

March 6, 2017

Dear Parents/Community Members of Madison-Carver Academy,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Madison-Carver 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 Mrs. Pamela Farris, Acting Principal, for assistance at the phone number below.

The AER is available for you to review electronically by visiting the following web site: http://www.cornerstonecharters.org/pdfs/mca/AnnualEducationReport_MCA.pdf or you may review a copy in the Main office.

Madison-Carver Academy is in its' fourth year of the continuous school improvement plan that focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, expository text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan.

1. **Process of Assigning Pupils:** Madison-Carver 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.

2. **Status of School Improvement Plan:** Over the past two years we are proud of the many successes that we have had at Madison-Carver Academy. Our student population continued to grow and expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

3. **Description of our school:** Our school is “Charting a Better Course for Detroit’s Youth” through excellence in education for K – 8th grade and preparing them for the next steps in their educational journey. Our program is designed to develop the whole child. We see our students as customers who are entitled to the best in education. We facilitate student success through a standards-based curriculum, rigorous academics, and diverse after-school activities that are designed around students in a safe and nurturing environment. We engage students with blended learning, combining classroom study with the latest educational technology and utilizing digital learning tools such as Compass Learning. Our students advance at their own speed and own their learning process through self-directed lessons.

4. **Curriculum:** Madison-Carver Academy’s rigorous instructional program is aligned with Michigan’s Common Core State Standards and is established for K-12 in English Language Arts and Literacy in History, Social Studies, and Mathematics. The curriculum can be accessed via internet at <http://www.cornerstonecharters.org/curriculum/> Madison-Carver Academy uses the Curriculum Trak as a tool for its entire curriculum mapping & aligning and a copy of curriculum is available in the main office.

5. **NWEA- MAP Scores:** One-hundred percent of our instructional staff are highly qualified and certified in their area of specialty. Our student’s NWEA MAP Scores are as follows:

In 2015-16, students at Madison-Carver Academy, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 46.9% based on projected growth targets according to NWEA 2015 Normative data.

6. **Parent-Teacher Conferences:** We have an active and engaged Parent Teacher Organization and a very good turnout for the Parent-Teacher Conferences.

Parent Teacher Conference Attendance		
	Percentage attended	
Conference	2014-15	2015-16
Fall	93	94
Winter	91	90
Spring	91	91
Average	91	91

Over the past several years we are proud of the many successes that we have had here at Madison-Carver Academy. Our student population continues to grow and has expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

Here at MCA 100% of our instructional staff are highly qualified and certified teachers! We offer: After-school tutorial sessions, in-school Higher Order Thinking Skills, differentiated instruction, personalized learning and authentic Professional Development these are a few examples implemented to close identified student achievement gaps and ensure all students meet their individualized growth targets for M-Step and NWEA/MAP* assessments. We at Madison-Carver Academy are pleased with the growth that our school has made and we will continue to strive to improve upon that success!

Sincerely,

Pamela Farris

Pamela Farris, Principal

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	6.5%	6.5%	0.0%	6.5%	21.7%	71.7%
ELA	3rd Grade Content	All Students	2015-16	46.0%	24.1%	24.1%	13.8%	10.3%	20.7%	55.2%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	6.5%	6.5%	0.0%	6.5%	21.7%	71.7%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	25.9%	25.9%	14.8%	11.1%	16.7%	57.4%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	12.5%	12.5%	0.0%	12.5%	29.2%	58.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	21.4%	21.4%	14.3%	7.1%	21.4%	57.1%
ELA	3rd Grade Content	Male	2014-15	45.5%	0.0%	0.0%	0.0%	0.0%	13.6%	86.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	26.7%	26.7%	13.3%	13.3%	20.0%	53.3%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	7.1%	7.1%	0.0%	7.1%	21.4%	71.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	21.2%	21.2%	9.6%	11.5%	19.2%	59.6%

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ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	21.2%	21.2%	5.8%	15.4%	21.2%	57.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	11.8%	11.8%	3.9%	7.8%	17.6%	70.6%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	21.7%	21.7%	4.3%	17.4%	21.7%	56.5%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	10.0%	10.0%	4.0%	6.0%	18.0%	72.0%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	34.6%	34.6%	11.5%	23.1%	11.5%	53.8%
ELA	4th Grade Content	Female	2015-16	50.9%	25.0%	25.0%	8.3%	16.7%	29.2%	45.8%
ELA	4th Grade Content	Male	2014-15	41.8%	7.7%	7.7%	0.0%	7.7%	30.8%	61.5%
ELA	4th Grade Content	Male	2015-16	41.8%	0.0%	0.0%	0.0%	0.0%	7.4%	92.6%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	22.2%	22.2%	6.7%	15.6%	20.0%	57.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	11.1%	11.1%	4.4%	6.7%	15.6%	73.3%

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ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	30.0%	30.0%	0.0%	30.0%	20.0%	50.0%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	25.6%	25.6%	9.3%	16.3%	30.2%	44.2%
ELA	5th Grade Content	All Students	2015-16	50.6%	25.5%	25.5%	1.8%	23.6%	25.5%	49.1%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	26.2%	26.2%	9.5%	16.7%	31.0%	42.9%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	23.9%	23.9%	0.0%	23.9%	28.3%	47.8%
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	54.3%	39.1%	39.1%	13.0%	26.1%	30.4%	30.4%
ELA	5th Grade Content	Female	2015-16	55.8%	30.8%	30.8%	3.8%	26.9%	23.1%	46.2%
ELA	5th Grade Content	Male	2014-15	43.3%	10.0%	10.0%	5.0%	5.0%	30.0%	60.0%
ELA	5th Grade Content	Male	2015-16	45.5%	20.7%	20.7%	0.0%	20.7%	27.6%	51.7%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	21.1%	21.1%	10.5%	10.5%	31.6%	47.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	26.5%	26.5%	2.0%	24.5%	24.5%	49.0%

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ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
ELA	6th Grade Content	All Students	2014-15	44.7%	32.3%	32.3%	6.5%	25.8%	29.0%	38.7%
ELA	6th Grade Content	All Students	2015-16	45.0%	8.2%	8.2%	0.0%	8.2%	16.3%	75.5%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	32.1%	32.1%	3.6%	28.6%	28.6%	39.3%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	8.5%	8.5%	0.0%	8.5%	17.0%	74.5%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	46.2%	46.2%	7.7%	38.5%	30.8%	23.1%
ELA	6th Grade Content	Female	2015-16	49.8%	16.0%	16.0%	0.0%	16.0%	20.0%	64.0%
ELA	6th Grade Content	Male	2014-15	38.6%	22.2%	22.2%	5.6%	16.7%	27.8%	50.0%
ELA	6th Grade Content	Male	2015-16	40.4%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	34.8%	34.8%	8.7%	26.1%	21.7%	43.5%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	4.4%	4.4%	0.0%	4.4%	17.8%	77.8%

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ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	18.2%	18.2%	0.0%	18.2%	45.5%	36.4%
ELA	7th Grade Content	All Students	2015-16	47.1%	32.1%	32.1%	0.0%	32.1%	32.1%	35.7%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	15.0%	15.0%	0.0%	15.0%	50.0%	35.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	32.0%	32.0%	0.0%	32.0%	28.0%	40.0%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	21.4%	21.4%	0.0%	21.4%	50.0%	28.6%
ELA	7th Grade Content	Female	2015-16	53.8%	41.7%	41.7%	0.0%	41.7%	41.7%	16.7%
ELA	7th Grade Content	Male	2014-15	42.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	25.0%	25.0%	0.0%	25.0%	25.0%	50.0%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	15.0%	15.0%	0.0%	15.0%	50.0%	35.0%

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ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	29.2%	29.2%	0.0%	29.2%	33.3%	37.5%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	21.7%	21.7%	4.3%	17.4%	39.1%	39.1%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	19.0%	19.0%	4.8%	14.3%	42.9%	38.1%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	15.4%	15.4%	0.0%	15.4%	30.8%	53.8%
ELA	8th Grade Content	Male	2015-16	43.0%	30.0%	30.0%	10.0%	20.0%	50.0%	20.0%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	19.0%	19.0%	4.8%	14.3%	38.1%	42.9%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	8.7%	8.7%	0.0%	8.7%	37.0%	54.3%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	17.2%	17.2%	8.6%	8.6%	39.7%	43.1%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	8.7%	8.7%	0.0%	8.7%	37.0%	54.3%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	18.5%	18.5%	9.3%	9.3%	40.7%	40.7%

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Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	12.5%	12.5%	0.0%	12.5%	37.5%	50.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	21.4%	21.4%	7.1%	14.3%	32.1%	46.4%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	4.5%	4.5%	0.0%	4.5%	36.4%	59.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	13.3%	13.3%	10.0%	3.3%	46.7%	40.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	7.1%	7.1%	0.0%	7.1%	38.1%	54.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	13.5%	13.5%	5.8%	7.7%	42.3%	44.2%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	11.3%	11.3%	0.0%	11.3%	32.1%	56.6%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	2.0%	2.0%	0.0%	2.0%	31.4%	66.7%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	10.6%	10.6%	0.0%	10.6%	31.9%	57.4%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	2.0%	2.0%	0.0%	2.0%	30.0%	68.0%

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Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	23.1%	23.1%	0.0%	23.1%	19.2%	57.7%
Mathematics	4th Grade Content	Female	2015-16	42.1%	4.2%	4.2%	0.0%	4.2%	50.0%	45.8%
Mathematics	4th Grade Content	Male	2014-15	42.4%	0.0%	0.0%	0.0%	0.0%	44.4%	55.6%
Mathematics	4th Grade Content	Male	2015-16	45.8%	0.0%	0.0%	0.0%	0.0%	14.8%	85.2%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	13.0%	13.0%	0.0%	13.0%	30.4%	56.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	2.2%	2.2%	0.0%	2.2%	28.9%	68.9%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	10.0%	10.0%	0.0%	10.0%	40.0%	50.0%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	9.3%	9.3%	0.0%	9.3%	25.6%	65.1%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	1.8%	1.8%	0.0%	1.8%	18.2%	80.0%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	9.5%	9.5%	0.0%	9.5%	23.8%	66.7%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	0.0%	0.0%	0.0%	0.0%	19.6%	80.4%

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Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	13.0%	13.0%	0.0%	13.0%	39.1%	47.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	3.8%	3.8%	0.0%	3.8%	23.1%	73.1%
Mathematics	5th Grade Content	Male	2014-15	34.1%	5.0%	5.0%	0.0%	5.0%	10.0%	85.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	0.0%	0.0%	0.0%	0.0%	13.8%	86.2%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	10.5%	10.5%	0.0%	10.5%	23.7%	65.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	2.0%	2.0%	0.0%	2.0%	18.4%	79.6%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	12.9%	12.9%	6.5%	6.5%	32.3%	54.8%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	2.0%	2.0%	0.0%	2.0%	18.4%	79.6%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	10.7%	10.7%	3.6%	7.1%	32.1%	57.1%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	2.1%	2.1%	0.0%	2.1%	19.1%	78.7%

M-STEP Grades 3-11

Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	34.1%	7.7%	7.7%	0.0%	7.7%	53.8%	38.5%
Mathematics	6th Grade Content	Female	2015-16	31.4%	4.0%	4.0%	0.0%	4.0%	16.0%	80.0%
Mathematics	6th Grade Content	Male	2014-15	32.5%	16.7%	16.7%	11.1%	5.6%	16.7%	66.7%
Mathematics	6th Grade Content	Male	2015-16	34.1%	0.0%	0.0%	0.0%	0.0%	20.8%	79.2%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	17.4%	17.4%	8.7%	8.7%	30.4%	52.2%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	2.2%	2.2%	0.0%	2.2%	17.8%	80.0%
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	4.5%	4.5%	4.5%	0.0%	36.4%	59.1%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	14.3%	14.3%	0.0%	14.3%	14.3%	71.4%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	5.0%	5.0%	5.0%	0.0%	35.0%	60.0%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	16.0%	16.0%	0.0%	16.0%	12.0%	72.0%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
Mathematics	7th Grade Content	Female	2015-16	34.5%	16.7%	16.7%	0.0%	16.7%	16.7%	66.7%
Mathematics	7th Grade Content	Male	2014-15	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	12.5%	12.5%	0.0%	12.5%	12.5%	75.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	5.0%	5.0%	5.0%	0.0%	35.0%	60.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	12.5%	12.5%	0.0%	12.5%	12.5%	75.0%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	4.3%	4.3%	0.0%	4.3%	8.7%	87.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	4.8%	4.8%	0.0%	4.8%	4.8%	90.5%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	8th Grade Content	Female	2015-16	34.1%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Mathematics	8th Grade Content	Male	2015-16	31.4%	10.0%	10.0%	0.0%	10.0%	10.0%	80.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	4.8%	4.8%	0.0%	4.8%	9.5%	85.7%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	1.9%	1.9%	0.0%	1.9%	7.7%	90.4%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	5.9%	94.1%
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	0.0%	0.0%	0.0%	8.7%	91.3%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	6.0%	94.0%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	4.0%	4.0%	0.0%	4.0%	8.0%	88.0%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	0.0%	7.4%	92.6%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

M-STEP Grades 3-11

Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	2.2%	2.2%	0.0%	2.2%	8.9%	88.9%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	6.7%	93.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	7th Grade Content	All Students	2015-16	23.9%	3.6%	3.6%	0.0%	3.6%	21.4%	75.0%
Science	7th Grade Content	Black or African American	2014-15	5.0%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	24.0%	76.0%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Science	7th Grade Content	Female	2015-16	22.6%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%
Science	7th Grade Content	Male	2014-15	24.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Male	2015-16	25.1%	6.3%	6.3%	0.0%	6.3%	6.3%	87.5%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	0.0%	0.0%	0.0%	0.0%	5.0%	95.0%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	4.2%	4.2%	0.0%	4.2%	16.7%	79.2%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	2.3%	2.3%	0.0%	2.3%	44.2%	53.5%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	0.0%	0.0%	0.0%	0.0%	47.3%	52.7%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	2.4%	2.4%	0.0%	2.4%	42.9%	54.8%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	47.8%	52.2%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	0.0%	0.0%	0.0%	0.0%	56.5%	43.5%
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Male	2014-15	23.8%	5.0%	5.0%	0.0%	5.0%	30.0%	65.0%

M-STEP Grades 3-11

Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	44.8%	55.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	2.6%	2.6%	0.0%	2.6%	44.7%	52.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	0.0%	0.0%	0.0%	0.0%	49.0%	51.0%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	17.4%	17.4%	0.0%	17.4%	56.5%	26.1%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	19.0%	19.0%	0.0%	19.0%	52.4%	28.6%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	0.0%	0.0%	0.0%	0.0%	61.5%	38.5%
Social Studies	8th Grade Content	Male	2015-16	32.6%	40.0%	40.0%	0.0%	40.0%	50.0%	10.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	9.5%	9.5%	0.0%	9.5%	61.9%	28.6%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<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	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School 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	School 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*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.2%	45.4%	98.2%	45.4%
All Students	Mathematics	98.6%	62.1%	98.2%	28.2%	98.2%	28.2%
All Students	Science	98.1%	50.0%	97.6%	14.1%	97.6%	14.1%
All Students	Social Studies	98.1%	59.3%	97.5%	26.9%	97.5%	26.9%
Bottom 30%	ELA	N/A	25.1%	N/A	3.8%	N/A	3.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	5.1%	N/A	5.1%
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	98.4%	43.6%	98.4%	43.6%
Black or African American	Mathematics	97.4%	37.3%	98.4%	28.2%	98.4%	28.2%
Black or African American	Science	96.5%	23.9%	98.7%	12.2%	98.7%	12.2%
Black or African American	Social Studies	96.6%	33.6%	97.1%	25.4%	97.1%	25.4%
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	N/A	N/A	N/A	N/A
White	Mathematics	98.9%	68.4%	N/A	N/A	N/A	N/A
White	Science	98.6%	57.1%	N/A	N/A	N/A	N/A
White	Social Studies	98.5%	65.8%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.4%	43.6%	98.4%	43.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.4%	26.9%	98.4%	26.9%
Economically Disadvantaged	Science	97.5%	35.0%	98.6%	13.2%	98.6%	13.2%
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.3%	27.1%	97.3%	27.1%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	100.0%	29.4%	100.0%	29.4%
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	8.8%	100.0%	8.8%
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

Accountability Details Graduation Data

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

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

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	93.82%	93.82%

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

02/15/2017

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
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No Data to Display

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
Madison-Carver Academy	Green	2	Green	2	Red	0	Green	2	Yellow	26

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	17	5	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School 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 Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific 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 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.

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