



February 8, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Holly 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 Julie Kildee at kildeej@hollyacademy.org for assistance.

The AER is available for you to review electronically by visiting <https://goo.gl/yAsCrt> or you may review a copy in our main office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Holly Academy has not been given one of these labels.

Holly Academy's overall statewide percentile ranking is in the 73rd percentile. While Holly Academy consistently outperforms surrounding districts and state-wide averages in nearly every subject area and grade level, there are some discrepancies in our school-wide mathematics scores. Our comparative results vary greatly depending on the given assessment. To remedy this and create an overall level of high-achieving performance in all academic areas, Holly Academy has put some key initiatives in place this school year.

Holly Academy utilizes the Measures of Academic Progress from the Northwest Evaluation Association as a progress monitoring system for mathematics for students in kindergarten through eighth grade. Students are tested three times throughout the year, and the results are used to guide instruction.

In 2013, Holly Academy implemented a Power Up program for Language Arts with great success. This school year (2016-2017), Power Up has a mathematics component for all students in third through fifth grade. The Power Up program focuses on targeted instruction for every student’s individualized needs.

Last school year, 3rd through 5th graders began receiving small group instruction through ZONES (MemoriZe, On Your Own, Notebook, Explore, Play With Someone). ZONES focuses on building math fluency, number sense, and independent learning through a rigorous and balanced structure individualized to learners. This approach to mathematics instruction has been carried over for this school year.

The 2016-2017 school year as also brought about a new component for the middle school curriculum. Each student in grades 6-8 is receiving an additional 112 minutes of core mathematics instruction per week.

Ancillary math services include AMazing Math (before school for tier II and III students), ARMI Math (after school for tier III intervention students), and Dismissal Math (after school for special education students).

Teacher Qualification Data—All teachers are certified and highly qualified for the subject(s) that they teach. All paraprofessionals meet the highly qualified status set forth by the State of Michigan.

Student Assessment

M-STEP 2015-2016						
Grade	ELA	State Average	Mathematics	State Average	Science	State Average
3	74.7	50.1	64.6	48.8	N/A	
4	72.0	46.6	44.0	41.4	24.0	12.4
5	75.3	48.7	30.9	33.4	N/A	
6	69.3	44.7	33.8	33.3	N/A	
7	71.1	49.1	41.0	33.3	33.7	22.7
8	76.7	47.6	40.0	32.2	N/A	

Process for Assigning Pupils— The Board of Directors will allow students who reside in Michigan to enroll in the Academy. Because space is limited, each student must enroll each year. Preferences will be given to: A) Currently enrolled students: a letter will be sent home in January of each year. Letters must be returned to the office no later than March 1st. B) Siblings of enrolled students. When a maximum enrollment for a grade has been reached, applicants will be placed on a waiting list and admitted on the basis of a lottery system developed by the Director.

The Board authorizes the Director to deny admission to any student who has a record of behavior the Director believes would constitute a threat to the safety and well-being of fellow students and staff.

Status of 3-5 Year School Improvement Plan—The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP) and submits the plan to the Michigan Department of Education. The School Improvement Team is made up of core content committee chairs, three parents, the Professional Learning Community (PLC) team leaders, and administration. Data is gathered and analyzed on a continuous basis. This data is used to conduct a comprehensive needs analysis. Once the needs are determined, specific measurable goals are developed. All staff, under the direction of the School Improvement Team, is accountable for the implementation of the strategies embedded in the goals.

Curriculum—Holly Academy was chartered upon the belief that all children are unique individuals. The Academy focuses on individual strengths and learning styles that lead to educational success. The Academy desires to foster the students' ability to learn and has designed curriculum to capture and encourage learning. The Academy has worked diligently to ensure that all curricula are aligned with the State of Michigan Content Standards. There is no variance between our curriculum from the state model.

The content areas of science, writing, reading, math, and social studies are taught on a daily basis school-wide. Students also receive instruction in physical education, technology, music, and Spanish, two to three times per week. In addition to the core classes, our middle school students are offered electives, to include band, choir, study skills, career pathways, and yearbook. To view core class curricula per grade level, go to www.hollyacademy.org and click on "Curriculum Corner".

Through our ACES (Accelerating Children's Education Services) program, Holly Academy embeds as best practice, key initiatives to accelerate student achievement. We recognize that some students exceed the academic achievement level of their peers. In some cases, the pace of classroom instruction does not match the student's ability level. We strive to provide students opportunities in a learning environment that challenges them appropriately. Differentiated instruction, single subject accelerations, grade accelerations, and development of individual plans are options we support and oversee.

We provide individualized instruction specific to a student's ability level. Classroom curriculum is enhanced through core subject enrichment. In addition, optional small groups may focus on preparation for academic competitions and/or special events.

2014-15 NWEA (Holly Academy MAP Spring Scores)								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	202.6	203.1	202.7	199.2	204.2	200.3	200.2	195.5
4th	216.5	212.5	214.2	206.7	214.8	207	208.2	200.8
5th	223.5	221	218.0	212.3	217.4	212.9	211.1	205.3
6th	230.3	225.6	224.7	216.4	225.1	216.2	217.5	208.1
7th	235.6	230.5	227.2	219.7	226.6	218.7	219.9	210.9
8th	237.7	234.5	228.7	222.4	226.8	221.3	221.5	213.5

2015-16 NWEA (Holly Academy MAP Spring Scores)								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	206.9	203.4	207.5	198.6	203.1	200	201.3	195.4
4th	209.3	213.5	209	205.9	211.8	206.7	205.7	201
5th	223.5	221.4	219.3	211.8	216.7	211.5	213.5	205.7
6th	228.4	225.3	223.1	215.8	224.1	215.5	217.2	208.6
7th	235.1	228.6	228.6	218.2	226.2	217.6	220.9	210.9
8th	240.6	230.1	233.2	220.7	228.7	219	222.4	213.5

Parent/Teacher Conference participation rate:

2014/2015: 88% (456 families represented)

2015/2016: 90% (461 families represented)

The Holly Academy staff is very pleased to share the information in this Annual Report. Our teachers and support staff are dedicated to student success and professional growth. All Holly Academy teachers and students learn in an environment where high expectations are the norm. The 2015-2016 school year was highly successful, due to the focus of staff, students, and parents. We applaud all of our stakeholders, and look forward to continued success.

Regards,

Julie Kildee, Director
 Jennifer Potteiger, Curriculum Director
 Ken Kander, Finance Director
 Jennifer Burns, Special Education Supervisor

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	74.8%	41.1%	33.6%	15.9%	9.3%
ELA	3rd Grade Content	All Students	2015-16	46.0%	74.7%	42.4%	32.3%	19.2%	6.1%
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	76.0%	41.3%	34.6%	14.4%	9.6%
ELA	3rd Grade Content	White	2015-16	53.9%	74.4%	43.3%	31.1%	18.9%	6.7%
ELA	3rd Grade Content	Female	2014-15	54.7%	79.2%	54.2%	25.0%	16.7%	4.2%
ELA	3rd Grade Content	Female	2015-16	49.5%	74.5%	45.5%	29.1%	16.4%	9.1%
ELA	3rd Grade Content	Male	2014-15	45.5%	71.2%	30.5%	40.7%	15.3%	13.6%
ELA	3rd Grade Content	Male	2015-16	42.6%	75.0%	38.6%	36.4%	22.7%	2.3%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	69.2%	38.5%	30.8%	23.1%	7.7%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	41.2%	11.8%	29.4%	29.4%	29.4%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	63.6%	27.3%	36.4%	27.3%	9.1%
ELA	4th Grade Content	All Students	2014-15	46.6%	71.8%	38.8%	33.0%	17.5%	10.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	72.0%	41.0%	31.0%	15.0%	13.0%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	71.6%	38.9%	32.6%	17.9%	10.5%
ELA	4th Grade Content	White	2015-16	53.9%	72.9%	41.7%	31.3%	14.6%	12.5%

M-STEP Grades 3-11

ELA	4th Grade Content	Female	2014-15	51.5%	82.1%	42.9%	39.3%	8.9%	8.9%
ELA	4th Grade Content	Female	2015-16	50.9%	78.7%	48.9%	29.8%	12.8%	8.5%
ELA	4th Grade Content	Male	2014-15	41.8%	59.6%	34.0%	25.5%	27.7%	12.8%
ELA	4th Grade Content	Male	2015-16	41.8%	66.0%	34.0%	32.1%	17.0%	17.0%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	70.0%	20.0%	50.0%	30.0%	0.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	38.5%	7.7%	30.8%	30.8%	30.8%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	31.3%	12.5%	18.8%	37.5%	31.3%
ELA	5th Grade Content	All Students	2014-15	48.7%	73.3%	30.7%	42.6%	22.8%	4.0%
ELA	5th Grade Content	All Students	2015-16	50.6%	75.3%	40.2%	35.1%	19.6%	5.2%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10

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ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	73.3%	31.1%	42.2%	23.3%	3.3%
ELA	5th Grade Content	White	2015-16	58.1%	75.9%	40.2%	35.6%	19.5%	4.6%
ELA	5th Grade Content	Female	2014-15	54.3%	88.4%	44.2%	44.2%	11.6%	0.0%
ELA	5th Grade Content	Female	2015-16	55.8%	82.4%	49.0%	33.3%	15.7%	2.0%
ELA	5th Grade Content	Male	2014-15	43.3%	62.1%	20.7%	41.4%	31.0%	6.9%
ELA	5th Grade Content	Male	2015-16	45.5%	67.4%	30.4%	37.0%	23.9%	8.7%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	41.7%	8.3%	33.3%	50.0%	8.3%

M-STEP Grades 3-11

ELA	6th Grade Content	All Students	2014-15	44.7%	81.3%	35.2%	46.2%	15.4%	3.3%
ELA	6th Grade Content	All Students	2015-16	45.0%	69.3%	32.0%	37.3%	21.3%	9.3%
ELA	6th Grade Content	American Indian or Alaska Native	2014-15	39.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2014-15	70.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	20.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	82.7%	34.6%	48.1%	14.8%	2.5%
ELA	6th Grade Content	White	2015-16	51.9%	66.7%	31.8%	34.8%	22.7%	10.6%
ELA	6th Grade Content	Female	2014-15	51.1%	83.7%	36.7%	46.9%	14.3%	2.0%
ELA	6th Grade Content	Female	2015-16	49.8%	90.3%	45.2%	45.2%	6.5%	3.2%

M-STEP Grades 3-11

ELA	6th Grade Content	Male	2014-15	38.6%	78.6%	33.3%	45.2%	16.7%	4.8%
ELA	6th Grade Content	Male	2015-16	40.4%	54.5%	22.7%	31.8%	31.8%	13.6%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	80.3%	32.9%	47.4%	14.5%	5.3%
ELA	7th Grade Content	All Students	2015-16	47.1%	71.1%	27.7%	43.4%	24.1%	4.8%
ELA	7th Grade Content	American Indian or Alaska Native	2014-15	39.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	American Indian or Alaska Native	2015-16	41.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10

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ELA	7th Grade Content	Black or African American	2015-16	21.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	78.6%	32.9%	45.7%	15.7%	5.7%
ELA	7th Grade Content	White	2015-16	53.7%	69.3%	26.7%	42.7%	25.3%	5.3%
ELA	7th Grade Content	Female	2014-15	56.3%	85.7%	40.5%	45.2%	7.1%	7.1%
ELA	7th Grade Content	Female	2015-16	53.8%	72.3%	25.5%	46.8%	21.3%	6.4%
ELA	7th Grade Content	Male	2014-15	42.2%	73.5%	23.5%	50.0%	23.5%	2.9%
ELA	7th Grade Content	Male	2015-16	40.6%	69.4%	30.6%	38.9%	27.8%	2.8%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	All Students	2014-15	47.6%	71.9%	23.6%	48.3%	20.2%	7.9%
ELA	8th Grade Content	All Students	2015-16	48.9%	76.7%	31.7%	45.0%	18.3%	5.0%
ELA	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	74.1%	23.5%	50.6%	17.3%	8.6%
ELA	8th Grade Content	White	2015-16	55.2%	76.8%	32.1%	44.6%	17.9%	5.4%
ELA	8th Grade Content	Female	2014-15	54.2%	78.0%	32.0%	46.0%	18.0%	4.0%
ELA	8th Grade Content	Female	2015-16	54.9%	88.2%	41.2%	47.1%	8.8%	2.9%
ELA	8th Grade Content	Male	2014-15	41.2%	64.1%	12.8%	51.3%	23.1%	12.8%
ELA	8th Grade Content	Male	2015-16	43.0%	61.5%	19.2%	42.3%	30.8%	7.7%

M-STEP Grades 3-11

ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	8.3%	8.3%	0.0%	58.3%	33.3%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	50.5%	10.3%	40.2%	30.8%	18.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	64.6%	13.1%	51.5%	24.2%	11.1%
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	50.0%	10.6%	39.4%	31.7%	18.3%
Mathematics	3rd Grade Content	White	2015-16	53.2%	65.6%	13.3%	52.2%	23.3%	11.1%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	54.2%	8.3%	45.8%	31.3%	14.6%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	65.5%	7.3%	58.2%	18.2%	16.4%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	47.5%	11.9%	35.6%	30.5%	22.0%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Male	2015-16	46.6%	63.6%	20.5%	43.2%	31.8%	4.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	46.2%	7.7%	38.5%	23.1%	30.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	35.3%	0.0%	35.3%	17.6%	47.1%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	54.5%	27.3%	27.3%	36.4%	9.1%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	57.3%	13.6%	43.7%	38.8%	3.9%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	44.0%	8.0%	36.0%	50.0%	6.0%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	56.8%	11.6%	45.3%	38.9%	4.2%

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Mathematics	4th Grade Content	White	2015-16	52.3%	43.8%	8.3%	35.4%	50.0%	6.3%
Mathematics	4th Grade Content	Female	2014-15	40.3%	60.7%	14.3%	46.4%	37.5%	1.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	42.6%	2.1%	40.4%	53.2%	4.3%
Mathematics	4th Grade Content	Male	2014-15	42.4%	53.2%	12.8%	40.4%	40.4%	6.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	45.3%	13.2%	32.1%	47.2%	7.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	50.0%	0.0%	50.0%	40.0%	10.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	15.4%	0.0%	15.4%	76.9%	7.7%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	25.0%	6.3%	18.8%	56.3%	18.8%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	39.6%	11.9%	27.7%	45.5%	14.9%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	30.9%	10.3%	20.6%	42.3%	26.8%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	40.0%	10.0%	30.0%	43.3%	16.7%
Mathematics	5th Grade Content	White	2015-16	41.0%	29.9%	9.2%	20.7%	42.5%	27.6%
Mathematics	5th Grade Content	Female	2014-15	32.6%	48.8%	18.6%	30.2%	39.5%	11.6%
Mathematics	5th Grade Content	Female	2015-16	31.7%	27.5%	9.8%	17.6%	47.1%	25.5%
Mathematics	5th Grade Content	Male	2014-15	34.1%	32.8%	6.9%	25.9%	50.0%	17.2%
Mathematics	5th Grade Content	Male	2015-16	35.8%	34.8%	10.9%	23.9%	37.0%	28.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	16.7%	0.0%	16.7%	50.0%	33.3%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	41.1%	16.7%	24.4%	46.7%	12.2%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	33.8%	10.4%	23.4%	44.2%	22.1%
Mathematics	6th Grade Content	American Indian or Alaska Native	2014-15	25.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2014-15	65.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	42.0%	17.3%	24.7%	46.9%	11.1%
Mathematics	6th Grade Content	White	2015-16	39.2%	33.8%	11.8%	22.1%	42.6%	23.5%
Mathematics	6th Grade Content	Female	2014-15	34.1%	37.5%	16.7%	20.8%	45.8%	16.7%

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Mathematics	6th Grade Content	Female	2015-16	31.4%	31.3%	9.4%	21.9%	50.0%	18.8%
Mathematics	6th Grade Content	Male	2014-15	32.5%	45.2%	16.7%	28.6%	47.6%	7.1%
Mathematics	6th Grade Content	Male	2015-16	34.1%	35.6%	11.1%	24.4%	40.0%	24.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	45.3%	18.7%	26.7%	37.3%	17.3%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	41.0%	16.9%	24.1%	49.4%	9.6%
Mathematics	7th Grade Content	American Indian or Alaska Native	2014-15	22.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	American Indian or Alaska Native	2015-16	26.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10

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Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	43.5%	18.8%	24.6%	40.6%	15.9%
Mathematics	7th Grade Content	White	2015-16	41.6%	41.3%	16.0%	25.3%	48.0%	10.7%
Mathematics	7th Grade Content	Female	2014-15	33.0%	43.9%	17.1%	26.8%	34.1%	22.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	36.2%	8.5%	27.7%	51.1%	12.8%
Mathematics	7th Grade Content	Male	2014-15	33.5%	47.1%	20.6%	26.5%	41.2%	11.8%
Mathematics	7th Grade Content	Male	2015-16	36.1%	47.2%	27.8%	19.4%	47.2%	5.6%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10

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Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	37.1%	11.2%	25.8%	39.3%	23.6%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	40.0%	16.7%	23.3%	36.7%	23.3%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	38.3%	11.1%	27.2%	38.3%	23.5%
Mathematics	8th Grade Content	White	2015-16	38.3%	39.3%	16.1%	23.2%	37.5%	23.2%
Mathematics	8th Grade Content	Female	2014-15	32.6%	44.0%	14.0%	30.0%	38.0%	18.0%
Mathematics	8th Grade Content	Female	2015-16	34.1%	38.2%	14.7%	23.5%	38.2%	23.5%
Mathematics	8th Grade Content	Male	2014-15	31.8%	28.2%	7.7%	20.5%	41.0%	30.8%

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Mathematics	8th Grade Content	Male	2015-16	31.4%	42.3%	19.2%	23.1%	34.6%	23.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	0.0%	0.0%	0.0%	16.7%	83.3%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	23.3%	11.7%	11.7%	35.0%	41.7%
Science	4th Grade Content	All Students	2015-16	14.7%	24.0%	12.0%	12.0%	51.0%	25.0%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	23.2%	11.6%	11.6%	33.7%	43.2%
Science	4th Grade Content	White	2015-16	18.4%	25.0%	12.5%	12.5%	50.0%	25.0%

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Science	4th Grade Content	Female	2014-15	10.4%	17.9%	7.1%	10.7%	42.9%	39.3%
Science	4th Grade Content	Female	2015-16	13.0%	21.3%	8.5%	12.8%	53.2%	25.5%
Science	4th Grade Content	Male	2014-15	14.3%	29.8%	17.0%	12.8%	25.5%	44.7%
Science	4th Grade Content	Male	2015-16	16.4%	26.4%	15.1%	11.3%	49.1%	24.5%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	30.0%	10.0%	20.0%	30.0%	40.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	7.7%	7.7%	0.0%	38.5%	53.8%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	18.8%	12.5%	6.3%	31.3%	50.0%
Science	7th Grade Content	All Students	2014-15	22.7%	36.8%	10.5%	26.3%	32.9%	30.3%
Science	7th Grade Content	All Students	2015-16	23.9%	33.7%	13.3%	20.5%	38.6%	27.7%
Science	7th Grade Content	American Indian or Alaska Native	2014-15	16.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	American Indian or Alaska Native	2015-16	17.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2014-15	43.1%	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10

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Science	7th Grade Content	Black or African American	2015-16	5.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	37.1%	10.0%	27.1%	31.4%	31.4%
Science	7th Grade Content	White	2015-16	28.9%	34.7%	13.3%	21.3%	37.3%	28.0%
Science	7th Grade Content	Female	2014-15	20.8%	35.7%	11.9%	23.8%	33.3%	31.0%
Science	7th Grade Content	Female	2015-16	22.6%	27.7%	8.5%	19.1%	42.6%	29.8%
Science	7th Grade Content	Male	2014-15	24.6%	38.2%	8.8%	29.4%	32.4%	29.4%
Science	7th Grade Content	Male	2015-16	25.1%	41.7%	19.4%	22.2%	33.3%	25.0%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10

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Social Studies	5th Grade Content	All Students	2014-15	22.2%	41.6%	9.9%	31.7%	54.5%	4.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	49.5%	10.3%	39.2%	48.5%	2.1%
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	41.1%	11.1%	30.0%	54.4%	4.4%
Social Studies	5th Grade Content	White	2015-16	23.0%	48.3%	11.5%	36.8%	49.4%	2.3%
Social Studies	5th Grade Content	Female	2014-15	20.6%	39.5%	11.6%	27.9%	53.5%	7.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	52.9%	7.8%	45.1%	47.1%	0.0%
Social Studies	5th Grade Content	Male	2014-15	23.8%	43.1%	8.6%	34.5%	55.2%	1.7%

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Social Studies	5th Grade Content	Male	2015-16	21.0%	45.7%	13.0%	32.6%	50.0%	4.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	25.0%	0.0%	25.0%	66.7%	8.3%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	44.9%	9.0%	36.0%	43.8%	11.2%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	66.7%	18.3%	48.3%	26.7%	6.7%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10

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Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	45.7%	9.9%	35.8%	43.2%	11.1%
Social Studies	8th Grade Content	White	2015-16	34.3%	69.6%	17.9%	51.8%	25.0%	5.4%
Social Studies	8th Grade Content	Female	2014-15	25.2%	46.0%	8.0%	38.0%	40.0%	14.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	61.8%	17.6%	44.1%	29.4%	8.8%
Social Studies	8th Grade Content	Male	2014-15	34.0%	43.6%	10.3%	33.3%	48.7%	7.7%
Social Studies	8th Grade Content	Male	2015-16	32.6%	73.1%	19.2%	53.8%	23.1%	3.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	16.7%	0.0%	16.7%	50.0%	33.3%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	<10	<10	<10	<10

MI-Access Functional Independence

Science	7th Grade Content	Black or African American	2015-16	32.5%	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10

MI-Access Supported Independence

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

MI-Access Participation

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

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	ELA	98.7%	69.6%	98.7%	87.5%
All Students	Mathematics	98.6%	62.1%	99.0%	68.6%
All Students	Science	98.1%	50.0%	98.9%	64.6%
All Students	Social Studies	98.1%	59.3%	99.4%	80.7%
Bottom 30%	ELA	N/A	25.1%	N/A	58.6%
Bottom 30%	Mathematics	N/A	19.0%	N/A	23.0%
Bottom 30%	Science	N/A	9.8%	N/A	14.8%
Bottom 30%	Social Studies	N/A	13.3%	N/A	36.2%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30
Asian	Science	99.3%	65.5%	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A

Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30
White	ELA	99.0%	75.6%	98.7%	86.8%
White	Mathematics	98.9%	68.4%	99.2%	68.3%
White	Science	98.6%	57.1%	98.9%	65.1%
White	Social Studies	98.5%	65.8%	99.3%	80.9%
Economically Disadvantaged	ELA	98.3%	56.8%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	<30	<30
English Language Learners	Science	98.5%	22.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	100.0%	74.1%
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	51.9%
Students With Disabilities	Science	97.0%	26.5%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.

Accountability Details Graduation Data

Student Group	Statewide	District
All Students	79.79%	N/A
American Indian or Alaska Native	70.88%	N/A
Asian	90.77%	N/A
Black or African American	67.31%	N/A
Hispanic of Any Race	72.07%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A
Two or More Races	74.74%	N/A
White	83.48%	N/A
Female	83.76%	N/A
Male	76.00%	N/A
Economically Disadvantaged	67.48%	N/A
English Language Learners	72.14%	N/A
Students With Disabilities	57.12%	N/A
Shared Educational Entity	N/A	N/A
Bottom 30%	N/A	N/A

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



Accountability Details Attendance Data

Student Group	Statewide	District
All Students	94.32%	95.10%

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

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Holly Academy	Green	2	Green	2	Green	2	Green	2	Lime	24

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Holly Academy	Green	2	Green	2	Green	2	Green	2	Lime	24

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	3	29	21	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

	District 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%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	0.0%

NAEP Grade 4 Math

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

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

NAEP Grade 8 Math

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

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

NAEP Grade 12 Math

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

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

NAEP Grade 4 Reading

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

Rounds to zero

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

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	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), 2015 Reading Assessment.



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NAEP Grade 12 Reading

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

Rounds to zero

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



NAEP Participation Data

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