



April 12, 2019

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**DETROIT 90/90**

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for 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 Felicia Brimage for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IrcBdF> for you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement.

**ACCESS. OPPORTUNITY. EXPERIENCE.**

UPrepSchools.com  
2251 Antietam Detroit, MI 48207  
Office (313) 782-4400 | Fax (313)



Review of our 2016-2017 and 2017-2018 student achievement data shows challenges in the following areas: Math Achievement, English Language Arts achievement and progress of the lowest 30% of our students. ELA and Math were a challenge because in all three years there was a wide proficiency gap in both ELA and Math between HFAES students and MI students.

We are pursuing the following strategies to strengthen performance in these areas:

1. To accelerate progress in Math, we will continue to implement the Engage NY math program. This program has been highly effective in other schools across the country. Our staff is being supported in the implementation of this program through a partnership with Achievement Network, a non-profit educational organization that helps schools working to boost student-learning outcomes. Building-based coaches observe in every learning studio at least once every two weeks to support teachers in supplementary instruction to identified students, working to close learning gaps and accelerate the progress of our lowest 30% in Math. Six Paraprofessionals and two certified math interventionists provide small group supplementary instruction to students who need re-teaching or additional practice of specific concepts that need to be strengthened. This takes place during our Intervention Time: Power Learning Time Block. Our students continue to receive extra support using the Zern program.
2. To accelerate progress in English Language Arts for all our students, our Instructional Coaches are providing professional development in Expeditionary Learning, observing learning studios and providing immediate and supportive feedback and resources. We also implemented peer walkthroughs every month. Staff and coaches receive extra support from the Expeditionary Learning Coach and the district's Literacy Coach. All students are engaged in small group lessons around skills. We are addressing the needs of our lowest 30% in English Language Arts by having certified Reading Interventionists provide supplementary instruction using the Orton Gillingham program. The Paraprofessionals also provide small group supplementary instruction to students who need reteaching or practice on specific concepts that need to be strengthened. The Academic Achievement Specialists and Reading Coach provide feedback to our intervention team.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. As a charter school, we follow a structured process for enrolling students into our schools. Our policy for enrollment has remained consistent since 2013. New students are assigned to our school by the Assistant Director of Enrollment. The process allows for siblings of currently enrolled students and children of district employees to receive priority in the enrollment process, but only if those students apply during our open enrollment period. Otherwise all students are admitted on a first-come, first-served basis.

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

In 2017, HFA:ES completed a comprehensive needs assessment and we reviewed data from M-STEP results, NWEA MAP results, ANET Interim Assessments in ELA and Math, demographics, perception data and attendance. This year we are in the process of developing a new 3-5 year School

Improvement Plan. We will use assessment data using microphases from Expeditionary Learning, M-STEP, end of the module math assessments, Early Learning Mathematics test, ANET interims and school surveys. As a staff, we worked to review the data, look for best practices, planned collaboratively and reviewed our MTSS system. This information will be used to develop our multi-tiered system of support to support our unfinished learners. The plan will have a stronger focus on our highest needs in order to increase academic achievement.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Henry Ford Academy Elementary School is a college prep Art and Design focused school. We are located in the Boston Edison neighborhood in Detroit, Michigan. In addition to receiving comprehensive instruction in all core academic subjects, HFA:ES students engage in visual arts and design, music, and physical education. We have a strong culture and climate due to the practices of cultural relevant education, Responsive Classroom, Restorative Practices and opportunities for scholars to problem solve using the model centered around C.A.R.E.S. We have partnerships with Gleaners, Forgotten Harvest, Boys and Girls Club, Attendance Works, Central Detroit Christian, Detroit P.A.L, YMCA Boll and Grand Valley State University. We offer after school enrichment programs such as DrumLine, drama, chess, tutoring Math Hoops. Sports include basketball, cheerleading, swimming, tennis, and soccer. As a school, we gather collaborative communities for restorative circles, school wide character traits, monthly morning crew meetings, floor wide level floor level birthdays and special celebrations. We also offer Safety Patrol for our 4<sup>th</sup> and 5<sup>th</sup> grade students. Our Dean of Culture hosts Parent University, where parents are there to learn about skills to help their child with reading or social emotional needs. Through our Parents as Partners, we engage our families in our monthly parent meetings to discuss student achievement, goals, school initiatives, fundraisers and opportunities for our students to receive more support at home.

### 4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

- a. The core curriculum of our school is fully aligned with the Michigan Department of Education's Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking and adapting curriculum, and they analyze student data to monitor the effectiveness of the instructional program.

Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the office as well.

### 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

HFA:ES students in grades 3-5 take the M-STEP assessment. The assessment is designed to gauge how well students are mastering state standards. In 2017 only 16%, 12% and 29% of students in grades 3-5,

respectively, demonstrated proficiency on the M-STEP ELA test and only 15%, 1%, and 2% (3-5<sup>th</sup> grade respectively) demonstrated proficiency on the Math test.

The table below shows our students score:

<b>MSTEP Proficiency Results</b>			
Content	Grade Levels	2016-2017	2017-2018
Math	Grade 3	3%	11%
	Grade 4	8%	1%
	Grade 5	7%	2%
ELA	Grade 3	14%	13%
	Grade 4	15%	4%
	Grade 5	19%	17%

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Parent participation is an integral part of what we do at HFA Elementary. In addition to Parent groups and volunteer days, all parents are expected to participate in 2 parent teacher conferences. We highly recommend parents to bring their students to conferences.

Year	Session 1	Session 2
2016-2017		
2017-2018	82%	

Congratulations to the staff, scholars and families of Henry Ford Academy Elementary School for all of your hard work thus far. While it's our goal to create the foundation for academic success, it is also our goal to instill hope and possibility for our children. It's important that we not only teach, but also inspire our scholars by empowering and engaging them through culturally relevant lessons. Our continued success wouldn't be possible without the dedication of our staff and academic needs of each and every child daily. Our staff embraces the whole child and we continue to encourage self-pride along with confidence. Studies show that when a child is given high expectations, and possesses positive self-confidence. Studies show that when a child is given high expectations, and possesses positive self-confidence they our families can and will do their best, because we are a family that strives towards greatness, together. We look forward to the continued partnership to help our students reach their highest potential. We are working extremely hard to increase achievement for our students.

Sincerely,

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Sincerely,

Felicia Brimage



Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	16.4%	10	16.4%	10	5%	<3	*	*	21.3%	13	62.3%	38
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	12.5%	8	12.5%	8	*	*	5%	<3	26.6%	17	60.9%	39
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	16.4%	10	16.4%	10	5%	<3	*	*	21.3%	13	62.3%	38
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	12.5%	8	12.5%	8	*	*	5%	<3	26.6%	17	60.9%	39
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	19.4%	6	19.4%	6	10%	<3	*	*	16.1%	5	64.5%	20
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	16.2%	6	16.2%	6	*	*	10%	<3	29.7%	11	54.1%	20
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	20%	4	20%	4	20%	<3	20%	*	*	8	*	18
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	19
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	14.5%	8	14.5%	8	10%	<3	*	*	21.8%	12	63.6%	35

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M-STEP Grades 3-11

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ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	10.5%	6	10.5%	6	10%	*	10%	<3	22.8%	13	66.7%	38
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	11.9%	8	11.9%	8	*	5	5%	3	7.5%	5	80.6%	54
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	15.9%	10	15.9%	10	5%	<3	*	*	25.4%	16	58.7%	37
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	11.9%	8	11.9%	8	*	5	5%	3	7.5%	5	80.6%	54
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	15.9%	10	15.9%	10	5%	<3	*	*	25.4%	16	58.7%	37
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	24.2%	8	24.2%	8	*	5	10%	3	10%	3	*	22

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M-STEP Grades 3-11

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ELA	4th Grade Content	Female	2017-18	48.1%	24,749	14.7%	5	14.7%	5	10%	<3	*	*	23.5%	8	61.8%	21
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	10%	<3	10%	<3	10%	<3	10%	<3	<3	<3	*	32
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	20%	5	20%	5	20%	<3	20%	*	*	8	*	16
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	9.8%	6	9.8%	6	5%	3	5%	3	5%	3	*	52
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	17.0%	9	17.0%	9	10%	<3	*	*	24.5%	13	58.5%	31
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	28.6%	18	28.6%	18	11.1%	7	17.5%	11	19.0%	12	52.4%	33
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	29.9%	20	29.9%	20	11.9%	8	17.9%	12	19.4%	13	50.7%	34
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	28.6%	18	28.6%	18	11.1%	7	17.5%	11	19.0%	12	52.4%	33
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	29.9%	20	29.9%	20	11.9%	8	17.9%	12	19.4%	13	50.7%	34
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	40.0%	8	40.0%	8	20%	<3	*	*	20%	3	*	9
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	42.9%	15	42.9%	15	22.9%	8	20.0%	7	20.0%	7	37.1%	13
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	23.3%	10	23.3%	10	11.6%	5	11.6%	5	20.9%	9	55.8%	24
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	15.6%	5	15.6%	5	10%	<3	*	*	18.8%	6	65.6%	21
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	28.1%	16	28.1%	16	12.3%	7	15.8%	9	14.0%	8	57.9%	33

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ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	26.2%	16	26.2%	16	9.8%	6	16.4%	10	21.3%	13	52.5%	32
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	14.8%	9	14.8%	9	5%	<3	*	*	9.8%	6	75.4%	46
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	17.2%	11	17.2%	11	5%	<3	*	*	18.8%	12	64.1%	41
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	14.8%	9	14.8%	9	5%	<3	*	*	9.8%	6	75.4%	46
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	17.2%	11	17.2%	11	5%	<3	*	*	18.8%	12	64.1%	41

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Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	10%	3	10%	3	10%	<3	10%	*	10%	<3	*	26
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	21.6%	8	21.6%	8	10%	<3	*	*	21.6%	8	56.8%	21
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	20%	6	20%	6	20%	<3	20%	*	20%	4	*	20
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	20%	3	20%	3	20%	<3	20%	<3	20%	4	*	20
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	16.4%	9	16.4%	9	10%	<3	*	*	10%	5	*	41
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	15.8%	9	15.8%	9	10%	<3	*	*	15.8%	9	68.4%	39
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	5%	<3	5%	*	5%	<3	5%	<3	*	18	*	48
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	12.9%	8	12.9%	8	5%	<3	*	*	33.9%	21	53.2%	33
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	5%	<3	5%	*	5%	<3	5%	<3	*	18	*	48
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	12.9%	8	12.9%	8	5%	<3	*	*	33.9%	21	53.2%	33
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	10%	<3	10%	<3	10%	<3	10%	<3	*	11	*	21
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	10%	<3	10%	*	10%	<3	10%	<3	*	15	*	18
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	27
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	25.0%	7	25.0%	7	20%	<3	*	*	21.4%	6	53.6%	15
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	5%	<3	5%	*	5%	<3	5%	<3	*	15	*	45

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	11.5%	6	11.5%	6	10%	<3	10%	*	34.6%	18	53.8%	28
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	5%	<3	5%	*	5%	<3	5%	<3	*	15	*	47
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	6.0%	4	6.0%	4	5%	<3	5%	<3	19.4%	13	74.6%	50
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	5%	<3	5%	*	5%	<3	5%	<3	*	15	*	47
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	6.0%	4	6.0%	4	5%	<3	5%	<3	19.4%	13	74.6%	50



Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	20%	<3	20%	<3	20%	<3	20%	<3	*	5	*	15
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	10%	3	10%	3	10%	<3	10%	<3	*	9	*	23
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	32
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	27
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	46
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	5%	3	5%	3	5%	<3	5%	<3	*	10	*	48
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	<3	5%	<3	5%	<3	5%	<3	*	4	*	62
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	5%	<3	5%	<3	5%	<3	5%	<3	*	4	*	62
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	<3	10%	<3	10%	<3	*	3	*	28
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	<3	10%	<3	10%	<3	10%	<3	<3	<3	*	34
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	10%	<3	10%	<3	10%	<3	10%	<3	<3	<3	*	58
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5%	3	5%	3	5%	<3	5%	*	*	34	*	26
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	6.0%	4	6.0%	4	5%	<3	*	*	61.2%	41	32.8%	22

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	5%	3	5%	3	5%	<3	5%	*	*	34	*	26
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	6.0%	4	6.0%	4	5%	<3	*	*	61.2%	41	32.8%	22
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	9
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	11.4%	4	11.4%	4	10%	<3	*	*	62.9%	22	25.7%	9
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	*	10%	<3	10%	<3	*	24	*	17
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	<3	10%	<3	10%	<3	*	19	*	13
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	10%	3	10%	3	10%	<3	10%	*	*	28	*	26
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	5%	<3	5%	*	5%	<3	5%	<3	*	39	*	20

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## 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

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

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
ELA	3rd Grade Content	All Students	2017-18	63.9%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	54.0%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2017-18	54.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2017-18	50.7%	*	*	*	*	*
ELA	3rd Grade Content	Female	2017-18	68.6%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2017-18	51.8%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	64.3%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	55.7%	*	*	*	*	*

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## 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
No Data to Display									

No Data to Display

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## 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



Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	107	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	88	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	172	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	23	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	15	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	180	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Homeless	2017-18	194	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	194	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	195	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	194	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	194	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	107	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	87	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	171	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	23	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	194	<10	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Migrant	2017-18	194	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	15	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	179	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	193	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	193	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	194	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	35	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	32	<10	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	61	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	62	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	66	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	67	<10	*	*	*	*	*	*	*

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	97.1%	0.0%	N/A	98.5%	0.0%	19.59%
All Students	Mathematics	98.8%	1.2%	38.72%	97.5%	2.5%	N/A	98.0%	2.0%	11.92%
All Students	Science	97.8%	2.2%	N/A	98.0%	2.0%	N/A	98.5%	1.5%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	96.7%	3.3%	N/A	98.5%	1.5%	5.97%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	97.1%	0.0%	N/A	98.5%	0.0%	19.59%
Black or African American	Mathematics	98.0%	2.0%	13.99%	97.5%	2.5%	N/A	98.0%	2.0%	11.92%
Black or African American	Science	96.1%	3.9%	N/A	98.0%	2.0%	N/A	98.5%	1.5%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	96.7%	3.3%	N/A	98.5%	1.5%	5.97%

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	Science	97.7%	2.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.8%	1.2%	35.00%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Science	97.8%	2.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	N/A	N/A	N/A	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	<10	<10	<10	N/A	N/A	N/A
White	Mathematics	99.0%	1.0%	45.19%	<10	<10	<10	N/A	N/A	N/A
White	Science	98.2%	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
White	Social Studies	98.1%	1.9%	38.15%	N/A	N/A	N/A	N/A	N/A	N/A
Female	ELA	98.8%	0.1%	51.36%	98.6%	0.0%	N/A	100.0%	0.0%	24.53%
Female	Mathematics	98.9%	1.1%	37.11%	98.6%	1.4%	N/A	100.0%	0.0%	11.32%
Female	Science	98.0%	2.0%	N/A	99.4%	0.6%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	98.8%	1.2%	N/A	100.0%	0.0%	11.43%
Male	ELA	98.6%	0.1%	43.47%	95.3%	0.0%	N/A	96.7%	0.0%	13.64%
Male	Mathematics	98.7%	1.3%	40.26%	96.3%	3.8%	N/A	95.6%	4.4%	12.64%
Male	Science	97.7%	2.3%	N/A	96.3%	3.7%	N/A	97.0%	3.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	94.0%	6.0%	N/A	97.0%	3.0%	0.00%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	97.2%	0.0%	N/A	98.9%	0.0%	18.13%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	97.7%	2.3%	N/A	98.3%	1.7%	10.59%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.2%	0.8%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	97.6%	2.4%	N/A	100.0%	0.0%	3.28%
English Learners	ELA	98.4%	1.8%	23.27%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Mathematics	98.9%	1.1%	23.08%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Science	98.1%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.4%	0.0%	24.46%	96.0%	0.0%	N/A	100.0%	0.0%	6.67%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	98.0%	2.0%	N/A	100.0%	0.0%	6.67%
Students With Disabilities	Science	94.6%	5.4%	N/A	96.2%	3.8%	N/A	<10	<10	<10
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	92.3%	7.7%	N/A	<10	<10	<10
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A



## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

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

Student Group	Statewide	District	School
All Students	80.08%	N/A	62.22%

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

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	19.59%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	18.13%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	6.67%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	19.59%	39.59%	47.75%	60.00%
All Students	Mathematics	37.55%	11.92%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	10.59%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	6.67%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	11.92%	28.04%	35.85%	47.55%

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Henry Ford Academy: School for Creative Studies - Elementary	27.99	47.25	N/A	N/A	68.92	100.00	N/A	45.36	N/A	N/A

## Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Henry Ford Academy: School for Creative Studies - Elementary (01240)	0	18	9	0

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

### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Henry Ford Academy: School for Creative Studies - Elementary (01240)	27.00	9.00	33.3%	9.00	33.3%	N/A	N/A

### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Henry Ford Academy: School for Creative Studies - Elementary (01240)	2.00	1.00	50.0%	1.00	50.0%	N/A	N/A

### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Henry Ford Academy: School for Creative Studies - Elementary (01240)	27.00	2.00	7.4%	2.00	7.4%	N/A	N/A

### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
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Annual Education Report Henry Ford Academy: School for Creative Studies -  
 Elementary (01240)

## Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Henry Ford Academy: School for Creative Studies - Elementary (01240)	27.00	2.00	7.4%	2.00	7.4%	N/A	N/A

Annual Education Report Henry Ford Academy: School for Creative Studies -  
Elementary (01240)

## LEA School Improvement Fund Recipients

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



**Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
Other Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	4	24	37	26	12
Two or More Races					
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

**Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

**Annual Education Report Henry Ford Academy: School for Creative Studies -  
Elementary (01240)**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

**Annual Education Report Henry Ford Academy: School for Creative Studies - Elementary (01240)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	36	24	9
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), 2017 Reading Assessment.

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

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9