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April 12, 2019

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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 the Henry Ford Academy: School for Creative Studies. 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 the School Director, Mr. Joseph E. Hines II for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2lj2xTS> or 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 an Additional Targeted Support School based upon the performance of the Special Education Subgroup. The Leadership Team of the school, along with the School Improvement Team and the Student Development Team, are developing and implementing interventions to provide stronger support for this group of students. One of the key challenges in this regard is retaining a highly qualified and consistent group of teachers to provide supplementary instruction to our students. We are working with experts from the Michigan Department of Education to address this issue, as it is a challenge for schools across the state of Michigan.

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The key challenge for our school is the full implementation and sustainability of an intervention system that supports the acceleration of student achievement for all students. Over 50% of our middle and high school students perform below college readiness levels in English Language Arts and Mathematics on state and national tests. We are addressing this gap in achievement by focusing on the development of high quality teaching in those areas. Our literacy and math coaches continue to work with teachers to provide ongoing professional development in state standards and research-based best practices and to support teachers in the implementation of those strategies. In addition, we have implemented a data collection and analysis system to track student progress and plan for instructional interventions. This current year we have introduced a system of nationally normed interim tests to provide teachers quarterly information regarding student achievement that is at the same level of rigor as required state and national tests. We have held quarterly data analysis meetings of those interim assessments and teachers have worked with coaches to adjust instruction according to the data.

State law requires that we also report the additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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.

SCHOOL IMPROVEMENT PLAN

The HFA:SCS School Improvement Plan is designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides

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a method and process for HFA:SCS to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. HFA:SCS completed a comprehensive needs assessment and created a new School Improvement Plan during the 2014-15 school year. Last school year, 2017 -18, we were in the 3rd year of that plan. Currently, HFA:SCS is in the 4th year of the 2014-2015 fully developed plan, which is revised annually to include goals, strategies, and action steps as aligned and informed by the most current interim and summative data.

SCHOOL DESCRIPTION

HFA:SCS is a college prep Visual Art and Design focused school. In addition to receiving instruction in all core academic areas, as required by the Michigan Department of Education, HFA:SCS students receive comprehensive instruction in Visual Art and Design. They are also systematically exposed to the concepts of Design Thinking and Deeper Learning through embedded learning experiences and design challenges. There are no special entrance requirements.

CORE CURRICULUM

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 at <https://bit.ly/2GkWTPC> or by contacting the main office. Arrangements for printed copies can be made at the office as well.

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ASSESSMENT DATA AGGREGATE

HFA: SCS students in grade six through eight take the Michigan Step for Education Progress (M-STEP) test, a 21st Century online test designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. The M-Step has a modern test design, with fewer multiple choice questions and more problem solving and critical thinking. computer adaptive testing (CAT) for English language arts (ELA) and mathematics assessments, which provides a more individualized test experience for students and more precise measurements of student learning.

In 2017-2018 our students had an overall proficiency of 14% as measured by the State of Michigan Assessments (M-Step, SAT, Mi-Access)

M-STEP Proficiency Results			
Content	Grade	2016-2017	2017-2018
EBRW	6	19%	18%
	7	18%	16%
	8	18%	22%
Math	6	8%	3%
	7	8%	6%
	8	5%	7%

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HFA: SCS students in grades 9–11 took SAT benchmark tests in the Spring of 2015, 2016, 2017, and 2018 to measure their achievement in Evidence-Based Reading and Writing (EBRW), Mathematics, Science and Social Studies. The charts below show the median national percentile scores for HFA: SCS students on those two tests.

GRADE	EBRW 15-16	EBRW 16-17	EBRW 17-18	MATH 15-16	MATH 16-17	MATH 17-18	TOTAL 15-16	TOTAL 16-17	TOTAL 17-18
9	15	15	22	18	21	17	18	16	18
10	21	32	28	23	23	15	22	24	21
11	22	24	31	15	15	21	17	21	24

PARENT TEACHER CONFERENCES

SCHOOL YEAR	PERCENT REPRESENTING PARENTS
2016 - 2017	63%
2017 - 2018	56%

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

2017-2018: 70% of the graduating class transitioned into a form of postsecondary education.

2017-2018: 22 students participated in a dual enrollment course offer by the College for Creative Studies, the University of Detroit, or Wayne County Community College

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2017-2018: One Course AP Literature and Composition

2018-2019: Two AP Courses: AP English Language and Composition and AP Studio Art

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THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE
EQUIVALENT COURSES (AP/IB)

2017-2018: 26 Students enrolled in AP courses 5.5% of HS students
2018-2019: 42 students enrolled in AP courses 8.4% of HS students

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING
TO COLLEGE CREDIT

In 2017-2018 we had 3 students (.06%) who received a 3 or better on the AP English Literature and Composition exam.

The staff of Henry Ford Academy School for Creative Studies (HFA: SCS) embraces continuous improvement and identifies goals to meet the achievement challenges of ALL students and sub-groups. HFA: SCS Staff members strive to create a school community of goal setting and team players who are kind to all. The expectation for students is to master district and state standards, develop social skills and demonstrate positive relationships. Student progress is monitored throughout ongoing formal and informal assessments of academic and social growth. The staff is committed to a comprehensive system of support with interventions to ensure social growth and academic success.

HFA:SCS students made some achievement gains in 2017-2018, but we still have significant work ahead to achieve our goals. We appreciate the hard work of students, staff, and families in achieving our current outcomes, as we continue on our path to becoming one of the highest performing school districts in Michigan. Families of HFA:SCS students and community members who have questions about the Annual Education Report should contact my office. We look forward to our continued partnership with families and the community to ensure academic success for all of our students. Thank you for your continued support.

Sincerely,

Joseph E. Hines II, School Director
Henry Ford Academy: School for Creative Studies

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Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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	6th Grade Content	All Students	2016-17	43.6%	46,672	19.0%	20	19.0%	20	5%	4	*	16	25.7%	27	55.2%	58
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	17.4%	20	17.4%	20	5%	3	*	17	22.6%	26	60.0%	69
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	19.2%	20	19.2%	20	5%	4	*	16	25.0%	26	55.8%	58
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	17.4%	20	17.4%	20	5%	3	*	17	22.6%	26	60.0%	69
ELA	6th Grade Content	White	2016-17	50.3%	36,045	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	25.0%	15	25.0%	15	10%	3	*	12	28.3%	17	46.7%	28
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	20.8%	10	20.8%	10	10%	<3	*	*	29.2%	14	50.0%	24
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	11.1%	5	11.1%	5	10%	<3	10%	*	22.2%	10	66.7%	30
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	14.9%	10	14.9%	10	5%	<3	*	*	17.9%	12	67.2%	45

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	18.6%	18	18.6%	18	5%	4	*	14	22.7%	22	58.8%	57
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	12.9%	12	12.9%	12	5%	<3	*	*	24.7%	23	62.4%	58
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Homeless	2017-18	19.1%	356	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	17.9%	21	17.9%	21	5%	4	*	17	26.5%	31	55.6%	65
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	15.8%	19	15.8%	19	5%	5	*	14	34.2%	41	50.0%	60
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	17.9%	21	17.9%	21	5%	4	*	17	26.5%	31	55.6%	65

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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
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	16.0%	19	16.0%	19	5%	5	*	14	33.6%	40	50.4%	60
ELA	7th Grade Content	White	2017-18	49.8%	35,929	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	22.5%	16	22.5%	16	5%	3	*	13	29.6%	21	47.9%	34
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	19.7%	13	19.7%	13	6.1%	4	13.6%	9	36.4%	24	43.9%	29
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	10.9%	5	10.9%	5	10%	<3	10%	*	21.7%	10	67.4%	31
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	11.1%	6	11.1%	6	10%	<3	10%	*	31.5%	17	57.4%	31
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	18.9%	20	18.9%	20	5%	4	*	16	25.5%	27	55.7%	59
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	14.7%	15	14.7%	15	5%	5	*	10	33.3%	34	52.0%	53

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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	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Homeless	2017-18	21.4%	392	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Foster Care	2017-18	18.5%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	17.6%	21	17.6%	21	5%	3	*	18	31.9%	38	50.4%	60
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	22.6%	28	22.6%	28	5%	3	*	25	26.6%	33	50.8%	63
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	17.6%	21	17.6%	21	5%	3	*	18	31.9%	38	50.4%	60
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	22.6%	28	22.6%	28	5%	3	*	25	26.6%	33	50.8%	63

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ELA	8th Grade Content	Female	2016-17	54.9%	29,312	28.1%	16	28.1%	16	10%	<3	*	*	38.6%	22	33.3%	19
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	23.0%	17	23.0%	17	5%	<3	*	*	28.4%	21	48.6%	36
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	8.1%	5	8.1%	5	5%	<3	*	*	25.8%	16	66.1%	41
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	22.0%	11	22.0%	11	10%	<3	*	*	24.0%	12	54.0%	27
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	16.5%	18	16.5%	18	5%	<3	*	*	31.2%	34	52.3%	57
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	22.8%	23	22.8%	23	5%	3	*	20	22.8%	23	54.5%	55
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*

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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	8th Grade Content	Homeless	2017-18	18.2%	297	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	7.7%	8	7.7%	8	5%	4	5%	4	23.1%	24	69.2%	72
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	5%	3	5%	3	5%	<3	5%	<3	*	24	*	88
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	7.8%	8	7.8%	8	5%	4	5%	4	22.3%	23	69.9%	72
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	5%	3	5%	3	5%	<3	5%	<3	*	24	*	88
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	10%	5	10%	5	10%	<3	10%	*	*	15	*	39
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	10%	<3	10%	<3	10%	<3	10%	<3	*	10	*	38
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	10%	3	10%	3	10%	<3	10%	<3	*	9	*	33

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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	6th Grade Content	Male	2017-18	35.7%	19,639	5%	3	5%	3	5%	<3	5%	<3	*	14	*	50
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	8.3%	8	8.3%	8	5%	4	5%	4	19.8%	19	71.9%	69
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	5%	<3	5%	*	5%	<3	5%	<3	*	17	*	75
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Homeless	2017-18	13.0%	242	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	8.5%	10	8.5%	10	5%	<3	*	*	21.2%	25	70.3%	83
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	5.7%	7	5.7%	7	5%	<3	5%	*	24.6%	30	69.7%	85

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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	7th Grade Content	Black or African American	2016-17	10.8%	1,990	8.5%	10	8.5%	10	5%	<3	*	*	21.2%	25	70.3%	83
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	5.8%	7	5.8%	7	5%	<3	5%	*	24.8%	30	69.4%	84
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	11.4%	8	11.4%	8	5%	<3	*	*	25.7%	18	62.9%	44
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	6.1%	4	6.1%	4	5%	<3	*	*	28.8%	19	65.2%	43
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	39
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	10%	3	10%	3	10%	<3	10%	<3	*	11	*	42
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	9.3%	10	9.3%	10	5%	<3	*	*	17.8%	19	72.9%	78

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	5.8%	6	5.8%	6	5%	<3	5%	*	21.2%	22	73.1%	76
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	14
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Homeless	2017-18	13.6%	250	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Foster Care	2017-18	10.1%	48	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	5%	5	5%	5	5%	*	5%	<3	*	13	*	93
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	7.1%	9	7.1%	9	5%	3	5%	6	12.7%	16	80.2%	101
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	5%	5	5%	5	5%	*	5%	<3	*	13	*	93

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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	8th Grade Content	Black or African American	2017-18	10.8%	1,978	7.1%	9	7.1%	9	5%	3	5%	6	12.7%	16	80.2%	101
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	40
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	8.1%	6	8.1%	6	5%	<3	*	*	14.9%	11	77.0%	57
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	10%	3	10%	3	10%	<3	10%	<3	10%	3	*	53
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	10%	3	10%	3	10%	<3	10%	<3	10%	5	*	44
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	5%	4	5%	4	5%	<3	5%	<3	*	12	*	86
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	5.8%	6	5.8%	6	5%	<3	5%	*	12.6%	13	81.6%	84
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Homeless	2017-18	9.9%	163	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	6.8%	8	6.8%	8	5%	<3	*	*	12.7%	15	80.5%	95
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	6.8%	8	6.8%	8	5%	<3	*	*	12.7%	15	80.5%	95
Science	7th Grade Content	Female	2016-17	21.2%	11,397	8.6%	6	8.6%	6	5%	<3	*	*	11.4%	8	80.0%	56
Science	7th Grade Content	Male	2016-17	24.3%	13,684	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	39
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	6.5%	7	6.5%	7	5%	<3	*	*	13.1%	14	80.4%	86
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Science	11th Grade Content	All Students	2016-17	33.6%	35,340	8.5%	10	8.5%	10	5%	<3	*	*	15.3%	18	76.3%	90
Science	11th Grade Content	Black or African American	2016-17	8.4%	1,367	7.8%	9	7.8%	9	5%	<3	*	*	15.5%	18	76.7%	89
Science	11th Grade Content	Two or More Races	2016-17	31.5%	878	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	White	2016-17	39.4%	29,534	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	Female	2016-17	30.9%	16,306	7.9%	5	7.9%	5	5%	<3	*	*	14.3%	9	77.8%	49
Science	11th Grade Content	Male	2016-17	36.3%	19,034	10%	5	10%	5	10%	<3	10%	*	*	9	*	41
Science	11th Grade Content	Economically Disadvantaged	2016-17	17.9%	7,001	9.3%	10	9.3%	10	5%	<3	*	*	13.9%	15	76.9%	83
Science	11th Grade Content	Students With Disabilities	2016-17	8.0%	747	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	5.4%	6	5.4%	6	5%	<3	*	*	41.1%	46	53.6%	60

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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	8th Grade Content	All Students	2017-18	29.3%	32,248	7.2%	9	7.2%	9	5%	<3	*	*	38.4%	48	54.4%	68
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	5.4%	6	5.4%	6	5%	<3	*	*	41.1%	46	53.6%	60
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	7.2%	9	7.2%	9	5%	<3	*	*	38.4%	48	54.4%	68
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	10%	3	10%	3	10%	<3	10%	*	*	28	*	27
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	6.8%	5	6.8%	5	5%	<3	*	*	35.1%	26	58.1%	43
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	10%	3	10%	3	10%	<3	10%	*	*	18	*	33
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	10%	4	10%	4	10%	<3	10%	*	*	22	*	25
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	5%	5	5%	5	5%	<3	5%	*	*	42	*	56

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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	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	6.9%	7	6.9%	7	5%	<3	*	*	39.2%	40	53.9%	55
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Homeless	2017-18	9.6%	157	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	All Students	2016-17	46.0%	48,447	18.5%	22	18.5%	22	5%	<3	*	*	50.4%	60	31.1%	37
Social Studies	11th Grade Content	All Students	2017-18	48.5%	50,865	17.1%	18	17.1%	18	5%	<3	*	*	62.9%	66	20.0%	21
Social Studies	11th Grade Content	Black or African American	2016-17	17.8%	2,903	17.9%	21	17.9%	21	5%	<3	*	*	50.4%	59	31.6%	37
Social Studies	11th Grade Content	Black or African American	2017-18	21.1%	3,335	17.1%	18	17.1%	18	5%	<3	*	*	62.9%	66	20.0%	21

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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	11th Grade Content	Two or More Races	2016-17	44.6%	1,245	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	White	2016-17	52.6%	39,423	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Female	2016-17	41.8%	22,088	14.3%	9	14.3%	9	5%	<3	*	*	50.8%	32	34.9%	22
Social Studies	11th Grade Content	Female	2017-18	45.4%	23,703	16.1%	10	16.1%	10	5%	<3	*	*	66.1%	41	17.7%	11
Social Studies	11th Grade Content	Male	2016-17	50.2%	26,359	23.2%	13	23.2%	13	10%	<3	*	*	50.0%	28	26.8%	15
Social Studies	11th Grade Content	Male	2017-18	51.6%	27,162	18.6%	8	18.6%	8	10%	<3	*	*	58.1%	25	23.3%	10
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	28.1%	11,001	19.3%	21	19.3%	21	5%	<3	*	*	49.5%	54	31.2%	34
Social Studies	11th Grade Content	Economically Disadvantaged	2017-18	32.5%	14,489	17.1%	14	17.1%	14	5%	<3	*	*	62.2%	51	20.7%	17
Social Studies	11th Grade Content	Students With Disabilities	2016-17	15.5%	1,462	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	8

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	11th Grade Content	Students With Disabilities	2017-18	16.2%	1,531	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	7
Social Studies	11th Grade Content	Homeless	2017-18	24.6%	357	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	All Students	857.9	N/A	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	All Students	863.5	N/A	9	8.4%	98	91.6%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Black or African American	855.5	N/A	3	5%	116	95%	119
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Black or African American	863.5	N/A	9	8.4%	98	91.6%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Two or More Races	*	N/A	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	White	*	N/A	*	*	*	*	<10

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Female	869.1	N/A	<3	5%	*	95%	64
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Female	860.2	N/A	5	7.9%	58	92.1%	63
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Male	845.3	N/A	<3	10%	*	90%	57
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Male	868.2	N/A	4	10%	40	90%	44
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Economically Disadvantaged	860.4	N/A	3	5%	107	95%	110
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Economically Disadvantaged	860.7	N/A	6	7.1%	78	92.9%	84

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Not Economically Disadvantaged	832.7	N/A	<3	50%	*	50%	11
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Not Economically Disadvantaged	873.5	N/A	3	20%	20	80%	23
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Not English Learners	857.9	N/A	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Not English Learners	863.5	N/A	9	8.4%	98	91.6%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Not Migrant	857.9	N/A	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Not Migrant	863.5	N/A	9	8.4%	98	91.6%	107

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Students With Disabilities	752.7	N/A	<3	50%	*	50%	15
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Students With Disabilities	735.0	N/A	<3	50%	*	50%	12
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Students Without Disabilities	872.7	N/A	3	5%	103	95%	106
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Students Without Disabilities	879.7	N/A	9	9.5%	86	90.5%	95
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Homeless	*	N/A	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Homeless	*	N/A	*	*	*	*	<10

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Total Score	Not Homeless	859.0	N/A	3	5%	117	95%	120
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Total Score	Not Homeless	866.0	N/A	9	8.6%	96	91.4%	105
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	All Students	447.7	480	39	32.2%	82	67.8%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	All Students	445.1	480	38	35.5%	69	64.5%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Black or African American	446.1	480	37	31.1%	82	68.9%	119
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Black or African American	445.1	480	38	35.5%	69	64.5%	107

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Two or More Races	*	480	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	White	*	480	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Female	453.6	480	22	34.4%	42	65.6%	64
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Female	444.9	480	20	31.7%	43	68.3%	63
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Male	441.1	480	17	29.8%	40	70.2%	57
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Male	445.5	480	18	40.9%	26	59.1%	44

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Economically Disadvantaged	447.9	480	35	31.8%	75	68.2%	110
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Economically Disadvantaged	440.4	480	29	34.5%	55	65.5%	84
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Not Economically Disadvantaged	445.5	480	4	50%	7	50%	11
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Not Economically Disadvantaged	462.6	480	9	39.1%	14	60.9%	23
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Not English Learners	447.7	480	39	32.2%	82	67.8%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Not English Learners	445.1	480	38	35.5%	69	64.5%	107

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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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Not Migrant	447.7	480	39	32.2%	82	67.8%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Not Migrant	445.1	480	38	35.5%	69	64.5%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Students With Disabilities	380.7	480	<3	50%	*	50%	15
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Students With Disabilities	395.0	480	<3	50%	*	50%	12
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Students Without Disabilities	457.2	480	38	35.8%	68	64.2%	106
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Students Without Disabilities	451.5	480	37	38.9%	58	61.1%	95

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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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Homeless	*	480	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Homeless	*	480	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Evidence-Based Reading and Writing	Not Homeless	448.1	480	39	32.5%	81	67.5%	120
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Evidence-Based Reading and Writing	Not Homeless	446.5	480	38	36.2%	67	63.8%	105
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	All Students	410.2	530	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	All Students	418.3	530	12	11.2%	95	88.8%	107

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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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Black or African American	409.5	530	3	5%	116	95%	119
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Black or African American	418.3	530	12	11.2%	95	88.8%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Two or More Races	*	530	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	White	*	530	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Female	415.5	530	<3	5%	*	95%	64
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Female	415.2	530	8	12.7%	55	87.3%	63

Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD) (00101)

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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Male	404.2	530	<3	10%	*	90%	57
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Male	422.7	530	4	10%	40	90%	44
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Economically Disadvantaged	412.5	530	3	5%	107	95%	110
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Economically Disadvantaged	420.4	530	9	10.7%	75	89.3%	84
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Not Economically Disadvantaged	387.3	530	<3	50%	*	50%	11
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Not Economically Disadvantaged	410.9	530	3	20%	20	80%	23

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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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Not English Learners	410.2	530	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Not English Learners	418.3	530	12	11.2%	95	88.8%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Not Migrant	410.2	530	3	5%	118	95%	121
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Not Migrant	418.3	530	12	11.2%	95	88.8%	107
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Students With Disabilities	372.0	530	< 3	50%	*	50%	15
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Students With Disabilities	340.0	530	< 3	50%	*	50%	12

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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
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Students Without Disabilities	415.6	530	3	5%	103	95%	106
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Students Without Disabilities	428.2	530	12	12.6%	83	87.4%	95
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Homeless	*	530	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Homeless	*	530	*	*	*	*	<10
Henry Ford Academy: School for Creative Studies (PSAD)	2016-17	Mathematics	Not Homeless	410.9	530	3	5%	117	95%	120
Henry Ford Academy: School for Creative Studies (PSAD)	2017-18	Mathematics	Not Homeless	419.5	530	12	11.4%	93	88.6%	105

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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	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2017-18	77.2%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	50.8%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	78.3%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	*	*	*	*	*

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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	8th Grade Content	Male	2016-17	81.1%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2016-17	66.0%	*	*	*	*	*
Social Studies	8th Grade Content	Male	2016-17	42.1%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	*	*	*	*	*

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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 (PSAD) (00101)

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

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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	468	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	467	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	251	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	217	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	382	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	86	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	468	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	468	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	34	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	434	<10	*	*	*	*	*	*	*

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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)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	461	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	467	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	468	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	470	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	251	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	220	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	385	<10	*	*	*	*	*	*	*

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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 Economically Disadvantaged	2017-18	86	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	35	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	436	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	464	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	470	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	471	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	230	<10	*	*	*	*	*	*	*

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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)	Black or African American	2017-18	230	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	136	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	94	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	184	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	46	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	230	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	230	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	211	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	226	<10	*	*	*	*	*	*	*

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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)	Not Foster Care	2017-18	230	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	230	<10	*	*	*	*	*	*	*

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(00101)**
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	96.5%	0.0%	22.61%
All Students	Mathematics	98.8%	1.2%	38.72%	97.5%	2.5%	N/A	97.3%	2.7%	6.70%
All Students	Science	97.8%	2.2%	N/A	98.0%	2.0%	N/A	97.9%	2.1%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	96.7%	3.3%	N/A	96.2%	3.8%	11.89%
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	96.5%	0.0%	22.66%
Black or African American	Mathematics	98.0%	2.0%	13.99%	97.5%	2.5%	N/A	97.3%	2.7%	6.71%
Black or African American	Science	96.1%	3.9%	N/A	98.0%	2.0%	N/A	97.9%	2.1%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	96.7%	3.3%	N/A	96.2%	3.8%	11.89%

**Annual Education Report Henry Ford Academy: School for Creative Studies (PSAD)
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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	<10	<10	<10
White	Mathematics	99.0%	1.0%	45.19%	<10	<10	<10	<10	<10	<10
White	Science	98.2%	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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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	98.0%	0.0%	24.08%
Female	Mathematics	98.9%	1.1%	37.11%	98.6%	1.4%	N/A	98.0%	2.0%	7.35%
Female	Science	98.0%	2.0%	N/A	99.4%	0.6%	N/A	99.3%	0.7%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	98.8%	1.2%	N/A	98.6%	1.4%	11.19%
Male	ELA	98.6%	0.1%	43.47%	95.3%	0.0%	N/A	94.8%	0.0%	20.93%
Male	Mathematics	98.7%	1.3%	40.26%	96.3%	3.8%	N/A	96.5%	3.5%	5.96%
Male	Science	97.7%	2.3%	N/A	96.3%	3.7%	N/A	96.0%	4.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	94.0%	6.0%	N/A	93.1%	6.9%	12.90%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	97.2%	0.0%	N/A	96.5%	0.0%	20.74%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	97.7%	2.3%	N/A	97.5%	2.5%	5.80%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.2%	0.8%	N/A	98.9%	1.1%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	97.6%	2.4%	N/A	96.8%	3.2%	11.54%
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 (PSAD)
(00101)**
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	94.3%	0.0%	6.06%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	98.0%	2.0%	N/A	97.1%	2.9%	2.94%
Students With Disabilities	Science	94.6%	5.4%	N/A	96.2%	3.8%	N/A	95.2%	4.8%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	92.3%	7.7%	N/A	90.5%	9.5%	0.00%
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

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 (00101)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	93.20%	86.30%	89.56%	94.44%
Black or African American	67.31%	93.07%	79.37%	85.40%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	90.91%	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	100.00%	73.71%	82.00%	94.44%

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Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	<10	49.27%	50.69%	52.12%

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	90.15%

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

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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%	22.61%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	20.74%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	6.06%	37.15%	46.29%	60.00%
Black or African American	ELA	23.26%	22.66%	39.59%	47.75%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	6.70%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	5.80%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	2.94%	29.78%	36.89%	47.55%
Black or African American	Mathematics	12.43%	6.71%	28.04%	35.85%	47.55%
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

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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 (PSAD)	20.77	22.28	98.53	N/A	64.49	99.91	N/A	38.74	Additional Targeted Support	Underperforming Group, Overall (5th %ile)

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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 (PSAD) (00101)	0	31	13	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 (PSAD) (00101)	44.00	16.00	36.4%	16.00	36.4%	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 (PSAD) (00101)	7.50	2.50	33.3%	2.50	33.3%	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 (PSAD) (00101)	44.00	0.00	0.0%	0.00	0.0%	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
Henry Ford Academy: School for Creative Studies (PSAD) (00101)	44.00	1.00	2.3%	1.00	2.3%	N/A	N/A

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LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received for SY 2017-2018	Strategies Implemented
Henry Ford Academy: School for Creative Studies (PSAD)	Henry Ford Academy: School for Creative Studies (PSAD)	Targeted Support and Improvement	0.00	N/A

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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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
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.

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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
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	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 (PSAD)
(00101)**
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 (PSAD)
(00101)**
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.

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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