



School Annual Education Report (AER) Cover Letter

February 2, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Michigan Math and Science Academy Dequindre. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Christina Fowler for assistance.

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

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

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

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

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Michigan Math and Science Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The



school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school.

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

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

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

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

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



3. A BRIEF DESCRIPTION OF THE SCHOOL

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

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

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

4. CORE CURRICULUM

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

MMSA will implement a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies in order to meet



the needs of the students. The curriculum is based on a model developed and successfully implemented by Concept Schools in 30 charter schools in 7 states (Ohio, Illinois, Indiana, Missouri, Minnesota, Wisconsin and Michigan). The curriculum for MMSA is fully aligned with Michigan State Grade Level Content Expectations and High School Content Expectations. All parts of the MMSA curriculum will be fully aligned with Michigan Merit Curriculum. In order to prepare every MMSA student to succeed in college, the curriculum is "mapped backwards" from a clear set of college-readiness standards. The curriculum will be modified based on assessment results and the identified needs of the students. Students lacking grade level skills will be provided with the necessary academic support services. MMSA high school teachers will design semester final exams as direct assessments of the standards taught each semester. Departments will create blueprints for final exams and review them together to ensure that all standards are assessed at every grade level. Tests will be constructed so that teachers can determine on an individual student basis the skills that have been mastered and the skills needing to be reviewed and re-taught. Teachers will work in grade-level teams to craft curriculum maps and departments will review them to ensure that the department is providing an aligned, coherent, 5-12 scope and sequence leading to mastery of college-readiness standards.

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

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

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

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

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



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

Every year, we monitor the students' academic progress by administering the NWEA MAP Test for grades K-8 and by End of Course Assessments (EOC) provided by Concept Schools for grades 9-12. Due to the COVID-19 Pandemic, we were not able to administer the Spring tests. Therefore, we do not have student achievement results available for 2019-2020 academic year.

MMSA administers NWEA's MAP test as a nationally normed achievement test. The students take a pre-test in September, an Interim test in January, and post-test in May. Based on the students' September test score, they need to show a necessary improvement until the post test. This improvement level is decided by NWEA based on the national average. The percentage of MMSA's students who meet or exceed their goals was higher than the national average for 2016-2017, 2017-2018 and 2018-2019 school years. The tables below show the percentage of the students who meet or exceed their goals based on the grade level in different subject areas.

Table I – Percentage of Growth – 2018-2019 School Year

Subject	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	All Students
Reading	N/A	N/A	N/A	68%	72%	77%	72%
Mathematics	N/A	N/A	N/A	83%	75%	84%	81%
Science	N/A	N/A	N/A	76%	64%	80%	73%

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

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



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

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

6. PARENT-TEACHER CONFERENCES

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

Table I - The Percentage of Parents Who Attended Parent Teacher Conferences during 2019 – 2020 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 10 th , 2019	189, 31%
2nd Parent-Teacher Conferences	December 12 th , 2019	117, 19%
3rd Parent-Teacher Conferences	February 27 th , 2020	99, 16%
4th Parent Teacher Conferences	May 14 th , 2020	32, 6%



Table II - The Percentage of Parents Who Attended Parent Teacher Conferences during 2018 – 2019 school year

<u>Conferences</u>	<u>Dates</u>	<u>Number and Percentage of Parents in Attendance</u>
1st Parent-Teacher Conferences	October 11 th , 2018	272, 54%
2nd Parent-Teacher Conferences	December 13 th , 2018	187, 37%
3rd Parent-Teacher Conferences	February 28 th , 2019	116, 23%
4th Parent Teacher Conferences	May 16 th , 2019	123, 24%

7. DUAL ENROLLMENT and COLLEGE EQUIVALENT COURSES

Dual Enrollment – Postsecondary enrollment is available to students who qualify. In 2019-20, two students exercised this option, attending classes at Colleges.

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

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

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# and % of students enrolled in AP courses	33-22%	32-1.6%	29-23%	20-16%	34-20%	25-21%	12-7%
# of AP exams administered	37	40	29	26	55	28	12
# and % of students qualifying for college credit	2-6%	8-20%	13-45%	10-50%	17-50%	9-32%	7-58%



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

Sincerely,

Michelle Shepard
PRINCIPAL

Annual Education Report Michigan Mathematics and Science Academy (63924)
 High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	79.17%	86.30%	89.56%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	78.38%	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
Native Hawaiian or Other Pacific Islander	76.67%	<10	84.57%	88.52%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	79.17%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report Michigan Mathematics and Science Academy (63924)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Michigan Mathematics and Science Academy (63924)	0	50	9	2
Michigan Mathematics and Science Academy Lorraine (00129)	0	14	2	0
Michigan Mathematics and Science Academy Dequindre (03302)	0	37	7	2

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy (63924)	60.66	31.67	52.2%	31.67	52.2%	N/A	N/A
Michigan Mathematics and Science Academy Lorraine (00129)	15.00	9.67	64.5%	9.67	64.5%	N/A	N/A
Michigan Mathematics and Science Academy Dequindre (03302)	45.66	22.00	48.2%	22.00	48.2%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy (63924)	16.00	10.00	62.5%	10.00	62.5%	N/A	N/A
Michigan Mathematics and Science Academy Lorraine (00129)	4.00	2.00	50.0%	2.00	50.0%	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy (63924)

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy Dequindre (03302)	9.00	7.00	77.8%	7.00	77.8%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy (63924)	60.66	4.00	6.6%	4.00	6.6%	N/A	N/A
Michigan Mathematics and Science Academy Lorraine (00129)	15.00	2.00	13.3%	2.00	13.3%	N/A	N/A
Michigan Mathematics and Science Academy Dequindre (03302)	45.66	2.00	4.4%	2.00	4.4%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Michigan Mathematics and Science Academy (63924)	60.66	8.80	14.5%	8.80	14.5%	N/A	N/A
Michigan Mathematics and Science Academy Lorraine (00129)	15.00	4.46	29.7%	4.46	29.7%	N/A	N/A
Michigan Mathematics and Science Academy Dequindre (03302)	45.66	4.34	9.5%	4.34	9.5%	N/A	N/A

Annual Education Report Michigan Mathematics and Science Academy (63924)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Michigan Mathematics and Science Academy (63924)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	†	†	†	†	†
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Michigan Mathematics and Science Academy (63924)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

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), 2019 Reading Assessment.

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Annual Education Report Michigan Mathematics and Science Academy (63924)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

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), 2019 Reading Assessment.

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Annual Education Report Michigan Mathematics and Science Academy (63924)
 NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
		85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
		83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Michigan Mathematics and Science Academy (63924)
Sec. 1003 School Improvement Fund

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