



School Annual Education Report (AER) Cover Letter

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 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 www.mmsaonline.org or you may review a copy in the principal's office at your child's school.

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

Michigan Math and Science Academy

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 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.

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.



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 and 2011-2012 school years. The table below shows 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% |



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

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



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

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

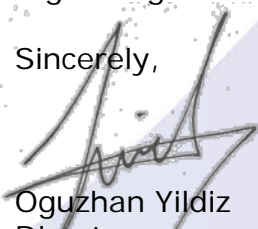
School-Level Student Assessment Data for Michigan Mathematics and Science Academy, 2013-2013 School-Level Accountability (AYP) Detail Reporting for Michigan Math and Science Academy, December, 2011 School-Level Teacher Quality Reporting for Michigan Math and Science Academy, and Michigan Report Card for the National Assessment of Educational Progress are also attached.

Dual Enrollment and College Equivalent Courses

During the 2012-2013 school year, Michigan Math and Science Academy had 8.3% of our Juniors enrolled in college classes and completed successfully. We also had 25.7% of our Sophomores and Juniors enrolled into 2 college equivalent courses (AP Courses) during our first year of offering Advanced Placement Courses. Also, 8.3% of our Juniors received college credits during the 2012-2013 school year.

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

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Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 3rd Grade | All Students | 2012-13 | 100% | 40.9% | 21.7% | 21.7% | < 10% | 21.7% | 17.4% | 60.9% |
| Mathematics | 3rd Grade | African American | 2012-13 | 100% | 18% | < 10% | < 10% | < 10% | < 10% | < 10% | 83.3% |
| Mathematics | 3rd Grade | American Indian | 2012-13 | 100% | 30.6% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Mathematics | 3rd Grade | Asian | 2012-13 | 100% | 65.6% | 66.7% | 66.7% | < 10% | 66.7% | 33.3% | < 10% |
| Mathematics | 3rd Grade | Hispanic of Any Race | 2012-13 | 100% | 25.7% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 3rd Grade | Two or More Races | 2012-13 | 100% | 40% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 3rd Grade | White | 2012-13 | 100% | 47.4% | 25% | 25% | < 10% | 25% | 25% | 50% |
| Mathematics | 3rd Grade | Female | 2012-13 | 100% | 39.8% | 22.2% | 22.2% | < 10% | 22.2% | < 10% | 77.8% |
| Mathematics | 3rd Grade | Male | 2012-13 | 100% | 42% | 21.4% | 21.4% | < 10% | 21.4% | 28.6% | 50% |
| Mathematics | 3rd Grade | Economically Disadvantaged | 2012-13 | 100% | 26.8% | 13.3% | 13.3% | < 10% | 13.3% | 13.3% | 73.3% |
| Mathematics | 3rd Grade | English Language Learners | 2012-13 | 100% | 23% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 4th Grade | All Students | 2012-13 | 100% | 46.1% | 38.5% | 38.5% | < 10% | 30.8% | 19.2% | 42.3% |
| Mathematics | 4th Grade | African American | 2012-13 | 100% | 20% | 26.7% | 26.7% | < 10% | 26.7% | 13.3% | 60% |
| Mathematics | 4th Grade | Asian | 2012-13 | 100% | 71.4% | 75% | 75% | 25% | 50% | 25% | < 10% |
| Mathematics | 4th Grade | Two or More Races | 2012-13 | 100% | 44.3% | 50% | 50% | 25% | 25% | 25% | 25% |
| Mathematics | 4th Grade | White | 2012-13 | 100% | 53% | 33.3% | 33.3% | < 10% | 33.3% | 33.3% | 33.3% |

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| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 4th Grade | Female | 2012-13 | 100% | 45.7% | < 10% | < 10% | < 10% | < 10% | 36.4% | 54.5% |
| Mathematics | 4th Grade | Male | 2012-13 | 100% | 46.4% | 60% | 60% | 13.3% | 46.7% | < 10% | 33.3% |
| Mathematics | 4th Grade | Economically Disadvantaged | 2012-13 | 100% | 31.1% | 45% | 45% | 10% | 35% | 15% | 40% |
| Mathematics | 5th Grade | All Students | 2011-12 | 100% | 39.6% | 28% | 28% | < 10% | 28% | 16% | 56% |
| Mathematics | 5th Grade | All Students | 2012-13 | 100% | 45.7% | 36.4% | 36.4% | < 10% | 27.3% | 18.2% | 45.5% |
| Mathematics | 5th Grade | African American | 2011-12 | 100% | 17% | 26.3% | 26.3% | < 10% | 26.3% | 21.1% | 52.6% |
| Mathematics | 5th Grade | African American | 2012-13 | 100% | 20.5% | 20% | 20% | < 10% | 20% | 26.7% | 53.3% |
| Mathematics | 5th Grade | Asian | 2012-13 | 100% | 74.7% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 5th Grade | Hispanic of Any Race | 2012-13 | 100% | 31.7% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 5th Grade | Two or More Races | 2012-13 | 100% | 42.7% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 5th Grade | White | 2011-12 | 100% | 45.7% | 33.3% | 33.3% | < 10% | 33.3% | < 10% | 66.7% |
| Mathematics | 5th Grade | White | 2012-13 | 100% | 52.4% | 75% | 75% | 50% | 25% | < 10% | 25% |
| Mathematics | 5th Grade | Female | 2011-12 | 100% | 37.5% | 18.8% | 18.8% | < 10% | 18.8% | 12.5% | 68.8% |
| Mathematics | 5th Grade | Female | 2012-13 | 100% | 43.9% | 27.3% | 27.3% | < 10% | 18.2% | 27.3% | 45.5% |
| Mathematics | 5th Grade | Male | 2011-12 | 100% | 41.6% | 44.4% | 44.4% | < 10% | 44.4% | 22.2% | 33.3% |
| Mathematics | 5th Grade | Male | 2012-13 | 100% | 47.5% | 45.5% | 45.5% | < 10% | 36.4% | < 10% | 45.5% |
| Mathematics | 5th Grade | Economically Disadvantaged | 2011-12 | 100% | 24.9% | 25% | 25% | < 10% | 25% | 20% | 55% |

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Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 5th Grade | Economically Disadvantaged | 2012-13 | 100% | 30.3% | 33.3% | 33.3% | < 10% | 26.7% | 13.3% | 53.3% |
| Mathematics | 5th Grade | Students With Disabilities | 2011-12 | 100% | 16% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 6th Grade | All Students | 2011-12 | 100% | 37.1% | 17.9% | 17.9% | < 10% | 17.9% | 17.9% | 64.3% |
| Mathematics | 6th Grade | All Students | 2012-13 | 100% | 40.2% | 12.8% | 12.8% | < 10% | 12.8% | 12.8% | 74.5% |
| Mathematics | 6th Grade | African American | 2011-12 | 100% | 15.4% | 14.3% | 14.3% | < 10% | 14.3% | 19% | 66.7% |
| Mathematics | 6th Grade | African American | 2012-13 | 100% | 15.9% | < 10% | < 10% | < 10% | < 10% | 15.2% | 75.8% |
| Mathematics | 6th Grade | American Indian | 2011-12 | 100% | 27.8% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Mathematics | 6th Grade | Asian | 2012-13 | 100% | 70.8% | 66.7% | 66.7% | < 10% | 66.7% | 33.3% | < 10% |
| Mathematics | 6th Grade | Hispanic of Any Race | 2011-12 | 100% | 22.8% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 6th Grade | Hispanic of Any Race | 2012-13 | 100% | 26.3% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 6th Grade | Two or More Races | 2012-13 | 100% | 36.1% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 6th Grade | White | 2011-12 | 100% | 43% | 20% | 20% | < 10% | 20% | < 10% | 80% |
| Mathematics | 6th Grade | White | 2012-13 | 100% | 46.6% | 14.3% | 14.3% | < 10% | 14.3% | < 10% | 85.7% |
| Mathematics | 6th Grade | Female | 2011-12 | 100% | 36.8% | 13.3% | 13.3% | < 10% | 13.3% | 20% | 66.7% |
| Mathematics | 6th Grade | Female | 2012-13 | 100% | 38.8% | 13% | 13% | < 10% | 13% | 17.4% | 69.6% |
| Mathematics | 6th Grade | Male | 2011-12 | 100% | 37.4% | 23.1% | 23.1% | < 10% | 23.1% | 15.4% | 61.5% |

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|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 6th Grade | Male | 2012-13 | 100% | 41.4% | 12.5% | 12.5% | < 10% | 12.5% | < 10% | 79.2% |
| Mathematics | 6th Grade | Economically Disadvantaged | 2011-12 | 100% | 22.5% | 21.1% | 21.1% | < 10% | 21.1% | 15.8% | 63.2% |
| Mathematics | 6th Grade | Economically Disadvantaged | 2012-13 | 100% | 24.6% | < 10% | < 10% | < 10% | < 10% | 12.1% | 78.8% |
| Mathematics | 6th Grade | English Language Learners | 2012-13 | 100% | 18.2% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Mathematics | 6th Grade | Students With Disabilities | 2011-12 | 100% | 11% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 6th Grade | Students With Disabilities | 2012-13 | 100% | 13.2% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Mathematics | 7th Grade | All Students | 2011-12 | 100% | 37.2% | 13.7% | 13.7% | < 10% | 13.7% | 30.1% | 56.2% |
| Mathematics | 7th Grade | All Students | 2012-13 | 100% | 38.1% | 22.4% | 22.4% | < 10% | 20.4% | 16.3% | 61.2% |
| Mathematics | 7th Grade | African American | 2011-12 | 100% | 13.4% | 10.9% | 10.9% | < 10% | 10.9% | 30.4% | 58.7% |
| Mathematics | 7th Grade | African American | 2012-13 | 100% | 15.4% | 16.2% | 16.2% | < 10% | 16.2% | 18.9% | 64.9% |
| Mathematics | 7th Grade | Asian | 2011-12 | 100% | 68.9% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Mathematics | 7th Grade | Asian | 2012-13 | 100% | 70.4% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 7th Grade | Hispanic of Any Race | 2011-12 | 100% | 23.2% | 66.7% | 66.7% | < 10% | 66.7% | 33.3% | < 10% |
| Mathematics | 7th Grade | Two or More Races | 2012-13 | 100% | 34.5% | 100% | 100% | 33.3% | 66.7% | < 10% | < 10% |
| Mathematics | 7th Grade | White | 2011-12 | 100% | 43.6% | 13.6% | 13.6% | < 10% | 13.6% | 22.7% | 63.6% |

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|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 7th Grade | White | 2012-13 | 100% | 44.2% | < 10% | < 10% | < 10% | < 10% | 14.3% | 85.7% |
| Mathematics | 7th Grade | Female | 2011-12 | 100% | 38% | 14.7% | 14.7% | < 10% | 14.7% | 26.5% | 58.8% |
| Mathematics | 7th Grade | Female | 2012-13 | 100% | 38.8% | 21.2% | 21.2% | < 10% | 21.2% | 15.2% | 63.6% |
| Mathematics | 7th Grade | Male | 2011-12 | 100% | 36.5% | 12.8% | 12.8% | < 10% | 12.8% | 33.3% | 53.8% |
| Mathematics | 7th Grade | Male | 2012-13 | 100% | 37.5% | 25% | 25% | < 10% | 18.8% | 18.8% | 56.3% |
| Mathematics | 7th Grade | Economically Disadvantaged | 2011-12 | 100% | 21.6% | 10.5% | 10.5% | < 10% | 10.5% | 29.8% | 59.6% |
| Mathematics | 7th Grade | Economically Disadvantaged | 2012-13 | 100% | 22.5% | 21.6% | 21.6% | < 10% | 18.9% | 13.5% | 64.9% |
| Mathematics | 7th Grade | Students With Disabilities | 2011-12 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Mathematics | 7th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Mathematics | 8th Grade | All Students | 2011-12 | 100% | 29.4% | 27.3% | 27.3% | < 10% | 22.7% | 34.1% | 38.6% |
| Mathematics | 8th Grade | All Students | 2012-13 | 100% | 34.5% | 19.1% | 19.1% | < 10% | 16.2% | 19.1% | 61.8% |
| Mathematics | 8th Grade | African American | 2011-12 | 100% | < 10% | 17.9% | 17.9% | < 10% | 17.9% | 32.1% | 50% |
| Mathematics | 8th Grade | African American | 2012-13 | 100% | 11.9% | < 10% | < 10% | < 10% | < 10% | 21.7% | 71.7% |
| Mathematics | 8th Grade | Asian | 2011-12 | 100% | 61.9% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Mathematics | 8th Grade | Hispanic of Any Race | 2012-13 | 100% | 19.9% | 50% | 50% | < 10% | 50% | < 10% | 50% |
| Mathematics | 8th Grade | Two or More Races | 2011-12 | 100% | 26.4% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |

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Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|-------------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 8th Grade | Two or More Races | 2012-13 | 100% | 31.2% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Mathematics | 8th Grade | White | 2011-12 | 100% | 34.6% | 42.9% | 42.9% | 14.3% | 28.6% | 35.7% | 21.4% |
| Mathematics | 8th Grade | White | 2012-13 | 100% | 40.4% | 50% | 50% | < 10% | 44.4% | 11.1% | 38.9% |
| Mathematics | 8th Grade | Female | 2011-12 | 100% | 28% | 20.8% | 20.8% | < 10% | 20.8% | 37.5% | 41.7% |
| Mathematics | 8th Grade | Female | 2012-13 | 100% | 34.1% | 20% | 20% | < 10% | 20% | 23.3% | 56.7% |
| Mathematics | 8th Grade | Male | 2011-12 | 100% | 30.7% | 35% | 35% | 10% | 25% | 30% | 35% |
| Mathematics | 8th Grade | Male | 2012-13 | 100% | 34.9% | 18.4% | 18.4% | < 10% | 13.2% | 15.8% | 65.8% |
| Mathematics | 8th Grade | Economically Disadvantaged | 2011-12 | 100% | 15.3% | 20.6% | 20.6% | < 10% | 17.6% | 32.4% | 47.1% |
| Mathematics | 8th Grade | Economically Disadvantaged | 2012-13 | 100% | 18.7% | 17.3% | 17.3% | < 10% | 13.5% | 17.3% | 65.4% |
| Mathematics | 8th Grade | Students With Disabilities | 2011-12 | 100% | < 10% | 50% | 50% | < 10% | 50% | < 10% | 50% |
| Mathematics | 8th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | 40% | 40% | < 10% | 40% | < 10% | 60% |
| Reading | 3rd Grade | All Students | 2012-13 | 100% | 66.5% | 43.5% | 43.5% | < 10% | 43.5% | 43.5% | 13% |
| Reading | 3rd Grade | African American | 2012-13 | 100% | 44.8% | 33.3% | 33.3% | < 10% | 33.3% | 50% | 16.7% |
| Reading | 3rd Grade | American Indian | 2012-13 | 100% | 60.9% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 3rd Grade | Asian | 2012-13 | 100% | 79% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 3rd Grade | Hispanic of Any Race | 2012-13 | 100% | 53.5% | 100% | 100% | < 10% | 100% | < 10% | < 10% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 3rd Grade | Two or More Races | 2012-13 | 100% | 67.6% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Reading | 3rd Grade | White | 2012-13 | 100% | 73% | 50% | 50% | < 10% | 50% | 50% | < 10% |
| Reading | 3rd Grade | Female | 2012-13 | 100% | 70.2% | 44.4% | 44.4% | < 10% | 44.4% | 55.6% | < 10% |
| Reading | 3rd Grade | Male | 2012-13 | 100% | 63% | 42.9% | 42.9% | < 10% | 42.9% | 35.7% | 21.4% |
| Reading | 3rd Grade | Economically Disadvantaged | 2012-13 | 100% | 53.8% | 26.7% | 26.7% | < 10% | 26.7% | 53.3% | 20% |
| Reading | 3rd Grade | English Language Learners | 2012-13 | 100% | 41.5% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 4th Grade | All Students | 2012-13 | 100% | 68.1% | 76.9% | 76.9% | < 10% | 76.9% | 23.1% | < 10% |
| Reading | 4th Grade | African American | 2012-13 | 100% | 43% | 60% | 60% | < 10% | 60% | 40% | < 10% |
| Reading | 4th Grade | Asian | 2012-13 | 100% | 79.2% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 4th Grade | Two or More Races | 2012-13 | 100% | 68.7% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 4th Grade | White | 2012-13 | 100% | 75.1% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 4th Grade | Female | 2012-13 | 100% | 71.1% | 72.7% | 72.7% | < 10% | 72.7% | 27.3% | < 10% |
| Reading | 4th Grade | Male | 2012-13 | 100% | 65.1% | 80% | 80% | < 10% | 80% | 20% | < 10% |
| Reading | 4th Grade | Economically Disadvantaged | 2012-13 | 100% | 55.1% | 75% | 75% | < 10% | 75% | 25% | < 10% |
| Reading | 5th Grade | All Students | 2011-12 | 100% | 68.8% | 68% | 68% | < 10% | 60% | 20% | 12% |
| Reading | 5th Grade | All Students | 2012-13 | 100% | 70.4% | 36.4% | 36.4% | < 10% | 27.3% | 40.9% | 22.7% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 5th Grade | African American | 2011-12 | 100% | 48.3% | 68.4% | 68.4% | < 10% | 63.2% | 26.3% | < 10% |
| Reading | 5th Grade | African American | 2012-13 | 100% | 47.8% | 40% | 40% | < 10% | 40% | 33.3% | 26.7% |
| Reading | 5th Grade | Asian | 2012-13 | 100% | 81.5% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 5th Grade | Hispanic of Any Race | 2012-13 | 100% | 58.1% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 5th Grade | Two or More Races | 2012-13 | 100% | 70.4% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 5th Grade | White | 2011-12 | 100% | 74.8% | 66.7% | 66.7% | 16.7% | 50% | < 10% | 33.3% |
| Reading | 5th Grade | White | 2012-13 | 100% | 76.9% | 50% | 50% | 50% | < 10% | 25% | 25% |
| Reading | 5th Grade | Female | 2011-12 | 100% | 71.7% | 68.8% | 68.8% | < 10% | 62.5% | 18.8% | 12.5% |
| Reading | 5th Grade | Female | 2012-13 | 100% | 74.1% | 36.4% | 36.4% | < 10% | 27.3% | 36.4% | 27.3% |
| Reading | 5th Grade | Male | 2011-12 | 100% | 65.9% | 66.7% | 66.7% | 11.1% | 55.6% | 22.2% | 11.1% |
| Reading | 5th Grade | Male | 2012-13 | 100% | 66.8% | 36.4% | 36.4% | < 10% | 27.3% | 45.5% | 18.2% |
| Reading | 5th Grade | Economically Disadvantaged | 2011-12 | 100% | 56.1% | 65% | 65% | 10% | 55% | 25% | 10% |
| Reading | 5th Grade | Economically Disadvantaged | 2012-13 | 100% | 57.9% | 40% | 40% | < 10% | 33.3% | 26.7% | 33.3% |
| Reading | 5th Grade | Students With Disabilities | 2011-12 | 100% | 34.2% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 6th Grade | All Students | 2011-12 | 100% | 67% | 64.3% | 64.3% | < 10% | 60.7% | 17.9% | 17.9% |
| Reading | 6th Grade | All Students | 2012-13 | 100% | 68.2% | 47.9% | 47.9% | < 10% | 43.8% | 27.1% | 25% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 6th Grade | African American | 2011-12 | 100% | 43.8% | 57.1% | 57.1% | < 10% | 52.4% | 19% | 23.8% |
| Reading | 6th Grade | African American | 2012-13 | 100% | 46.4% | 45.5% | 45.5% | < 10% | 39.4% | 21.2% | 33.3% |
| Reading | 6th Grade | American Indian | 2011-12 | 100% | 61.6% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 6th Grade | Asian | 2012-13 | 100% | 82.3% | 66.7% | 66.7% | < 10% | 66.7% | 33.3% | < 10% |
| Reading | 6th Grade | Hispanic of Any Race | 2011-12 | 100% | 52.6% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 6th Grade | Hispanic of Any Race | 2012-13 | 100% | 57.6% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 6th Grade | Two or More Races | 2012-13 | 100% | 67% | 33.3% | 33.3% | < 10% | 33.3% | 66.7% | < 10% |
| Reading | 6th Grade | White | 2011-12 | 100% | 74.1% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 6th Grade | White | 2012-13 | 100% | 74.3% | 50% | 50% | < 10% | 50% | 37.5% | 12.5% |
| Reading | 6th Grade | Female | 2011-12 | 100% | 70.2% | 66.7% | 66.7% | < 10% | 66.7% | 26.7% | < 10% |
| Reading | 6th Grade | Female | 2012-13 | 100% | 71.2% | 54.2% | 54.2% | < 10% | 50% | 29.2% | 16.7% |
| Reading | 6th Grade | Male | 2011-12 | 100% | 63.8% | 61.5% | 61.5% | < 10% | 53.8% | < 10% | 30.8% |
| Reading | 6th Grade | Male | 2012-13 | 100% | 65.4% | 41.7% | 41.7% | < 10% | 37.5% | 25% | 33.3% |
| Reading | 6th Grade | Economically Disadvantaged | 2011-12 | 100% | 53.6% | 63.2% | 63.2% | < 10% | 57.9% | 15.8% | 21.1% |
| Reading | 6th Grade | Economically Disadvantaged | 2012-13 | 100% | 56.4% | 41.2% | 41.2% | < 10% | 38.2% | 26.5% | 32.4% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 6th Grade | English Language Learners | 2012-13 | 100% | 36.7% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 6th Grade | Students With Disabilities | 2011-12 | 100% | 28.9% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Reading | 6th Grade | Students With Disabilities | 2012-13 | 100% | 32.8% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Reading | 7th Grade | All Students | 2011-12 | 100% | 59.7% | 45.2% | 45.2% | < 10% | 39.7% | 24.7% | 30.1% |
| Reading | 7th Grade | All Students | 2012-13 | 100% | 62% | 53.1% | 53.1% | < 10% | 46.9% | 18.4% | 28.6% |
| Reading | 7th Grade | African American | 2011-12 | 100% | 34.7% | 39.1% | 39.1% | < 10% | 32.6% | 26.1% | 34.8% |
| Reading | 7th Grade | African American | 2012-13 | 100% | 36.8% | 45.9% | 45.9% | < 10% | 45.9% | 18.9% | 35.1% |
| Reading | 7th Grade | Asian | 2011-12 | 100% | 75.9% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 7th Grade | Asian | 2012-13 | 100% | 75.4% | 50% | 50% | 50% | < 10% | 50% | < 10% |
| Reading | 7th Grade | Hispanic of Any Race | 2011-12 | 100% | 46% | 100% | 100% | 33.3% | 66.7% | < 10% | < 10% |
| Reading | 7th Grade | Two or More Races | 2012-13 | 100% | 61.8% | 100% | 100% | 66.7% | 33.3% | < 10% | < 10% |
| Reading | 7th Grade | White | 2011-12 | 100% | 66.9% | 45.5% | 45.5% | < 10% | 45.5% | 27.3% | 27.3% |
| Reading | 7th Grade | White | 2012-13 | 100% | 69.5% | 71.4% | 71.4% | < 10% | 71.4% | 14.3% | 14.3% |
| Reading | 7th Grade | Female | 2011-12 | 100% | 63.9% | 55.9% | 55.9% | < 10% | 50% | 23.5% | 20.6% |
| Reading | 7th Grade | Female | 2012-13 | 100% | 65.3% | 54.5% | 54.5% | < 10% | 51.5% | 15.2% | 30.3% |
| Reading | 7th Grade | Male | 2011-12 | 100% | 55.6% | 35.9% | 35.9% | < 10% | 30.8% | 25.6% | 38.5% |

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Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 7th Grade | Male | 2012-13 | 100% | 58.8% | 50% | 50% | 12.5% | 37.5% | 25% | 25% |
| Reading | 7th Grade | Economically Disadvantaged | 2011-12 | 100% | 44.5% | 42.1% | 42.1% | < 10% | 38.6% | 22.8% | 35.1% |
| Reading | 7th Grade | Economically Disadvantaged | 2012-13 | 100% | 47.4% | 48.6% | 48.6% | < 10% | 40.5% | 18.9% | 32.4% |
| Reading | 7th Grade | Students With Disabilities | 2011-12 | 100% | 19% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Reading | 7th Grade | Students With Disabilities | 2012-13 | 100% | 23% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Reading | 8th Grade | All Students | 2011-12 | 100% | 60.5% | 67.4% | 67.4% | < 10% | 58.1% | 32.6% | < 10% |
| Reading | 8th Grade | All Students | 2012-13 | 100% | 65.7% | 49.3% | 49.3% | < 10% | 46.4% | 36.2% | 14.5% |
| Reading | 8th Grade | African American | 2011-12 | 100% | 39.4% | 57.1% | 57.1% | < 10% | 50% | 42.9% | < 10% |
| Reading | 8th Grade | African American | 2012-13 | 100% | 45.2% | 41.3% | 41.3% | < 10% | 41.3% | 43.5% | 15.2% |
| Reading | 8th Grade | Asian | 2011-12 | 100% | 76% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 8th Grade | Hispanic of Any Race | 2012-13 | 100% | 56.5% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 8th Grade | Two or More Races | 2011-12 | 100% | 59.8% | 100% | 100% | < 10% | 100% | < 10% | < 10% |
| Reading | 8th Grade | Two or More Races | 2012-13 | 100% | 65.6% | 33.3% | 33.3% | < 10% | 33.3% | 33.3% | 33.3% |
| Reading | 8th Grade | White | 2011-12 | 100% | 66.5% | 84.6% | 84.6% | 15.4% | 69.2% | 15.4% | < 10% |
| Reading | 8th Grade | White | 2012-13 | 100% | 71.2% | 66.7% | 66.7% | 11.1% | 55.6% | 22.2% | 11.1% |
| Reading | 8th Grade | Female | 2011-12 | 100% | 65.3% | 70.8% | 70.8% | 12.5% | 58.3% | 29.2% | < 10% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Reading | 8th Grade | Female | 2012-13 | 100% | 70.1% | 60% | 60% | < 10% | 60% | 26.7% | 13.3% |
| Reading | 8th Grade | Male | 2011-12 | 100% | 55.9% | 63.2% | 63.2% | < 10% | 57.9% | 36.8% | < 10% |
| Reading | 8th Grade | Male | 2012-13 | 100% | 61.5% | 41% | 41% | < 10% | 35.9% | 43.6% | 15.4% |
| Reading | 8th Grade | Economically Disadvantaged | 2011-12 | 100% | 46.7% | 61.8% | 61.8% | < 10% | 55.9% | 38.2% | < 10% |
| Reading | 8th Grade | Economically Disadvantaged | 2012-13 | 100% | 53% | 47.2% | 47.2% | < 10% | 45.3% | 37.7% | 15.1% |
| Reading | 8th Grade | Students With Disabilities | 2011-12 | 100% | 20.3% | 50% | 50% | < 10% | 50% | 50% | < 10% |
| Reading | 8th Grade | Students With Disabilities | 2012-13 | 100% | 26.4% | 60% | 60% | < 10% | 60% | < 10% | 40% |
| Science | 5th Grade | All Students | 2011-12 | 100% | 15.3% | < 10% | < 10% | < 10% | < 10% | 28% | 68% |
| Science | 5th Grade | All Students | 2012-13 | 100% | 13.1% | < 10% | < 10% | < 10% | < 10% | 13% | 78.3% |
| Science | 5th Grade | African American | 2011-12 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 31.6% | 63.2% |
| Science | 5th Grade | African American | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 18.8% | 81.3% |
| Science | 5th Grade | Asian | 2012-13 | 100% | 26.6% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Science | 5th Grade | Hispanic of Any Race | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Science | 5th Grade | Two or More Races | 2012-13 | 100% | 12.2% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Science | 5th Grade | White | 2011-12 | 100% | 18.9% | < 10% | < 10% | < 10% | < 10% | 16.7% | 83.3% |
| Science | 5th Grade | White | 2012-13 | 100% | 16% | 50% | 50% | 25% | 25% | < 10% | 50% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Science | 5th Grade | Female | 2011-12 | 100% | 13.6% | < 10% | < 10% | < 10% | < 10% | 18.8% | 75% |
| Science | 5th Grade | Female | 2012-13 | 100% | 11.6% | < 10% | < 10% | < 10% | < 10% | < 10% | 83.3% |
| Science | 5th Grade | Male | 2011-12 | 100% | 17% | < 10% | < 10% | < 10% | < 10% | 44.4% | 55.6% |
| Science | 5th Grade | Male | 2012-13 | 100% | 14.5% | < 10% | < 10% | < 10% | < 10% | 18.2% | 72.7% |
| Science | 5th Grade | Economically Disadvantaged | 2011-12 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 35% | 60% |
| Science | 5th Grade | Economically Disadvantaged | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 13.3% | 80% |
| Science | 5th Grade | Students With Disabilities | 2011-12 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Science | 5th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Science | 8th Grade | All Students | 2011-12 | 100% | 16.5% | 20.5% | 20.5% | < 10% | 15.9% | 18.2% | 61.4% |
| Science | 8th Grade | All Students | 2012-13 | 100% | 15.9% | < 10% | < 10% | < 10% | < 10% | 20.6% | 73.5% |
| Science | 8th Grade | African American | 2011-12 | 100% | < 10% | 10.7% | 10.7% | < 10% | 10.7% | 14.3% | 75% |
| Science | 8th Grade | African American | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 15.2% | 82.6% |
| Science | 8th Grade | Asian | 2011-12 | 100% | 33.9% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Science | 8th Grade | Hispanic of Any Race | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Science | 8th Grade | Two or More Races | 2011-12 | 100% | 14.7% | < 10% | < 10% | < 10% | < 10% | 100% | < 10% |
| Science | 8th Grade | Two or More Races | 2012-13 | 100% | 15.3% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-----------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Science | 8th Grade | White | 2011-12 | 100% | 20.1% | 42.9% | 42.9% | 14.3% | 28.6% | 14.3% | 42.9% |
| Science | 8th Grade | White | 2012-13 | 100% | 19.3% | 16.7% | 16.7% | < 10% | 11.1% | 27.8% | 55.6% |
| Science | 8th Grade | Female | 2011-12 | 100% | 13.8% | 12.5% | 12.5% | < 10% | < 10% | 25% | 62.5% |
| Science | 8th Grade | Female | 2012-13 | 100% | 13.7% | < 10% | < 10% | < 10% | < 10% | 20% | 80% |
| Science | 8th Grade | Male | 2011-12 | 100% | 19% | 30% | 30% | < 10% | 25% | 10% | 60% |
| Science | 8th Grade | Male | 2012-13 | 100% | 18% | 10.5% | 10.5% | < 10% | < 10% | 21.1% | 68.4% |
| Science | 8th Grade | Economically Disadvantaged | 2011-12 | 100% | < 10% | 11.8% | 11.8% | < 10% | < 10% | 14.7% | 73.5% |
| Science | 8th Grade | Economically Disadvantaged | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 21.2% | 75% |
| Science | 8th Grade | Students With Disabilities | 2011-12 | 100% | < 10% | 50% | 50% | < 10% | 50% | < 10% | 50% |
| Science | 8th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | 40% | 40% | < 10% | 40% | 20% | 40% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Merit Examination (MME)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|-------------|------------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 11th Grade | All Students | 2012-13 | 100% | 28.6% | < 10% | < 10% | < 10% | < 10% | 41.7% | 58.3% |
| Mathematics | 11th Grade | African American | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 42.9% | 57.1% |
| Mathematics | 11th Grade | White | 2012-13 | 100% | 33.3% | < 10% | < 10% | < 10% | < 10% | 33.3% | 66.7% |
| Mathematics | 11th Grade | Female | 2012-13 | 100% | 27% | < 10% | < 10% | < 10% | < 10% | 50% | 50% |
| Mathematics | 11th Grade | Male | 2012-13 | 100% | 30.3% | < 10% | < 10% | < 10% | < 10% | 35.7% | 64.3% |
| Mathematics | 11th Grade | Economically Disadvantaged | 2012-13 | 100% | 13% | < 10% | < 10% | < 10% | < 10% | 44.4% | 55.6% |
| Mathematics | 11th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | < 10% | 100% |
| Reading | 11th Grade | All Students | 2012-13 | 100% | 53.5% | 33.3% | 33.3% | < 10% | 33.3% | 50% | 16.7% |
| Reading | 11th Grade | African American | 2012-13 | 100% | 28.9% | 33.3% | 33.3% | < 10% | 33.3% | 52.4% | 14.3% |
| Reading | 11th Grade | White | 2012-13 | 100% | 59.1% | 33.3% | 33.3% | < 10% | 33.3% | 33.3% | 33.3% |
| Reading | 11th Grade | Female | 2012-13 | 100% | 56% | 50% | 50% | < 10% | 50% | 40% | 10% |
| Reading | 11th Grade | Male | 2012-13 | 100% | 51% | 21.4% | 21.4% | < 10% | 21.4% | 57.1% | 21.4% |
| Reading | 11th Grade | Economically Disadvantaged | 2012-13 | 100% | 37.9% | 38.9% | 38.9% | < 10% | 38.9% | 44.4% | 16.7% |
| Reading | 11th Grade | Students With Disabilities | 2012-13 | 100% | 19% | < 10% | < 10% | < 10% | < 10% | 33.3% | 66.7% |
| Science | 11th Grade | All Students | 2012-13 | 100% | 25.7% | < 10% | < 10% | < 10% | < 10% | 16.7% | 79.2% |
| Science | 11th Grade | African American | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 19% | 81% |
| Science | 11th Grade | White | 2012-13 | 100% | 30.4% | 33.3% | 33.3% | < 10% | 33.3% | < 10% | 66.7% |

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Michigan Merit Examination (MME)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|------------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Science | 11th Grade | Female | 2012-13 | 100% | 22.5% | 10% | 10% | < 10% | 10% | 30% | 60% |
| Science | 11th Grade | Male | 2012-13 | 100% | 28.9% | < 10% | < 10% | < 10% | < 10% | < 10% | 92.9% |
| Science | 11th Grade | Economically Disadvantaged | 2012-13 | 100% | 11.5% | < 10% | < 10% | < 10% | < 10% | 11.1% | 83.3% |
| Science | 11th Grade | Students With Disabilities | 2012-13 | 100% | < 10% | < 10% | < 10% | < 10% | < 10% | 33.3% | 66.7% |

Annual Education Report Michigan Mathematics and Science Academy

Michigan Educational Assessment Program Access (MEAP - Access)

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Exceeded | % Met | % wProgressing |
|-------------|-----------|------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|------------|-------|----------------|
| Mathematics | 5th Grade | All Students | 2012-13 | 100% | 58.5% | 100% | 100% | < 10% | 100% | < 10% |
| Mathematics | 5th Grade | African American | 2012-13 | 100% | 47.4% | 100% | 100% | < 10% | 100% | < 10% |
| Mathematics | 5th Grade | Female | 2012-13 | 100% | 55.1% | 100% | 100% | < 10% | 100% | < 10% |
| Reading | 5th Grade | All Students | 2012-13 | 100% | 59.8% | < 10% | < 10% | < 10% | < 10% | 100% |
| Reading | 5th Grade | African American | 2012-13 | 100% | 50.4% | < 10% | < 10% | < 10% | < 10% | 100% |
| Reading | 5th Grade | Female | 2012-13 | 100% | 64.2% | < 10% | < 10% | < 10% | < 10% | 100% |

Annual Education Report Michigan Mathematics and Science Academy

MI-Access Functional Independence

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display

Annual Education Report Michigan Mathematics and Science Academy

MI-Access Supported Independence

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display

Annual Education Report Michigan Mathematics and Science Academy

MI-Access Participation

| Subject | Grade | Testing Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

No Data to Display

Annual Education Report Michigan Mathematics and Science Academy

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|-------------|--------------------------|----------------------------------|
| All Students | Statewide | Mathematics | 98.7% | 58.2% |
| Bottom 30% | Statewide | Mathematics | | < 30% |
| African American | Statewide | Mathematics | 96.9% | 32.7% |
| American Indian | Statewide | Mathematics | 98.5% | 48.4% |
| Asian | Statewide | Mathematics | 99.4% | 81.5% |
| Hispanic of Any Race | Statewide | Mathematics | 98.6% | 45.9% |
| Native Hawaiian or Other Pacific Islander | Statewide | Mathematics | 97.4% | 64.9% |
| Two or More Races | Statewide | Mathematics | 99.2% | 55.9% |
| White | Statewide | Mathematics | 99.2% | 64.4% |
| Economically Disadvantaged | Statewide | Mathematics | 98.2% | 43.7% |
| English Language Learners | Statewide | Mathematics | 98.9% | 36.9% |
| Students With Disabilities | Statewide | Mathematics | 97.8% | 32.5% |
| All Students | District | Mathematics | 99.6% | 35.7% |
| Bottom 30% | District | Mathematics | | < 30% |
| African American | District | Mathematics | 100% | 31.8% |
| American Indian | District | Mathematics | 100% | |
| Asian | District | Mathematics | 100% | 66.7% |
| Hispanic of Any Race | District | Mathematics | 100% | 33.3% |
| Native Hawaiian or Other Pacific Islander | District | Mathematics | | |
| Two or More Races | District | Mathematics | 100% | 33.3% |
| White | District | Mathematics | 97.9% | 43.8% |
| Economically Disadvantaged | District | Mathematics | 99.5% | 34.4% |
| English Language Learners | District | Mathematics | 150% | < 30% |
| Students With Disabilities | District | Mathematics | 100% | < 30% |
| All Students | School | Mathematics | 99.6% | 35.7% |
| Bottom 30% | School | Mathematics | | < 30% |
| African American | School | Mathematics | 100% | 31.8% |
| American Indian | School | Mathematics | 100% | |
| Asian | School | Mathematics | 100% | 66.7% |
| Hispanic of Any Race | School | Mathematics | 100% | 33.3% |

Annual Education Report Michigan Mathematics and Science Academy

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|-------------|--------------------------|----------------------------------|
| Two or More Races | School | Mathematics | 100% | 33.3% |
| White | School | Mathematics | 97.9% | 43.8% |
| Economically Disadvantaged | School | Mathematics | 99.5% | 34.4% |
| English Language Learners | School | Mathematics | 150% | < 30% |
| Students With Disabilities | School | Mathematics | 100% | < 30% |
| All Students | Statewide | Reading | 99% | 83.1% |
| Bottom 30% | Statewide | Reading | | 51.3% |
| African American | Statewide | Reading | 97.3% | 67.9% |
| American Indian | Statewide | Reading | 98.8% | 79.7% |
| Asian | Statewide | Reading | 100.3% | 90.1% |
| Hispanic of Any Race | Statewide | Reading | 99.2% | 77% |
| Native Hawaiian or Other Pacific Islander | Statewide | Reading | 97.4% | 85.7% |
| Two or More Races | Statewide | Reading | 99.4% | 83.6% |
| White | Statewide | Reading | 99.4% | 86.9% |
| Economically Disadvantaged | Statewide | Reading | 98.6% | 74.8% |
| English Language Learners | Statewide | Reading | 100.5% | 62.4% |
| Students With Disabilities | Statewide | Reading | 98.1% | 51.8% |
| All Students | District | Reading | 100.4% | 82.5% |
| Bottom 30% | District | Reading | | 44.7% |
| African American | District | Reading | 100% | 78.8% |
| American Indian | District | Reading | 100% | |
| Asian | District | Reading | 100% | 100% |
| Hispanic of Any Race | District | Reading | 100% | 100% |
| Native Hawaiian or Other Pacific Islander | District | Reading | | |
| Two or More Races | District | Reading | 106.3% | 66.7% |
| White | District | Reading | 100% | 90.6% |
| Economically Disadvantaged | District | Reading | 100.5% | 81.7% |
| English Language Learners | District | Reading | 150% | 100% |
| Students With Disabilities | District | Reading | 100% | 62.5% |
| All Students | School | Reading | 100.4% | 82.5% |

Annual Education Report Michigan Mathematics and Science Academy

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|---------|--------------------------|----------------------------------|
| Bottom 30% | School | Reading | | 44.7% |
| African American | School | Reading | 100% | 78.8% |
| American Indian | School | Reading | 100% | |
| Asian | School | Reading | 100% | 100% |
| Hispanic of Any Race | School | Reading | 100% | 100% |
| Two or More Races | School | Reading | 106.3% | 66.7% |
| White | School | Reading | 100% | 90.6% |
| Economically Disadvantaged | School | Reading | 100.5% | 81.7% |
| English Language Learners | School | Reading | 150% | 100% |
| Students With Disabilities | School | Reading | 100% | 62.5% |
| All Students | Statewide | Science | 97.9% | 38.6% |
| Bottom 30% | Statewide | Science | | < 30% |
| African American | Statewide | Science | 94.8% | < 30% |
| American Indian | Statewide | Science | 97.5% | < 30% |
| Asian | Statewide | Science | 99.1% | 57.4% |
| Hispanic of Any Race | Statewide | Science | 97.9% | < 30% |
| Native Hawaiian or Other Pacific Islander | Statewide | Science | 93.7% | 49.2% |
| Two or More Races | Statewide | Science | 98.7% | 35.7% |
| White | Statewide | Science | 98.7% | 45% |
| Economically Disadvantaged | Statewide | Science | 97% | < 30% |
| English Language Learners | Statewide | Science | 98% | < 30% |
| Students With Disabilities | Statewide | Science | 96.5% | < 30% |
| All Students | District | Science | 100% | < 30% |
| Bottom 30% | District | Science | | < 30% |
| African American | District | Science | 100% | < 30% |
| American Indian | District | Science | | |
| Asian | District | Science | 100% | 33.3% |
| Hispanic of Any Race | District | Science | 100% | 33.3% |
| Native Hawaiian or Other Pacific Islander | District | Science | | |
| Two or More Races | District | Science | 100% | 50% |

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Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|----------------|--------------------------|----------------------------------|
| White | District | Science | 100% | < 30% |
| Economically Disadvantaged | District | Science | 100% | < 30% |
| English Language Learners | District | Science | < 30% | < 30% |
| Students With Disabilities | District | Science | 100% | 37.5% |
| All Students | School | Science | 100% | < 30% |
| Bottom 30% | School | Science | | < 30% |
| African American | School | Science | 100% | < 30% |
| Asian | School | Science | 100% | 33.3% |
| Hispanic of Any Race | School | Science | 100% | 33.3% |
| Two or More Races | School | Science | 100% | 50% |
| White | School | Science | 100% | < 30% |
| Economically Disadvantaged | School | Science | 100% | < 30% |
| English Language Learners | School | Science | < 30% | < 30% |
| Students With Disabilities | School | Science | 100% | 37.5% |
| All Students | Statewide | Social Studies | 96.7% | 57.5% |
| Bottom 30% | Statewide | Social Studies | | < 30% |
| African American | Statewide | Social Studies | 92.4% | < 30% |
| American Indian | Statewide | Social Studies | 95.9% | 52.3% |
| Asian | Statewide | Social Studies | 99% | 73.6% |
| Hispanic of Any Race | Statewide | Social Studies | 96.1% | 43% |
| Native Hawaiian or Other Pacific Islander | Statewide | Social Studies | 93.2% | 59.7% |
| Two or More Races | Statewide | Social Studies | 97.6% | 53.5% |
| White | Statewide | Social Studies | 98% | 64.7% |
| Economically Disadvantaged | Statewide | Social Studies | 95.1% | 40.3% |
| English Language Learners | Statewide | Social Studies | 96.4% | < 30% |
| Students With Disabilities | Statewide | Social Studies | 91.9% | < 30% |
| All Students | District | Social Studies | 97.7% | 39.2% |
| Bottom 30% | District | Social Studies | | < 30% |
| African American | District | Social Studies | 98% | < 30% |
| American Indian | District | Social Studies | | |
| Asian | District | Social Studies | 100% | 100% |

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Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|-----------|----------------|--------------------------|----------------------------------|
| Hispanic of Any Race | District | Social Studies | 100% | |
| Native Hawaiian or Other Pacific Islander | District | Social Studies | | |
| Two or More Races | District | Social Studies | 100% | 100% |
| White | District | Social Studies | 96% | 66.7% |
| Economically Disadvantaged | District | Social Studies | 97% | 41.1% |
| English Language Learners | District | Social Studies | 100% | < 30% |
| Students With Disabilities | District | Social Studies | 100% | < 30% |
| All Students | School | Social Studies | 97.7% | 39.2% |
| Bottom 30% | School | Social Studies | | < 30% |
| African American | School | Social Studies | 98% | < 30% |
| Asian | School | Social Studies | 100% | 100% |
| Hispanic of Any Race | School | Social Studies | 100% | |
| Two or More Races | School | Social Studies | 100% | 100% |
| White | School | Social Studies | 96% | 66.7% |
| Economically Disadvantaged | School | Social Studies | 97% | 41.1% |
| English Language Learners | School | Social Studies | 100% | < 30% |
| Students With Disabilities | School | Social Studies | 100% | < 30% |
| All Students | Statewide | Writing | 98.2% | 69.4% |
| Bottom 30% | Statewide | Writing | | < 30% |
| African American | Statewide | Writing | 95.6% | 48.8% |
| American Indian | Statewide | Writing | 97.7% | 61.6% |
| Asian | Statewide | Writing | 98.9% | 82.9% |
| Hispanic of Any Race | Statewide | Writing | 98% | 59.7% |
| Native Hawaiian or Other Pacific Islander | Statewide | Writing | 94.5% | 74.4% |
| Two or More Races | Statewide | Writing | 98.9% | 68.5% |
| White | Statewide | Writing | 98.9% | 74.3% |
| Economically Disadvantaged | Statewide | Writing | 97.3% | 55.7% |
| English Language Learners | Statewide | Writing | 97.3% | 42.1% |
| Students With Disabilities | Statewide | Writing | 96.6% | < 30% |
| All Students | District | Writing | 100% | 59.5% |

Annual Education Report Michigan Mathematics and Science Academy

Accountability Details Subject Data

| Testing Group | Location | Subject | % Tested Total(Goal 95%) | % Proficient for Accountability* |
|---|----------|---------|--------------------------|----------------------------------|
| Bottom 30% | District | Writing | | < 30% |
| African American | District | Writing | 100% | 60.6% |
| American Indian | District | Writing | | |
| Asian | District | Writing | 100% | |
| Hispanic of Any Race | District | Writing | | |
| Native Hawaiian or Other Pacific Islander | District | Writing | | |
| Two or More Races | District | Writing | 100% | |
| White | District | Writing | 100% | 55.6% |
| Economically Disadvantaged | District | Writing | 100% | 64.5% |
| English Language Learners | District | Writing | | |
| Students With Disabilities | District | Writing | 100% | < 30% |
| All Students | School | Writing | 100% | 59.5% |
| Bottom 30% | School | Writing | | < 30% |
| African American | School | Writing | 100% | 60.6% |
| Asian | School | Writing | 100% | |
| Two or More Races | School | Writing | 100% | |
| White | School | Writing | 100% | 55.6% |
| Economically Disadvantaged | School | Writing | 100% | 64.5% |
| Students With Disabilities | School | Writing | 100% | < 30% |

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Accountability Details Graduation Data

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

* All 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 | Statewide | 94% |
| All Students | District | 97% |
| All Students | School | 97% |

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



08/19/2013

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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 |
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

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 | 26 | 9 | 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 | 2.9% |

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NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

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NAEP Grade 8 Math

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

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

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NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report

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

Rounds to zero

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

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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 | 85 | 2.0 | 73 | 3.3 |
| | Reading | 75 | 3.1 | 93 | 2.4 |
| 8 | Math | 73 | 2.5 | 83 | 4.7 |
| | Reading | 63 | 3.3 | 79 | 4.5 |