



Henry Ford Academy
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ELEMENTARY School

School Annual Education Report (AER) Cover Letter

August 10, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Henry Ford Academy Elementary School. 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 Mr. Seth Petty, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/1ogEyiM> or you may review a copy in our main office at your child's school.

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

Our school has been not been given one of these labels.

Review of our 2013-14 student achievement data shows challenges in the following areas: Math Achievement, Reading Achievement, Science Achievement and progress of the lowest 30% of our students. We are undertaking the following initiatives in the 2014-15 school year to strengthen performance in these areas:

1. To accelerate progress in Math, we are implementing Math Discussion lesson to strengthen mathematical thinking at all grade levels, and we are using specialized Math teachers working with a paraprofessional to provide supplementary instruction for all 4th and 5th grade students.

2. To accelerate progress in Reading and to address the needs of the lowest 30% of our students, we are providing Leveled Literacy Intervention (small group supplementary instruction) to our most struggling students.
3. To accelerate progress in Science, we are providing direct instruction to students on how to read and analyze scientific literature, including how to read and interpret data sets and graphs. Teachers will also increase student exposure to scientific literature and equip students with specific reading and interpretation strategies like identifying structural elements and decoding technical vocabulary.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL – Students are assigned to Henry Ford Elementary School through an open lottery system.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – HFAES completed a comprehensive needs assessment during the 2012-13 school year, using the information from this process to write a 3-year School Improvement Plan. The 2013-14 school year was the first year of implementation of that plan. The plan was updated in the Spring of 2014. We will be implementing the second year of the plan in the 2014-15 school year.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL - Henry Ford Academy Elementary School is a college prep Art and Design Focused school. In addition to receiving instruction in all core academic subjects, as required by the Michigan Department of Education, HFAES students receive comprehensive instruction in Visual Art and Design. They also participate in quarterly Design Challenges.
4. CORE CURRICULUM – The Core Curriculum is the standard curriculum taught to all students at each grade level. The core curriculum of HFAES is aligned with the Michigan Department of Education’s Curriculum Framework and the Common Core State Standards. Questions regarding HFAES’ core curriculum should be addressed to Ms. Jennifer Tiggs, Instructional Coach and/or Mr. Seth Petty, Principal of HFAES at (313-826-1159)
5. HFAES students in Kindergarten through Grade 5 takes the Measures of Academic Progress (MAP) test, a nationally normed achievement test that measures achievement in Reading, Math, and Language Usage. The test reports student achievement in RIT scale units. The RIT Scale is a measure

developed by NWEA that uses individual item difficulty values to estimate student achievement. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests, and it is equal interval. Equal interval means that the difference between the scores is the same regardless of whether a student is at the top, bottom or middle of the RIT scale, and it has the same meaning regardless of grade level. The table below shows our students' mean scores for the 2013-14 end of year MAP Test compared to the national mean (NWEA).

	Math HFAES		Math NWEA	Reading HFAES		Reading NWEA	Language Usage HFAES		Language Usage NWEA
	12-13	13-14		12-13	13-14		12-13	13-14	
Kindergarten	153.6	160.9	159.1	151.5	156.2	157.7			
Grade 1	173.2	177.6	179.0	169.6	172.3	176.9			
Grade 2	185.2	186.3	191.3	179.3	178	189.6	181.5	182.2	190.0
Grade 3	190.2	200.4	203.1	188.1	191.3	199.2	190.0	197.5	200.3
Grade 4	197.0	200.9	212.5	195.2	197.5	206.7	195.2	200.8	207.0
Grade 5	206.5	209	221.0	204.9	199.5	212.3	204.6	205.8	212.9

6. PARENT-TEACHER CONFERENCES – Parent involvement is an important element of HFAES. In 2012-13, 90% of parents attended one or more Parent-Teacher conferences. In 2013-14, 95% of parents participated.

With the support of our parents, staff and community partners our students showed significant growth across all grade levels in both reading and math as assessed by the NWEA-MAP. During the 2014-15 school year we will continue implementing the academic interventions that produced these results. This includes provision of supplementary instruction through Title 1 reading and math specialists, the use of best instructional practices for all students in all grades. This summer we also had over 100 students participate in our Summer Step Up Program. Our highly qualified staff of certified teachers will receive year long professional development training in all core curriculum areas, Design Thinking, and Responsive Classroom training. We have also developed a comprehensive plan for data review across grade levels. I am extremely excited about this year and our students' academic growth.

Sincerely,

Seth Petty Sr., M.Ed.
Principal

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	4.4%	4.4%	0%	4.4%	15.6%	80%
Mathematics	3rd Grade	All Students	2013-14	40.1%	30.2%	30.2%	4.8%	25.4%	14.3%	55.6%
Mathematics	3rd Grade	African American	2012-13	18%	4.4%	4.4%	0%	4.4%	15.6%	80%
Mathematics	3rd Grade	African American	2013-14	18.2%	30.2%	30.2%	4.8%	25.4%	14.3%	55.6%
Mathematics	3rd Grade	Female	2012-13	39.8%	3.4%	3.4%	0%	3.4%	6.9%	89.7%
Mathematics	3rd Grade	Female	2013-14	39.7%	27.6%	27.6%	6.9%	20.7%	17.2%	55.2%
Mathematics	3rd Grade	Male	2012-13	42%	6.3%	6.3%	0%	6.3%	31.3%	62.5%
Mathematics	3rd Grade	Male	2013-14	40.6%	32.4%	32.4%	2.9%	29.4%	11.8%	55.9%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	2.6%	2.6%	0%	2.6%	12.8%	84.6%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	30.4%	30.4%	3.6%	26.8%	14.3%	55.4%
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	12.3%	12.3%	0%	12.3%	13.8%	73.8%
Mathematics	4th Grade	All Students	2013-14	45.3%	10.9%	10.9%	0%	10.9%	14.1%	75%
Mathematics	4th Grade	African American	2012-13	20%	12.3%	12.3%	0%	12.3%	13.8%	73.8%
Mathematics	4th Grade	African American	2013-14	18.2%	10.9%	10.9%	0%	10.9%	14.1%	75%
Mathematics	4th Grade	Female	2012-13	45.7%	20%	20%	0%	20%	23.3%	56.7%
Mathematics	4th Grade	Female	2013-14	43.4%	11.6%	11.6%	0%	11.6%	11.6%	76.7%
Mathematics	4th Grade	Male	2012-13	46.4%	5.7%	5.7%	0%	5.7%	5.7%	88.6%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Male	2013-14	47.2%	9.5%	9.5%	0%	9.5%	19%	71.4%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	12.5%	12.5%	0%	12.5%	10.7%	76.8%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	7.4%	7.4%	0%	7.4%	13%	79.6%
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	18.6%	18.6%	1.7%	16.9%	8.5%	72.9%
Mathematics	5th Grade	All Students	2013-14	45.2%	19%	19%	0%	19%	13.8%	67.2%
Mathematics	5th Grade	African American	2012-13	20.5%	18.6%	18.6%	1.7%	16.9%	8.5%	72.9%
Mathematics	5th Grade	African American	2013-14	20%	19%	19%	0%	19%	13.8%	67.2%
Mathematics	5th Grade	Female	2012-13	43.9%	17.2%	17.2%	0%	17.2%	10.3%	72.4%
Mathematics	5th Grade	Female	2013-14	44.7%	32.3%	32.3%	0%	32.3%	12.9%	54.8%
Mathematics	5th Grade	Male	2012-13	47.5%	20%	20%	3.3%	16.7%	6.7%	73.3%
Mathematics	5th Grade	Male	2013-14	45.7%	3.7%	3.7%	0%	3.7%	14.8%	81.5%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	19.2%	19.2%	1.9%	17.3%	9.6%	71.2%
Mathematics	5th Grade	Economically Disadvantaged	2013-14	29.5%	16.7%	16.7%	0%	16.7%	10.4%	72.9%
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Students With Disabilities	2013-14	20%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	43.2%	43.2%	0%	43.2%	31.8%	25%
Reading	3rd Grade	All Students	2013-14	61.3%	36.5%	36.5%	0%	36.5%	41.3%	22.2%
Reading	3rd Grade	African American	2012-13	44.8%	43.2%	43.2%	0%	43.2%	31.8%	25%
Reading	3rd Grade	African American	2013-14	37.3%	36.5%	36.5%	0%	36.5%	41.3%	22.2%
Reading	3rd Grade	Female	2012-13	70.2%	37.9%	37.9%	0%	37.9%	41.4%	20.7%
Reading	3rd Grade	Female	2013-14	64.1%	37.9%	37.9%	0%	37.9%	37.9%	24.1%
Reading	3rd Grade	Male	2012-13	63%	53.3%	53.3%	0%	53.3%	13.3%	33.3%
Reading	3rd Grade	Male	2013-14	58.6%	35.3%	35.3%	0%	35.3%	44.1%	20.6%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	42.1%	42.1%	0%	42.1%	28.9%	28.9%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	33.9%	33.9%	0%	33.9%	44.6%	21.4%
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	33.8%	33.8%	0%	33.8%	36.9%	29.2%
Reading	4th Grade	All Students	2013-14	70%	48.4%	48.4%	0%	48.4%	26.6%	25%
Reading	4th Grade	African American	2012-13	43%	33.8%	33.8%	0%	33.8%	36.9%	29.2%
Reading	4th Grade	African American	2013-14	47.6%	48.4%	48.4%	0%	48.4%	26.6%	25%
Reading	4th Grade	Female	2012-13	71.1%	56.7%	56.7%	0%	56.7%	30%	13.3%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Female	2013-14	73%	51.2%	51.2%	0%	51.2%	30.2%	18.6%
Reading	4th Grade	Male	2012-13	65.1%	14.3%	14.3%	0%	14.3%	42.9%	42.9%
Reading	4th Grade	Male	2013-14	67%	42.9%	42.9%	0%	42.9%	19%	38.1%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	32.1%	32.1%	0%	32.1%	37.5%	30.4%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	42.6%	42.6%	0%	42.6%	29.6%	27.8%
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	50.8%	50.8%	0%	50.8%	30.5%	18.6%
Reading	5th Grade	All Students	2013-14	71.7%	41.7%	41.7%	3.3%	38.3%	43.3%	15%
Reading	5th Grade	African American	2012-13	47.8%	50.8%	50.8%	0%	50.8%	30.5%	18.6%
Reading	5th Grade	African American	2013-14	48.7%	41.7%	41.7%	3.3%	38.3%	43.3%	15%
Reading	5th Grade	Female	2012-13	74.1%	58.6%	58.6%	0%	58.6%	34.5%	6.9%
Reading	5th Grade	Female	2013-14	74.2%	51.6%	51.6%	6.5%	45.2%	35.5%	12.9%
Reading	5th Grade	Male	2012-13	66.8%	43.3%	43.3%	0%	43.3%	26.7%	30%
Reading	5th Grade	Male	2013-14	69.2%	31%	31%	0%	31%	51.7%	17.2%
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	50%	50%	0%	50%	30.8%	19.2%
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	36%	36%	2%	34%	48%	16%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2013-14	41.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	3.2%	3.2%	0%	3.2%	11.3%	85.5%
Science	5th Grade	All Students	2013-14	16.8%	1.6%	1.6%	0%	1.6%	17.7%	80.6%
Science	5th Grade	African American	2012-13	2.6%	3.2%	3.2%	0%	3.2%	11.3%	85.5%
Science	5th Grade	African American	2013-14	3.3%	1.6%	1.6%	0%	1.6%	17.7%	80.6%
Science	5th Grade	Female	2012-13	11.6%	6.5%	6.5%	0%	6.5%	16.1%	77.4%
Science	5th Grade	Female	2013-14	15.9%	3%	3%	0%	3%	24.2%	72.7%
Science	5th Grade	Male	2012-13	14.5%	0%	0%	0%	0%	6.5%	93.5%
Science	5th Grade	Male	2013-14	17.7%	0%	0%	0%	0%	10.3%	89.7%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	1.9%	1.9%	0%	1.9%	9.3%	88.9%
Science	5th Grade	Economically Disadvantaged	2013-14	8%	0%	0%	0%	0%	15.7%	84.3%
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2013-14	5.6%	<10	<10	<10	<10	<10	<10

Annual Education Report**Henry Ford Academy:School for Creative Studies-Elementary****Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2013-14	61.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2013-14	52.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2013-14	64.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	46.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	58.5%	33.3%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	All Students	2013-14	56.8%	0%	0%	0%	0%	100%
Mathematics	5th Grade	African American	2012-13	47.4%	33.3%	33.3%	0%	33.3%	66.7%
Mathematics	5th Grade	African American	2013-14	44.8%	0%	0%	0%	0%	100%
Mathematics	5th Grade	Female	2012-13	55.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2013-14	53.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2012-13	60.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Male	2013-14	58.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2012-13	55.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade	Economically Disadvantaged	2013-14	54.1%	0%	0%	0%	0%	100%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	All Students	2013-14	38.7%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd Grade	African American	2013-14	30.4%	33.3%	33.3%	0%	33.3%	66.7%
Reading	3rd Grade	Female	2013-14	38.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	<10	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	33.3%	33.3%	0%	33.3%	66.7%
Reading	4th Grade	All Students	2013-14	45.6%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	35.2%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	59.8%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	All Students	2013-14	59.8%	50%	50%	0%	50%	50%
Reading	5th Grade	African American	2012-13	50.4%	66.7%	66.7%	33.3%	33.3%	33.3%
Reading	5th Grade	African American	2013-14	48.5%	50%	50%	0%	50%	50%
Reading	5th Grade	Female	2012-13	64.2%	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2013-14	65.6%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2012-13	57.4%	<10	<10	<10	<10	<10
Reading	5th Grade	Male	2013-14	56.7%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2012-13	58%	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	56.9%	33.3%	33.3%	0%	33.3%	66.7%

Annual Education Report**Henry Ford Academy:School for Creative Studies-Elementary****MI-Access Functional Independence**

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2013-14	87.1%	<10	<10	<10	<10	<10
ELA	4th Grade	All Students	2013-14	80%	<10	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	86.2%	<10	<10	<10	<10	<10
ELA	4th Grade	African American	2013-14	79.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	87.7%	<10	<10	<10	<10	<10
ELA	4th Grade	Male	2013-14	79.5%	<10	<10	<10	<10	<10

Annual Education Report**Henry Ford Academy:School for Creative Studies-Elementary****MI-Access Participation**

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	35.7%
Bottom 30%	District	Mathematics	0%	8.2%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.5%	35.6%
Hispanic of Any Race	District	Mathematics	<30	<30
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	99.5%	35.3%
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	100%	31.3%
All Students	School	Mathematics	100%	50.3%
Bottom 30%	School	Mathematics	0%	8.8%
African American	School	Mathematics	100%	50.3%
Economically Disadvantaged	School	Mathematics	100%	48.8%
Students With Disabilities	School	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.7%	73.5%
Bottom 30%	District	Reading	0%	22%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.7%	73.5%
Hispanic of Any Race	District	Reading	<30	<30
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	<30	<30
White	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	99.6%	72.5%
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading	100%	43.1%
All Students	School	Reading	100%	78.4%
Bottom 30%	School	Reading	0%	36.2%
African American	School	Reading	100%	78.4%
Economically Disadvantaged	School	Reading	100%	76.9%
Students With Disabilities	School	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.4%	14.4%
Bottom 30%	District	Science	0%	0%
African American	District	Science	99.4%	14.1%
Native Hawaiian or Other Pacific Islander	District	Science	<30	<30
Two or More Races	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	99.2%	14.5%
Students With Disabilities	District	Science	100%	2.9%
All Students	School	Science	100%	8.6%
Bottom 30%	School	Science	<30	<30
African American	School	Science	100%	8.6%
Economically Disadvantaged	School	Science	100%	6.5%
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.2%	28.1%
Bottom 30%	District	Social Studies	0%	0%
African American	District	Social Studies	99.1%	27.3%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	<30	<30
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	99%	28.3%
Students With Disabilities	District	Social Studies	97.8%	8.8%
All Students	School	Social Studies	0%	19.6%
Bottom 30%	School	Social Studies	<30	<30
African American	School	Social Studies	0%	19.6%
Economically Disadvantaged	School	Social Studies	0%	22%
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	100%	49.4%
Bottom 30%	District	Writing	0%	0%

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	District	Writing	<30	<30
African American	District	Writing	100%	49.2%
Hispanic of Any Race	District	Writing	<30	<30
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing		
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	100%	48.1%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	100%	56.1%
Bottom 30%	School	Writing	<30	<30
African American	School	Writing	100%	56.1%
Economically Disadvantaged	School	Writing	100%	54.1%
Students With Disabilities	School	Writing	<30	<30

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	81.6%
African American	District	82.4%
Economically Disadvantaged	District	83.9%
Bottom 30%	District	79.7%

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	95%
All Students	School	94%

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

Annual Education Report

Henry Ford Academy:School for Creative Studies-Elementary

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
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
Henry Ford Academy: School for Creative Studies (PSAD)	Henry Ford Academy: School for Creative Studies-Elementary		Green	2	Green	2	Green	2	Green	2	Green	2	Lime	36

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
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	25	4	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Grade 4 Math

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

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Grade 8 Math

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

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
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
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
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 Program (NAEP) 2013 Mathematics Achievement.

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Grade 12 Reading

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

Rounds to zero

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

Annual Education Report
Henry Ford Academy:School for Creative Studies-Elementary
NAEP Participation Data

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