow	34

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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	31	8	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 4 Math

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

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 8 Math

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

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 12 Math

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

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
Michigan Mathematics and Science Academy
NAEP Grade 12 Reading

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

Rounds to zero

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

**Annual Education Report
Michigan Mathematics and Science Academy**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0