

School Annual Education Report (AER) Cover Letter

August 13, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Universal Academy (08671). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Anita Hassan (School Principal), Leila Hamade (Director of Compliance), or Mrs. Nawal Hamadeh (Superintendent, Founder & CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site www.universalpsa.org/parents or you may review a copy from the Main office at your child's school.

For 2009-2010, Universal Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in our Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Universal Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

SCHOOL IMPROVEMENT PLAN STATUS

At Universal Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Superintendent's and Compliance Office who work close with and lead the School Improvement (SI) Team.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxisⁱ.

- **Gather Data** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us?
- **Plan** How do we organize our work so that it aligns to our goals and resources?
- **Do** Staff implements the strategies and action steps outlined in the plan.
- **Gather Data II** Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, we complete annually with updates made throughout the year as new data is made available.

Our Schoolwide Reform Strategies, commonly referred to as our Goals, are derived from the CAN and are focused on helping all students reach the state's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail, are NCLB "scientifically"ⁱⁱ researched best practices and in implementation need resources/materials and professional development to provide an enriched and accelerated curriculum for all students. We have utilized advanced District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows us to describe and present our strategies in an action plan format within our consolidated, district wide improvement plan.

Our strategies address the needs of all children in the school, but particularly that who are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies with continuous analysis to determine if student needs are met. CNA data and School Improvement Team (SIT) review and evaluation continue to demonstrate that our SIP strategies are effective and increasing student achievement allowing us to continue to meet AYP requirements.

Our Goals & Objectives continue to address ARRA assurances and have been updated based on MDE field consultant recommendations to include targets through 2013-14 school year in which 100% of students are expected to be proficient. Our SIP has been submitted online via advanced online planning tools and is available on our school website at www.starpsa.org or in print at the school upon request.

SPECIALIZED SCHOOL STATUS

Universal Academy is a public school academy that is authorized by Oakland University and was founded in 1998 by Mrs. Nawal Hamadeh, President of Hamadeh Educational Services, Inc. (formerly High Scope Educational Management Company). Since our inception, we continue to make progress in achieving the mission and goals envisioned by our founder. Through publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

Universal Academy is not considered a specialized school but has been recognized as a School of Excellence by the State Department of Education.

CORE CURRICULUM ACCESS, IMPLEMENTATION AND VARIANCES

Decisions about the Academy's curriculum are initiated through a collaboration of instructional leaders, assessment and evaluation specialists and curriculum and program specialists (including IB) with surveyed feedback from students, staff, parents and community members. The Academy's curriculum model of instruction is based on recognized and accepted strands and objectives for students' eligible for elementary through middle school grades and the Michigan Merit Curriculum (MMC) for high school. The core curriculum consists of MDE-defined core courses which include English Language Arts, Mathematics, Science, Social Studies, World Languages, Physical Education and Visual/Performing/Applied Arts. Educational goals and objectives are aligned to the voluntary Michigan Model, Content Standards, and Grade Level Content Expectations. In addition to providing all students a solid foundation in each of the core academic areas through integrated technologies, students are also exposed to a variety of specialty areas including: Health & Safety, Computer Sciences and International Cultures.

Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework, the Grade Level Content Expectations, Michigan Merit Curriculum and IB-MYP (Middle Year Program) objectives, in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in-service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.

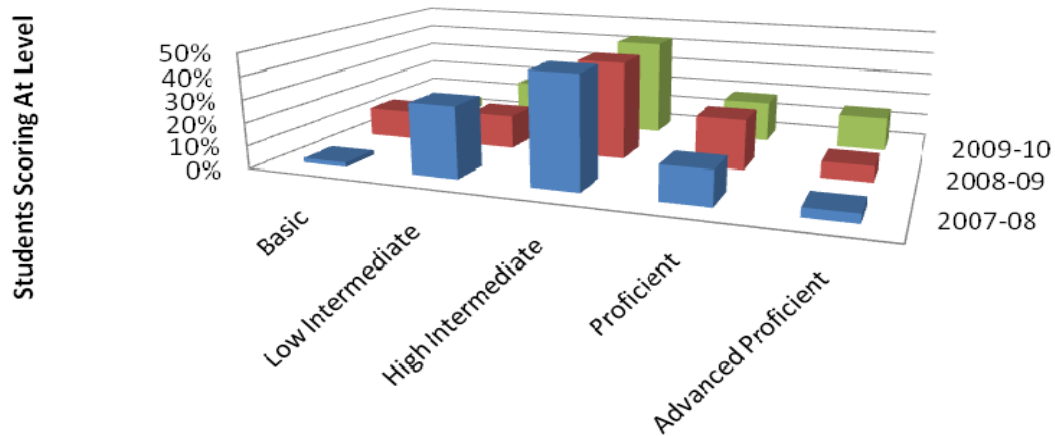
We do not have any variances from the Michigan Curriculum Framework and all staff is required to provide equitable access to General Ed curriculum for all students. Curriculum content, standards and alignment plans are available at the school by contacting the school principal as well as are available online for review via school website at www.starpsa.org.

LOCAL/NATIONAL STUDENT AGGREGATE ACHIEVEMENT RESULTS

English Language Proficiency Assessment (ELPA): K-12

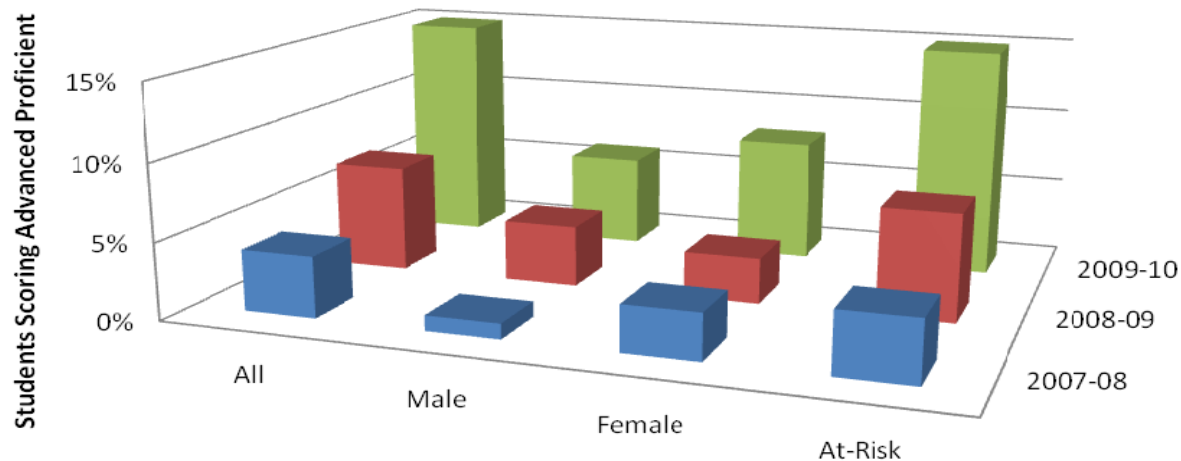
Data tables below provide trend data related to ELPA proficiency levels overall as well as subgroups for students exiting at Advanced Proficient level. Data includes enrollment changes annually.

ELPA Student Level Data



| | Basic | Low Intermediate | High Intermediate | Proficient | Advanced Proficient |
|-----------|-------|------------------|-------------------|------------|---------------------|
| ■ 2007-08 | 2% | 31% | 48% | 15% | 4% |
| ■ 2008-09 | 13% | 15% | 43% | 22% | 7% |
| ■ 2009-10 | 5% | 19% | 43% | 18% | 15% |

ELPA Subgroup Level Data

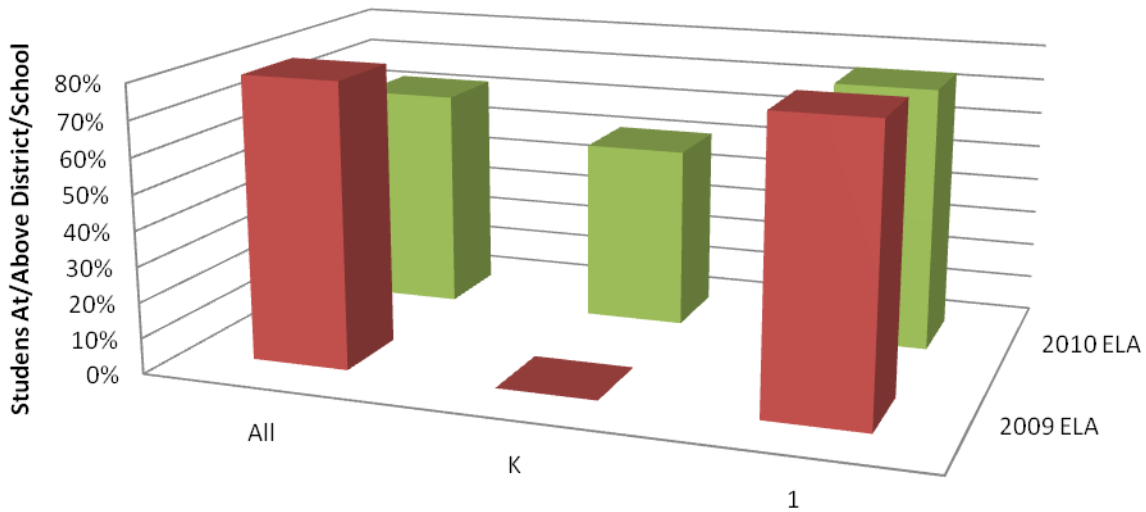


| | All | Male | Female | At-Risk |
|-----------|-----|------|--------|---------|
| ■ 2007-08 | 4% | 1% | 3% | 4% |
| ■ 2008-09 | 7% | 4% | 3% | 7% |
| ■ 2009-10 | 15% | 6% | 8% | 15% |

IOWA Test of Basic Skills (ITBS): K-1

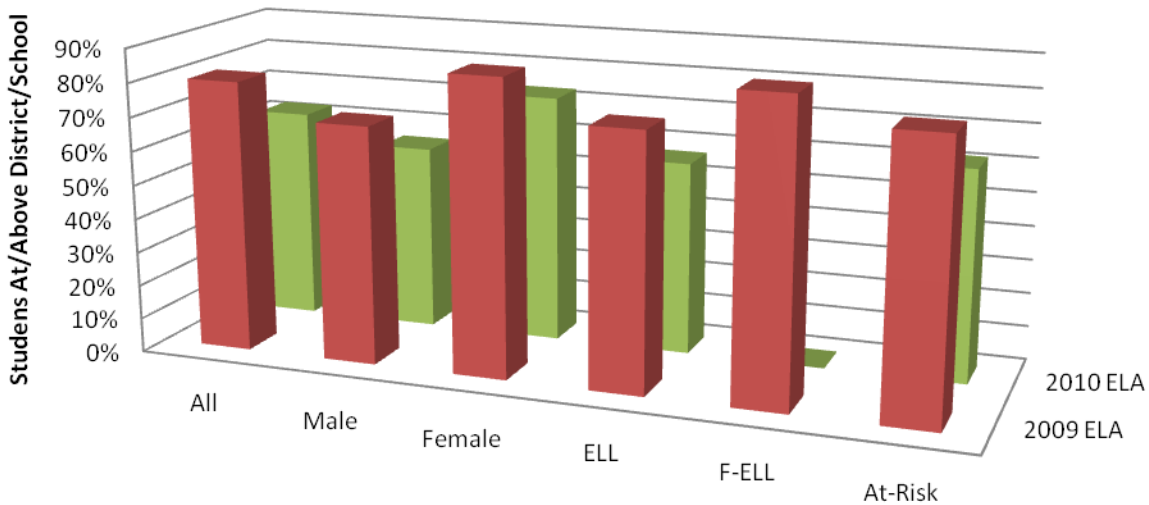
The tables below represent the percentage of students by grade and subject level as well as subcategory overall who have met or exceeded District/School growth targets. K 0% = N/A.

ITBS ELA Data



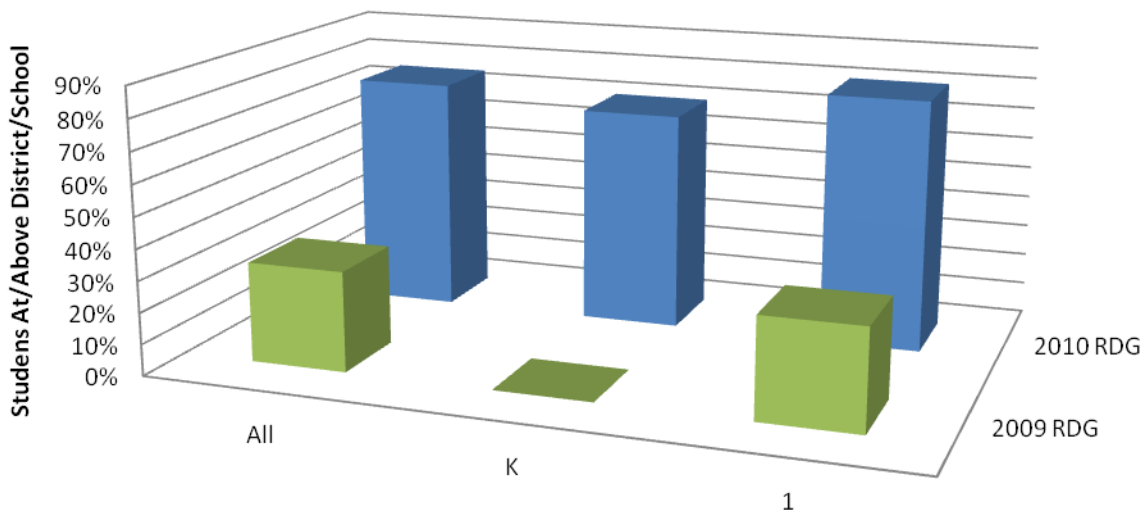
| | All | K | 1 |
|------------|-----|-----|-----|
| ■ 2009 ELA | 80% | 0% | 80% |
| ■ 2010 ELA | 63% | 51% | 74% |

ITBS ELA Subgroup Data



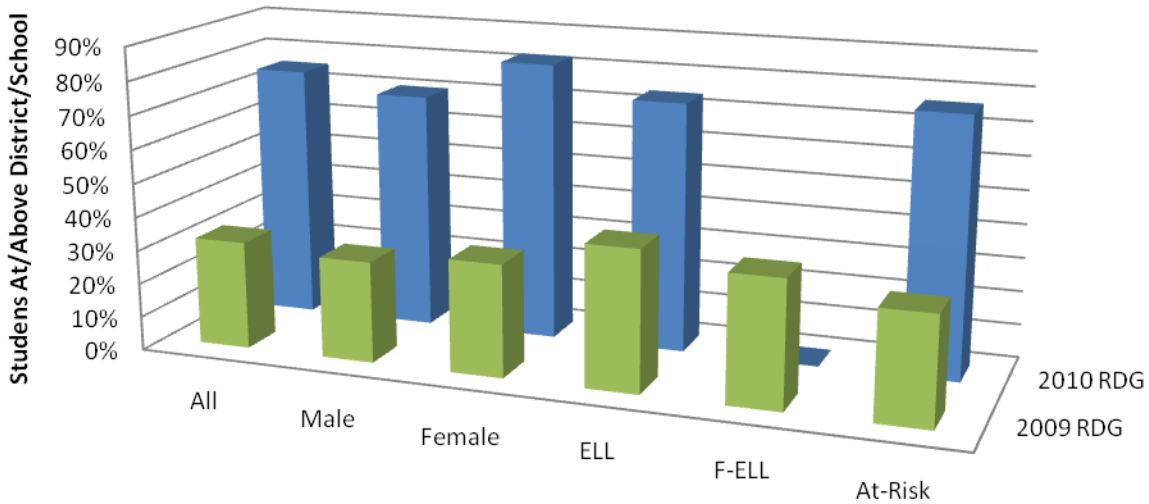
| | All | Male | Female | ELL | F-ELL | At-Risk |
|------------|-----|------|--------|-----|-------|---------|
| ■ 2009 ELA | 80% | 70% | 87% | 75% | 88% | 80% |
| ■ 2010 ELA | 63% | 55% | 73% | 57% | 0% | 62% |

ITBS RDG Data



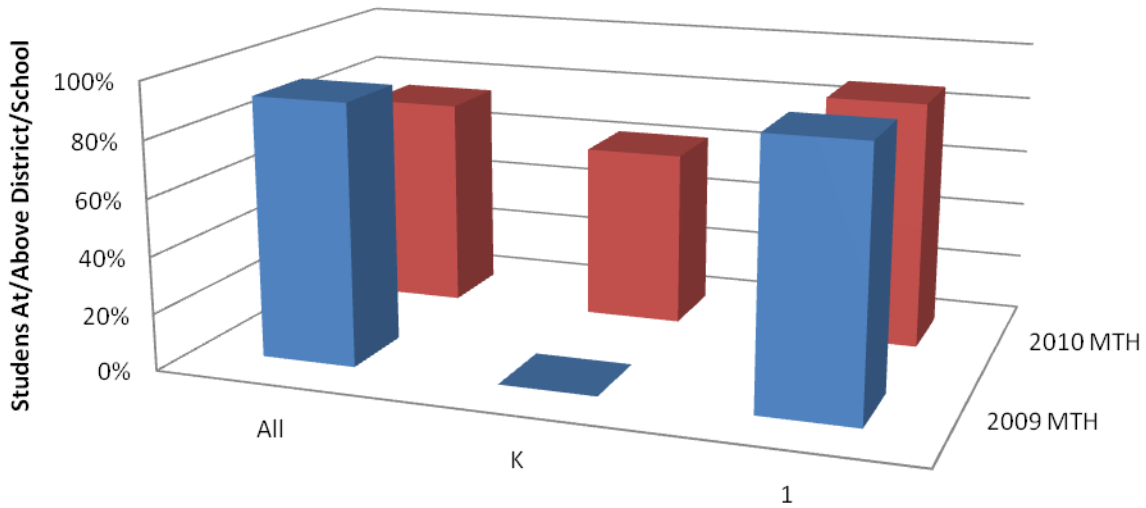
| | All | K | 1 |
|----------|-----|-----|-----|
| 2009 RDG | 32% | 0% | 32% |
| 2010 RDG | 75% | 70% | 81% |

ITBS RDG Subgroup Data



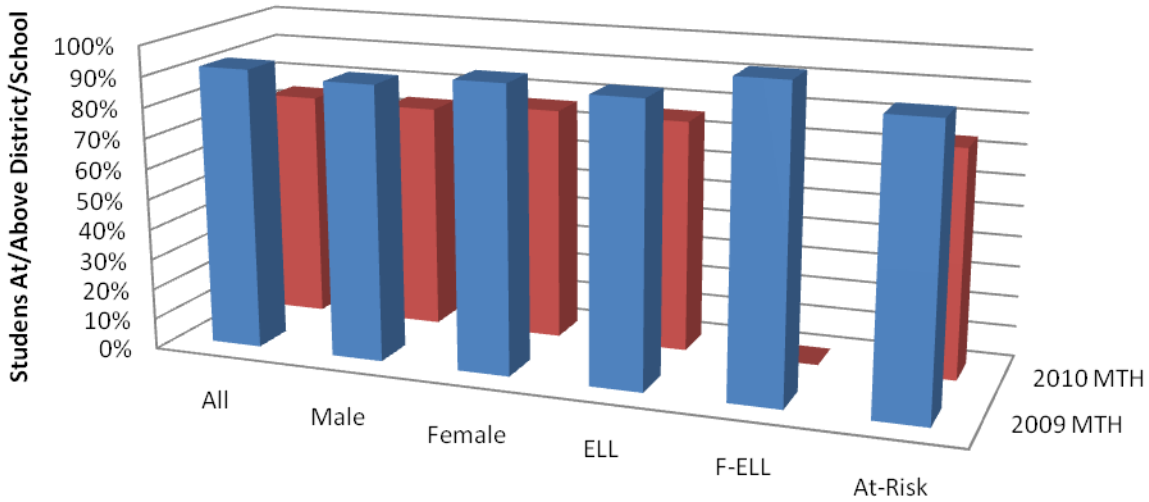
| | All | Male | Female | ELL | F-ELL | At-Risk |
|----------|-----|------|--------|-----|-------|---------|
| 2009 RDG | 32% | 30% | 33% | 42% | 38% | 32% |
| 2010 RDG | 75% | 70% | 83% | 74% | 0% | 77% |

ITBS MTH Data



| | All | K | 1 |
|----------|-----|-----|-----|
| 2009 MTH | 92% | 0% | 92% |
| 2010 MTH | 75% | 62% | 87% |

ITBS MTH Subgroup Data

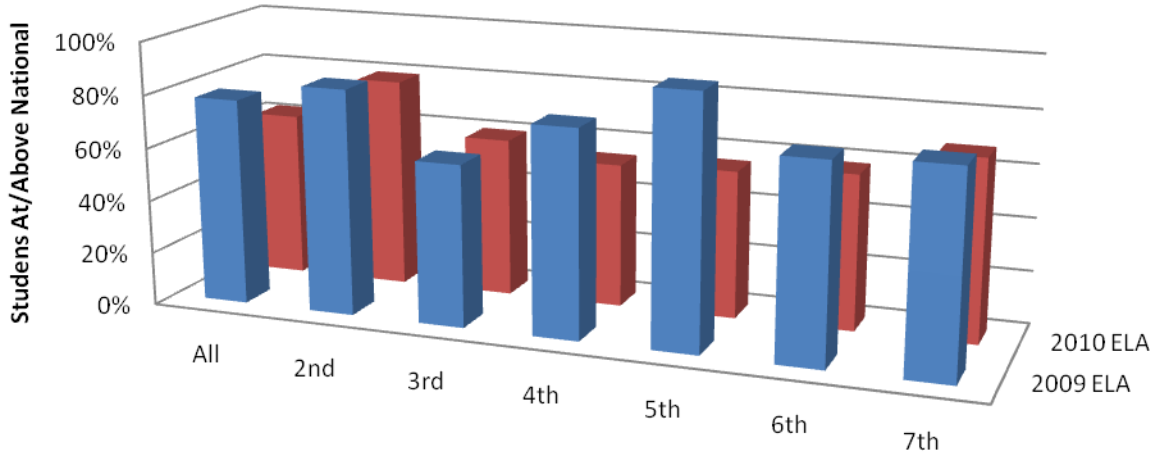


| | All | Male | Female | ELL | F-ELL | At-Risk |
|----------|-----|------|--------|-----|-------|---------|
| 2009 MTH | 92% | 90% | 93% | 92% | 100% | 92% |
| 2010 MTH | 75% | 74% | 76% | 76% | 0% | 74% |

Scantron Performance Series: 2-7

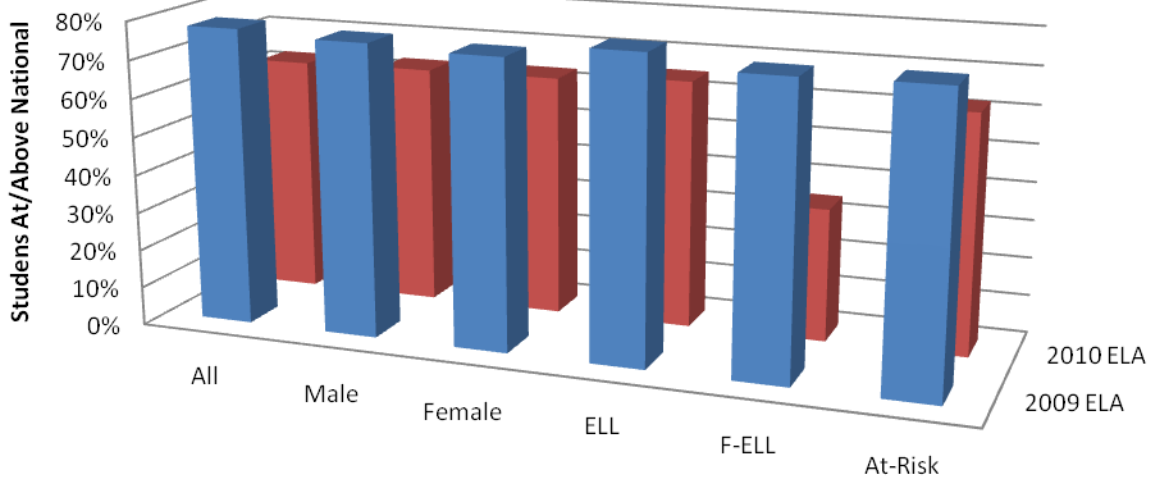
The tables below represent the percentage of students by grade and subject level as well as subcategory overall who have met or exceeded National growth ranges.

Scantron ELA Data



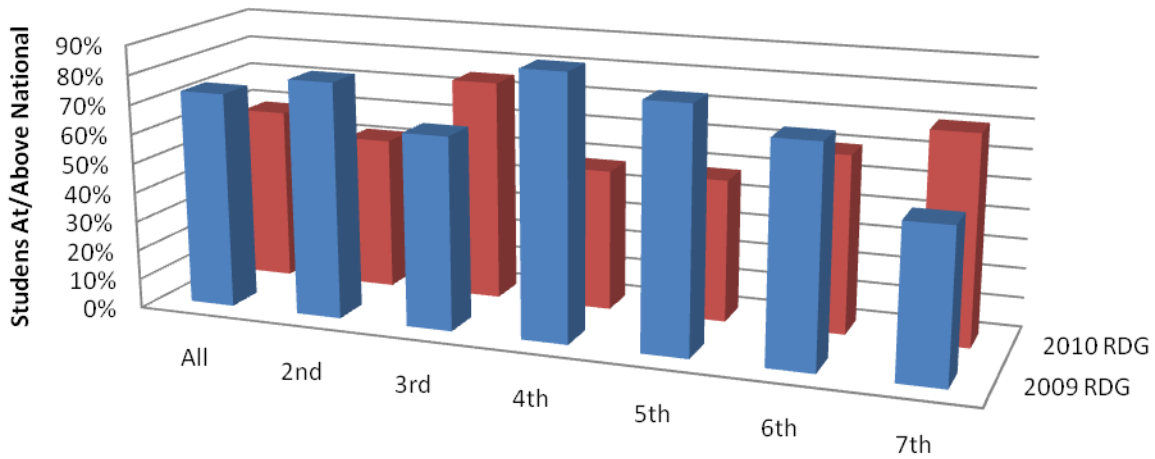
| | All | 2nd | 3rd | 4th | 5th | 6th | 7th |
|------------|-----|-----|-----|-----|-----|-----|-----|
| ■ 2009 ELA | 78% | 85% | 61% | 78% | 94% | 74% | 76% |
| ■ 2010 ELA | 63% | 79% | 60% | 54% | 56% | 58% | 68% |

Scantron ELA Subgroup Data



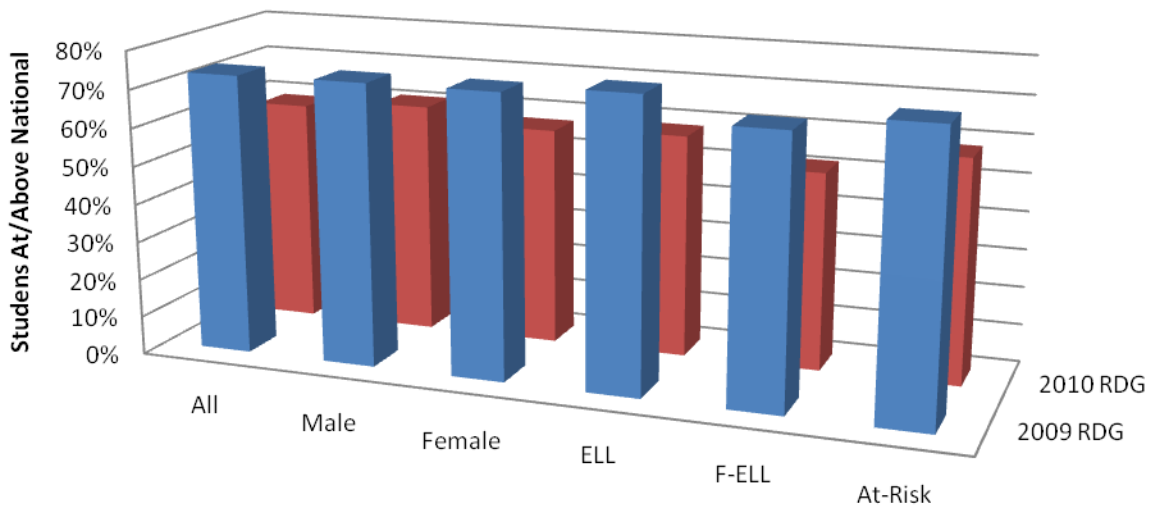
| | All | Male | Female | ELL | F-ELL | At-Risk |
|------------|-----|------|--------|-----|-------|---------|
| ■ 2009 ELA | 78% | 76% | 75% | 79% | 75% | 76% |
| ■ 2010 ELA | 63% | 63% | 63% | 65% | 35% | 62% |

Scantron RDG Data



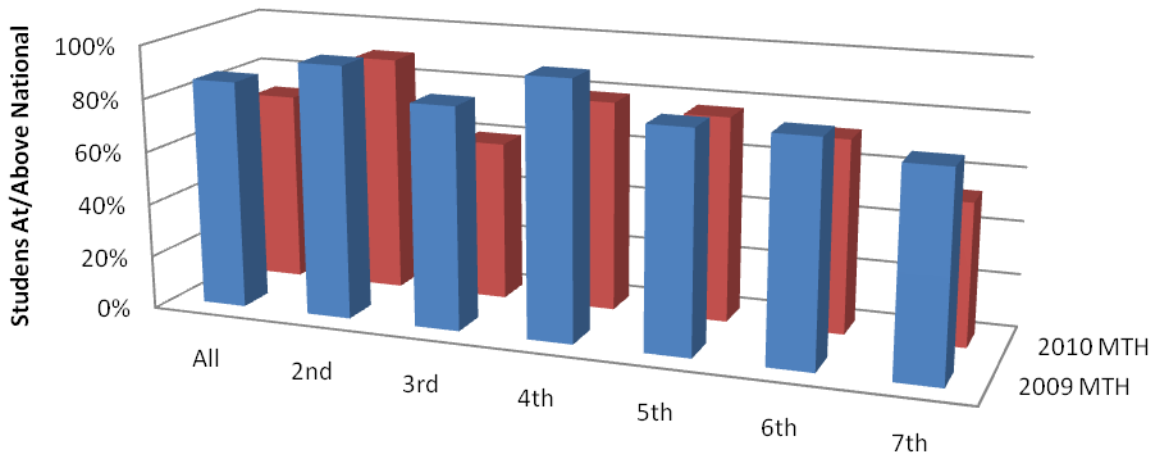
| | All | 2nd | 3rd | 4th | 5th | 6th | 7th |
|----------|-----|-----|-----|-----|-----|-----|-----|
| 2009 RDG | 73% | 80% | 65% | 89% | 82% | 73% | 51% |
| 2010 RDG | 59% | 52% | 75% | 48% | 48% | 60% | 70% |

Scantron RDG Subgroup Data



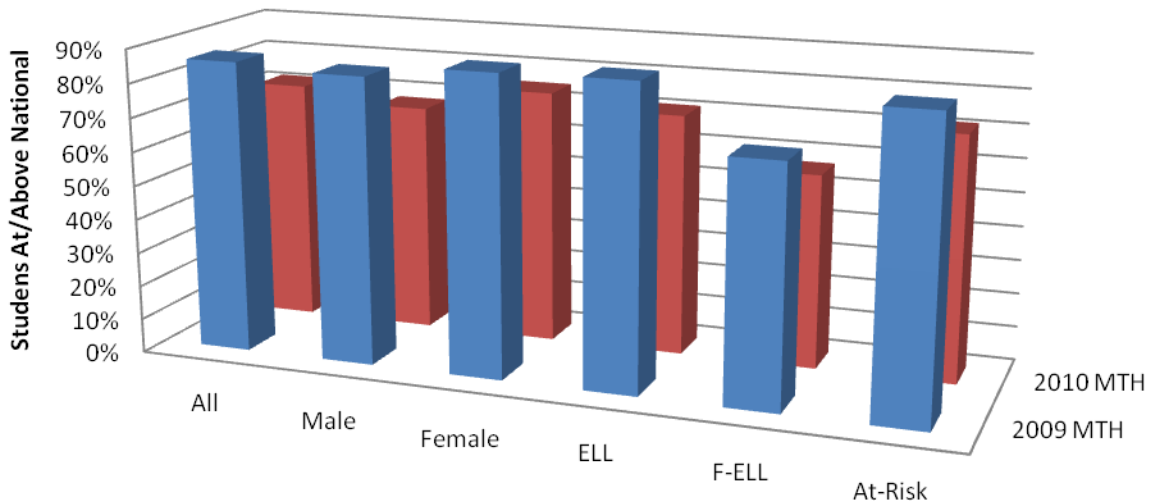
| | All | Male | Female | ELL | F-ELL | At-Risk |
|----------|-----|------|--------|-----|-------|---------|
| 2009 RDG | 73% | 74% | 74% | 76% | 70% | 74% |
| 2010 RDG | 59% | 61% | 57% | 58% | 52% | 58% |

Scantron MTH Data



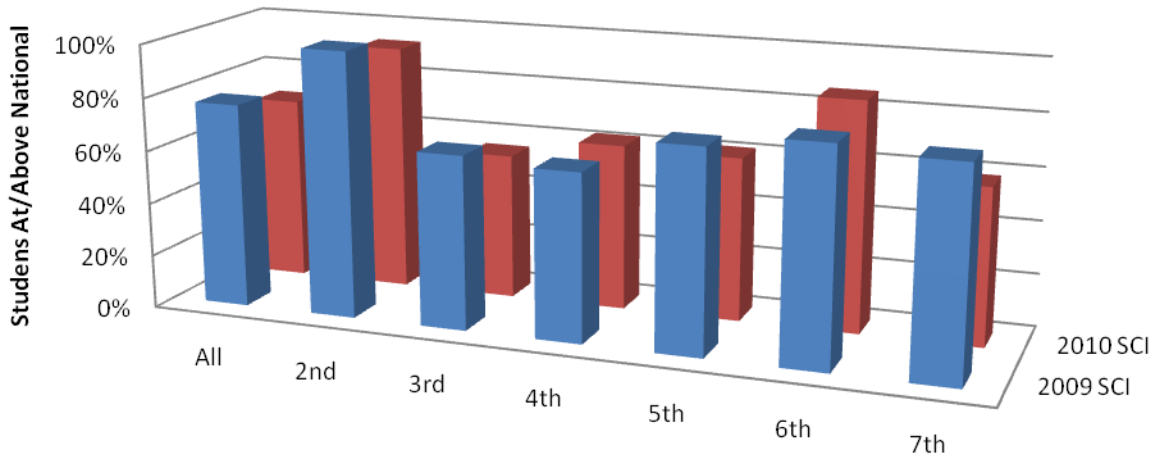
| | All | 2nd | 3rd | 4th | 5th | 6th | 7th |
|------------|-----|-----|-----|-----|-----|-----|-----|
| ■ 2009 MTH | 86% | 95% | 83% | 96% | 82% | 83% | 76% |
| ■ 2010 MTH | 72% | 89% | 60% | 79% | 77% | 72% | 53% |

Scantron MTH Subgroup Data



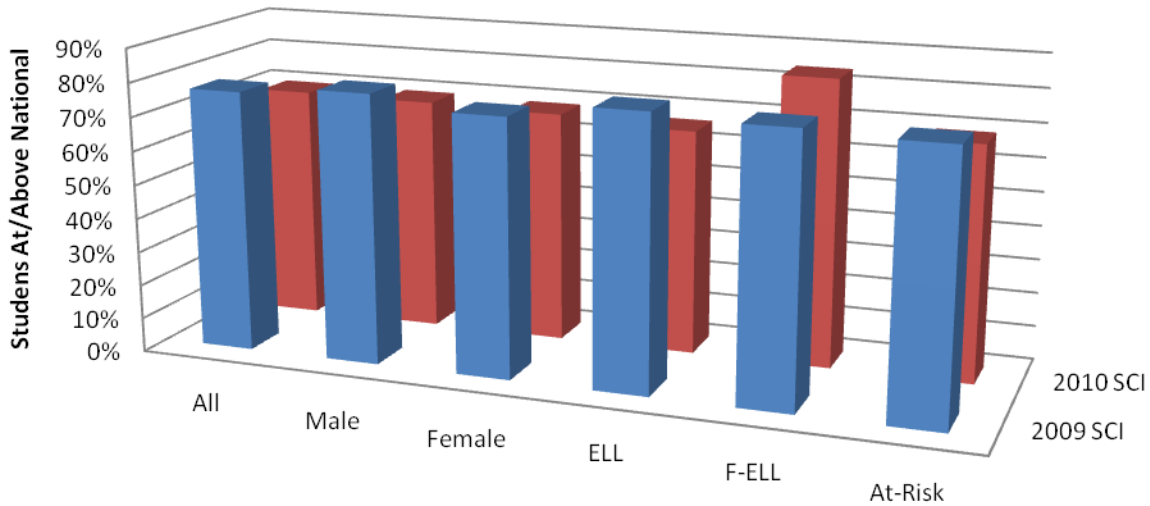
| | All | Male | Female | ELL | F-ELL | At-Risk |
|------------|-----|------|--------|-----|-------|---------|
| ■ 2009 MTH | 86% | 84% | 88% | 88% | 70% | 86% |
| ■ 2010 MTH | 72% | 68% | 75% | 71% | 57% | 72% |

Scantron SCI Data



| | All | 2nd | 3rd | 4th | 5th | 6th | 7th |
|------------|-----|------|-----|-----|-----|-----|-----|
| ■ 2009 SCI | 77% | 100% | 65% | 63% | 76% | 80% | 78% |
| ■ 2010 SCI | 69% | 93% | 55% | 63% | 62% | 86% | 59% |

Scantron SCI Subgroup Data

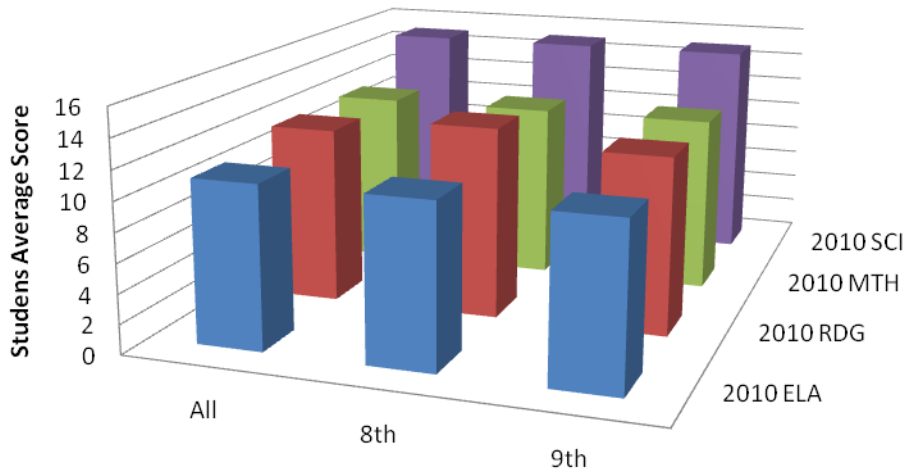


| | All | Male | Female | ELL | F-ELL | At-Risk |
|------------|-----|------|--------|-----|-------|---------|
| ■ 2009 SCI | 77% | 79% | 76% | 80% | 78% | 77% |
| ■ 2010 SCI | 69% | 69% | 68% | 66% | 84% | 69% |

EXPLORE: 8-9

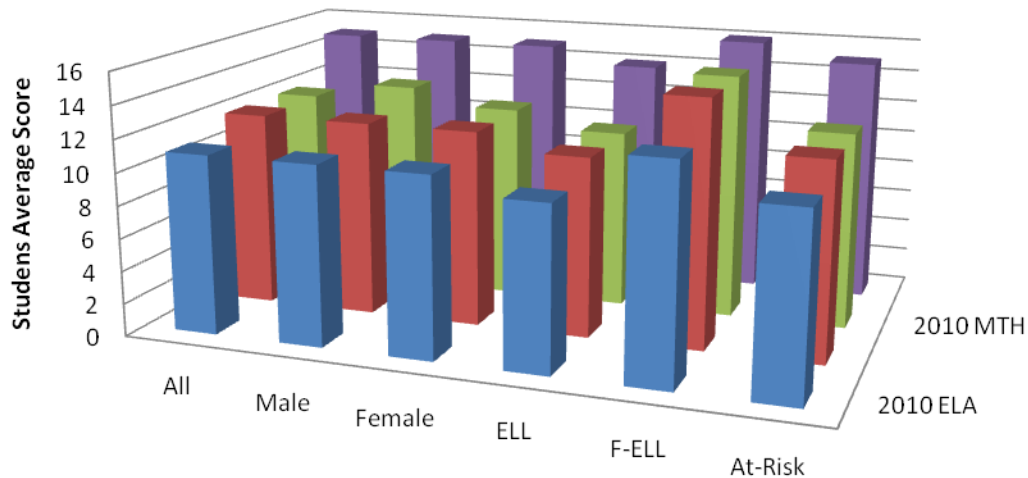
Tables below reflect student readiness for ACT up to a score of 25. This was our first year of implementation and we expect to have trend data in our 2011 report.

EXPLORE Data



| | All | 8th | 9th |
|----------|-----|-----|-----|
| 2010 ELA | 11 | 11 | 11 |
| 2010 RDG | 12 | 13 | 12 |
| 2010 MTH | 12 | 12 | 12 |
| 2010 SCI | 15 | 15 | 15 |

EXPLORE Subgroup Data

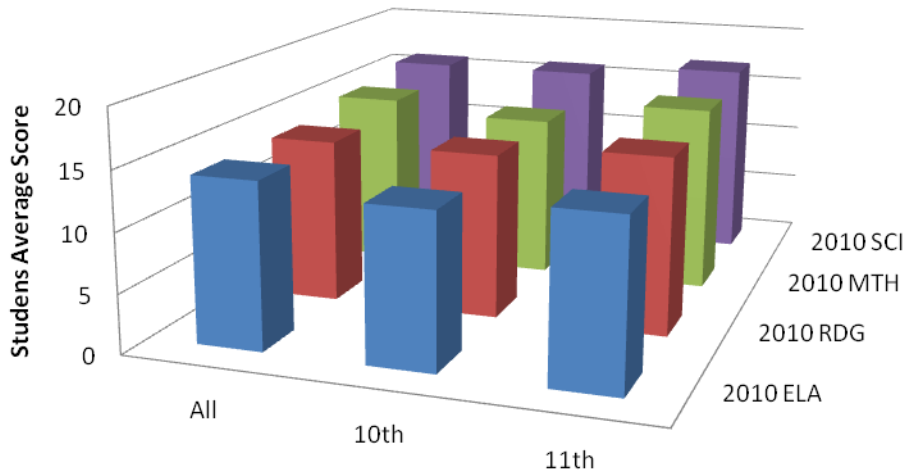


| | All | Male | Female | ELL | F-ELL | At-Risk |
|----------|-----|------|--------|-----|-------|---------|
| 2010 ELA | 11 | 11 | 11 | 10 | 13 | 11 |
| 2010 RDG | 12 | 12 | 12 | 11 | 15 | 12 |
| 2010 MTH | 12 | 13 | 12 | 11 | 15 | 12 |
| 2010 SCI | 15 | 15 | 15 | 14 | 16 | 15 |

PLAN: 10-11

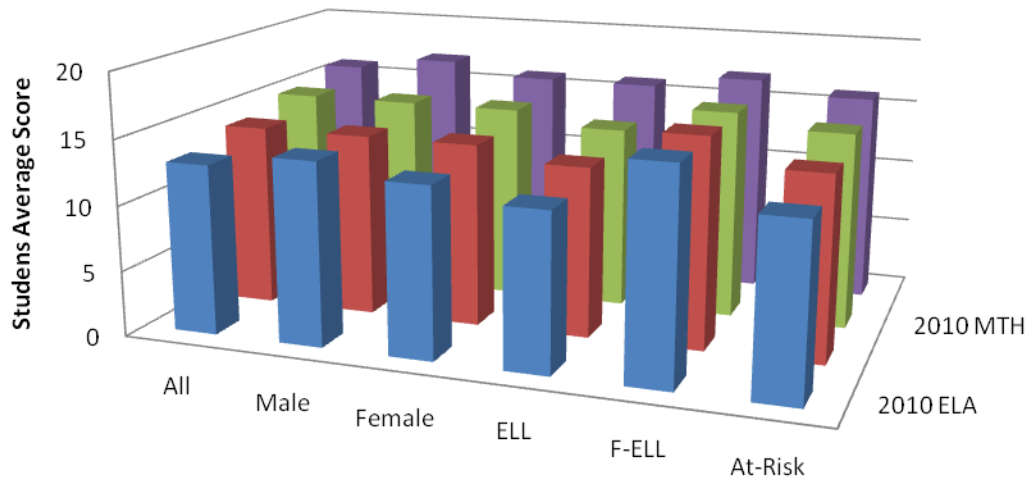
Tables below reflect student readiness for ACT up to a score of 32. This was our first year of implementation and we expect to have trend data in our 2011 report.

PLAN Data



| | All | 10th | 11th |
|----------|-----|------|------|
| 2010 ELA | 14 | 13 | 14 |
| 2010 RDG | 14 | 14 | 15 |
| 2010 MTH | 15 | 14 | 16 |
| 2010 SCI | 16 | 16 | 17 |

PLAN Subgroup Data



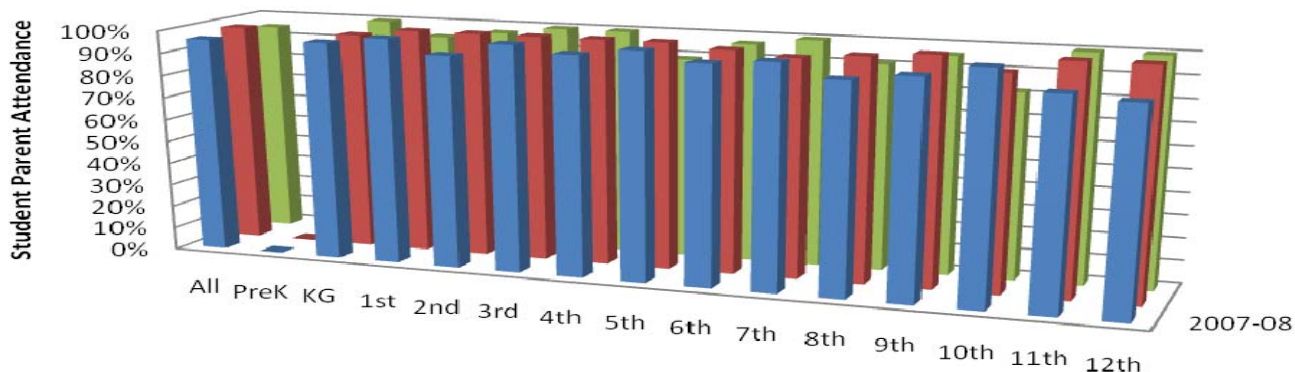
| | All | Male | Female | ELL | F-ELL | At-Risk |
|----------|-----|------|--------|-----|-------|---------|
| 2010 ELA | 13 | 14 | 13 | 12 | 16 | 13 |
| 2010 RDG | 14 | 14 | 14 | 13 | 16 | 14 |
| 2010 MTH | 15 | 15 | 15 | 14 | 16 | 15 |
| 2010 SCI | 16 | 17 | 16 | 16 | 17 | 16 |

PARENT-TEACHER CONFERENCES ATTENDANCE & PARTICIPATION

At Universal Academy we require all parents to volunteer 20 hours minimum annually at the school. We continue to have 100% participation in parent-teacher conferences and though our enrollment and parent community changes each year, we are still able to keep attendance at or above 90% overall. For parents that are not able to physically attend, they are able to participate by electronic communication/means or via telephone so while we are reporting actual physical attendance in our data tables; 100% of our parents do participate in conferences.

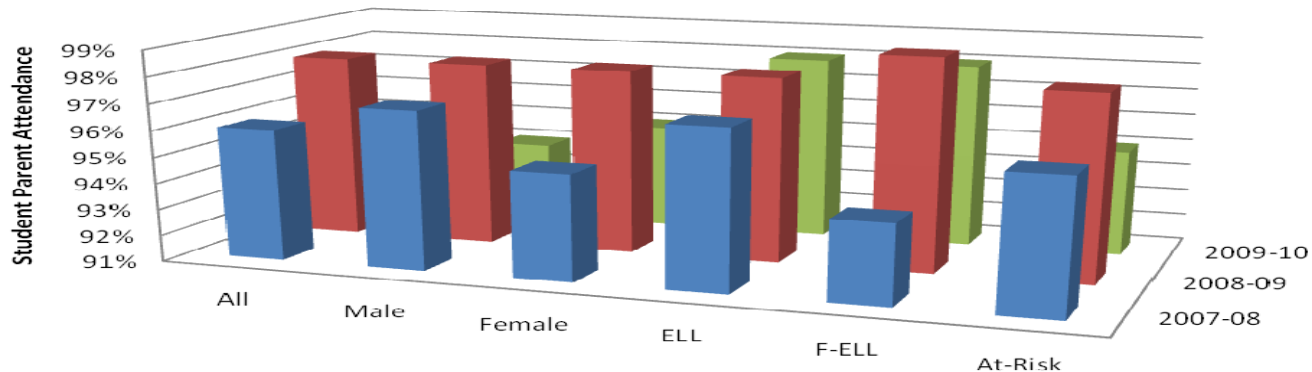
With the improvements made to our parental involvement policy effective 2009-10 and on, we expect parental attendance not only parent teacher conferences to increase, but overall involvement in regular activities as well as we continue to implement Epstein's Model and National standards in our implementation plan. Please note there were no PreK students enrolled as reflected in table below.

Parent-Teacher Conference Attendance



| | All | PreK | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|---------|-----|------|------|------|------|------|------|------|-----|------|-----|------|------|------|------|
| 2007-08 | 96% | 0% | 97% | 100% | 94% | 100% | 97% | 100% | 96% | 98% | 92% | 95% | 100% | 91% | 89% |
| 2008-09 | 98% | 0% | 97% | 100% | 100% | 100% | 100% | 100% | 98% | 96% | 98% | 100% | 94% | 100% | 100% |
| 2009-10 | 95% | 0% | 100% | 94% | 97% | 100% | 100% | 89% | 97% | 100% | 91% | 96% | 82% | 100% | 100% |

Parent-Teacher Conference Subgroup Attendance

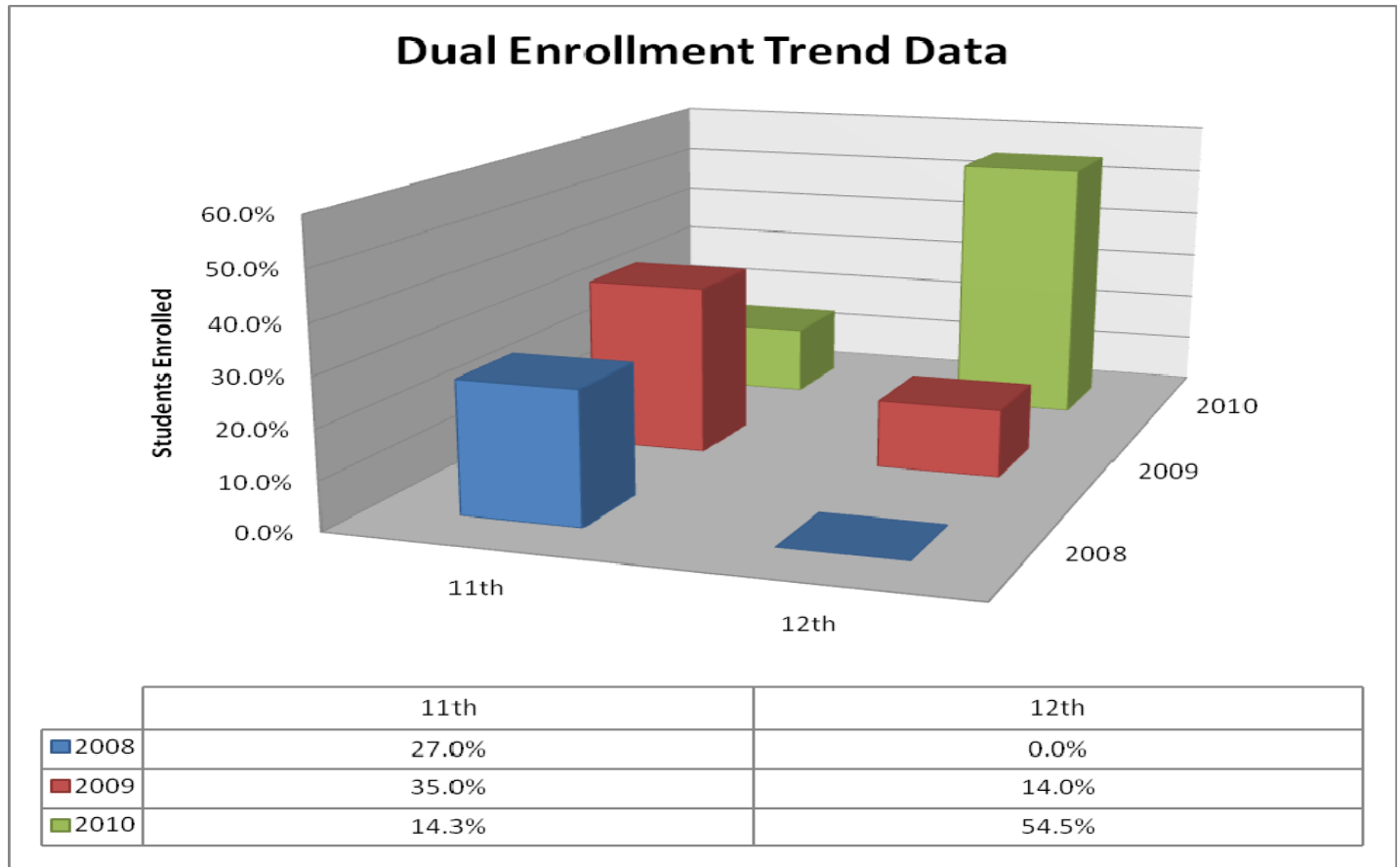


| | All | Male | Female | ELL | F-ELL | At-Risk |
|---------|-----|------|--------|-----|-------|---------|
| 2007-08 | 96% | 97% | 95% | 97% | 94% | 96% |
| 2008-09 | 98% | 98% | 98% | 98% | 99% | 98% |
| 2009-10 | 95% | 94% | 95% | 98% | 98% | 95% |

HIGH SCHOOL DATA

Universal Academy currently services students in high school who continue to enroll in Dual Enrollment. The amount in college tuition and fees spent by Universal Academy increased from \$2,595 in 2007-08 to \$7,455 in 2008-09 and again to \$21,662 to facilitate dual enrollment participation for high school students.

The number of students participating did not increase for 2010 for all students, however, the number of courses students enrolled and received credit in did. We had a total of 44/48 (91.7%) courses paid for in which college credit was issued to students in addition to high school credit for dual enrollment compared to 13/14 (92.9%) in 2008-09.



Our high school students also participate in Advanced Placement Courses in Calculus.

| Course | 2009 | 2010 |
|--------------------------|------|--------------|
| AP Calculus 12A/B | N/A | 8/22 (36.4%) |

Students also participate in the College Board assessment in order to receive college credit based on their performance. Current results are being analyzed and we will provide an update in an amended report as soon as the data analysis is complete.

CONCLUSION & STAKEHOLDER APPRECIATION

We have undergone many challenges as charter schools, yet we continue to achieve our mission, goals and objectives. Further, we continue to attract students and parents that are impressed with our progress and programs. We continue to remain financially sound during times of economic crisis, educationally oriented to success, and prepared to exceed expectations of all stakeholders and customers.

We intend to continue improving our services to students and families well into the future. We are committed to our practice of involving all stakeholders in these efforts – parents, teachers, students, staff, and the surrounding community – as we realize it has only been through a collaborative process that we have been able to achieve the progress outlined in this report. And for that, we would like to express our gratitude and appreciation to all stakeholders for this collaborative spirit.

Sincerely,



Mrs. Nawal Hamadeh,
Superintendent, CEO & Founder

ⁱ MDE Online School Improvement & Accountability Resources <http://www.advanc-ed.org/mde/?m2m>

ⁱⁱ “What Is Scientifically Based Research? A Guide for Teachers”, National Institute for Literacy (Fall 2005).
http://www.nifl.gov/partnershipforreading/publications/science_research.pdf

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Black or African American | 2009-10 | <10 | 80.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 79% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 84.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 90% | 62.5% | 62.5% | 12.5% | 50% | 37.5% | 0% |
| White | 2009-10 | 100% | 92.7% | 76.5% | 76.5% | 11.8% | 64.7% | 23.5% | 0% |
| Limited English Proficient | 2008-09 | 100% | 74.9% | 53.3% | 53.3% | 0% | 53.3% | 46.7% | 0% |
| Limited English Proficient | 2009-10 | 100% | 82.2% | 69.2% | 69.2% | 0% | 69.2% | 30.8% | 0% |
| Students with Disabilities | 2008-09 | <10 | 63.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 79.1% | 63.6% | 63.6% | 13.6% | 50% | 36.4% | 0% |
| Economically Disadvantaged | 2009-10 | 100% | 84.5% | 81% | 81% | 14.3% | 66.7% | 19% | 0% |
| Grade: 04 | | | | | | | | | |
| All Students | 2008-09 | 100% | 82.8% | 44.8% | 44.8% | 6.9% | 37.9% | 44.8% | 10.3% |
| All Students | 2009-10 | 100% | 84.1% | 42.9% | 42.9% | 10.7% | 32.1% | 46.4% | 10.7% |
| Female | 2008-09 | 100% | 84.7% | 44.4% | 44.4% | 5.6% | 38.9% | 50% | 5.6% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Female | 2009-10 | 100% | 86.1% | 50% | 50% | 8.3% | 41.7% | 41.7% | 8.3% |
| Male | 2008-09 | 100% | 80.9% | 45.5% | 45.5% | 9.1% | 36.4% | 36.4% | 18.2% |
| Male | 2009-10 | 100% | 82.1% | 37.5% | 37.5% | 12.5% | 25% | 50% | 12.5% |
| Black or African American | 2008-09 | <10 | 65.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 68.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 72.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 74.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 88% | 42.3% | 42.3% | 3.8% | 38.5% | 46.2% | 11.5% |
| White | 2009-10 | 100% | 88.9% | 43.5% | 43.5% | 13% | 30.4% | 47.8% | 8.7% |
| Limited English Proficient | 2008-09 | 100% | 61.2% | 35.7% | 35.7% | 0% | 35.7% | 42.9% | 21.4% |
| Limited English Proficient | 2009-10 | 100% | 64.3% | 30.8% | 30.8% | 7.7% | 23.1% | 53.8% | 15.4% |
| Students with Disabilities | 2009-10 | <10 | 58% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 72.9% | 44% | 44% | 8% | 36% | 44% | 12% |
| Economically Disadvantaged | 2009-10 | 100% | 75.7% | 38.5% | 38.5% | 11.5% | 26.9% | 50% | 11.5% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Grade: 05 | | | | | | | | | |
| All Students | 2008-09 | 100% | 81.5% | 38.9% | 38.9% | 0% | 38.9% | 41.7% | 19.4% |
| All Students | 2009-10 | 100% | 85.2% | 60% | 60% | 10% | 50% | 20% | 20% |
| Female | 2008-09 | 100% | 83.4% | 52.4% | 52.4% | 0% | 52.4% | 33.3% | 14.3% |
| Female | 2009-10 | 100% | 86.8% | 60% | 60% | 5% | 55% | 20% | 20% |
| Male | 2008-09 | 100% | 79.8% | 20% | 20% | 0% | 20% | 53.3% | 26.7% |
| Male | 2009-10 | 100% | 83.5% | 60% | 60% | 20% | 40% | 20% | 20% |
| Black or African American | 2009-10 | <10 | 70.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 74.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 86.9% | 38.9% | 38.9% | 0% | 38.9% | 41.7% | 19.4% |
| White | 2009-10 | 100% | 89.8% | 54.2% | 54.2% | 8.3% | 45.8% | 20.8% | 25% |
| Limited English Proficient | 2008-09 | 100% | 56.2% | 14.3% | 14.3% | 0% | 14.3% | 52.4% | 33.3% |
| Limited English Proficient | 2009-10 | 100% | 61.8% | 30.8% | 30.8% | 0% | 30.8% | 30.8% | 38.5% |
| Students with Disabilities | 2008-09 | <10 | 49.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 70.5% | 41.2% | 41.2% | 0% | 41.2% | 41.2% | 17.6% |
| Economically Disadvantaged | 2009-10 | 100% | 76.6% | 60.7% | 60.7% | 10.7% | 50% | 17.9% | 21.4% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Disadvantaged | | | | | | | | | |
| Grade: 06 | | | | | | | | | |
| All Students | 2008-09 | 100% | 80.5% | 51.1% | 51.1% | 0% | 51.1% | 34% | 14.9% |
| All Students | 2009-10 | 100% | 87.7% | 59% | 59% | 15.4% | 43.6% | 38.5% | 2.6% |
| Female | 2008-09 | 100% | 82.9% | 52.2% | 52.2% | 0% | 52.2% | 39.1% | 8.7% |
| Female | 2009-10 | 100% | 90% | 65.2% | 65.2% | 26.1% | 39.1% | 30.4% | 4.3% |
| Male | 2008-09 | 100% | 78.2% | 50% | 50% | 0% | 50% | 29.2% | 20.8% |
| Male | 2009-10 | 100% | 85.4% | 50% | 50% | 0% | 50% | 50% | 0% |
| Black or African American | 2008-09 | <10 | 63.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 75.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 68.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 82.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 85.7% | 51.1% | 51.1% | 0% | 51.1% | 35.6% | 13.3% |
| White | 2009-10 | 100% | 91.1% | 58.3% | 58.3% | 13.9% | 44.4% | 38.9% | 2.8% |
| Limited English Proficient | 2008-09 | 100% | 51.2% | 11.8% | 11.8% | 0% | 11.8% | 58.8% | 29.4% |
| Limited English Proficient | 2009-10 | 100% | 70% | 30% | 30% | 5% | 25% | 65% | 5% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Hispanic or Latino | 2008-09 | <10 | 65.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 80.9% | 34.7% | 34.7% | 2% | 32.7% | 30.6% | 34.7% |
| White | 2009-10 | 100% | 86.9% | 58.3% | 58.3% | 8.3% | 50% | 33.3% | 8.3% |
| Limited English Proficient | 2008-09 | 100% | 46.4% | 9.4% | 9.4% | 0% | 9.4% | 40.6% | 50% |
| Limited English Proficient | 2009-10 | 100% | 61% | 34.5% | 34.5% | 0% | 34.5% | 51.7% | 13.8% |
| Students with Disabilities | 2008-09 | <10 | 35.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 62.7% | 36.7% | 36.7% | 2% | 34.7% | 30.6% | 32.7% |
| Economically Disadvantaged | 2009-10 | 100% | 75% | 63.8% | 63.8% | 8.5% | 55.3% | 29.8% | 6.4% |
| Mathematics | | | | | | | | | |
| Grade: 03 | | | | | | | | | |
| All Students | 2008-09 | 100% | 91.3% | 78.6% | 78.6% | 32.1% | 46.4% | 21.4% | 0% |
| All Students | 2009-10 | 100% | 94.8% | 95.7% | 95.7% | 34.8% | 60.9% | 4.3% | 0% |
| Female | 2008-09 | 100% | 90.9% | 66.7% | 66.7% | 33.3% | 33.3% | 33.3% | 0% |
| Female | 2009-10 | 100% | 94.8% | 90.9% | 90.9% | 36.4% | 54.5% | 9.1% | 0% |
| Male | 2008-09 | 100% | 91.6% | 87.5% | 87.5% | 31.3% | 56.3% | 12.5% | 0% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Male | 2009-10 | 100% | 94.8% | 100% | 100% | 33.3% | 66.7% | 0% | 0% |
| Black or African American | 2008-09 | <10 | 78.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 87.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 86.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 92.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 94.9% | 80.8% | 80.8% | 30.8% | 50% | 19.2% | 0% |
| White | 2009-10 | 100% | 96.9% | 100% | 100% | 41.2% | 58.8% | 0% | 0% |
| Limited English Proficient | 2008-09 | 100% | 85.1% | 81.3% | 81.3% | 12.5% | 68.8% | 18.8% | 0% |
| Limited English Proficient | 2009-10 | 100% | 92.1% | 100% | 100% | 38.5% | 61.5% | 0% | 0% |
| Students with Disabilities | 2008-09 | <10 | 79.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 85.7% | 82.6% | 82.6% | 34.8% | 47.8% | 17.4% | 0% |
| Economically Disadvantaged | 2009-10 | 100% | 91.9% | 95.2% | 95.2% | 33.3% | 61.9% | 4.8% | 0% |
| Grade: 04 | | | | | | | | | |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Disabilities | | | | | | | | | |
| Economically Disadvantaged | 2008-09 | 100% | 64.4% | 55.9% | 55.9% | 17.6% | 38.2% | 32.4% | 11.8% |
| Economically Disadvantaged | 2009-10 | 100% | 69.8% | 67.9% | 67.9% | 28.6% | 39.3% | 28.6% | 3.6% |
| Grade: 06 | | | | | | | | | |
| All Students | 2008-09 | 100% | 79.9% | 70.2% | 70.2% | 34% | 36.2% | 25.5% | 4.3% |
| All Students | 2009-10 | 100% | 82% | 66.7% | 66.7% | 38.5% | 28.2% | 28.2% | 5.1% |
| Female | 2008-09 | 100% | 80.9% | 60.9% | 60.9% | 34.8% | 26.1% | 39.1% | 0% |
| Female | 2009-10 | 100% | 83% | 73.9% | 73.9% | 52.2% | 21.7% | 21.7% | 4.3% |
| Male | 2008-09 | 100% | 78.9% | 79.2% | 79.2% | 33.3% | 45.8% | 12.5% | 8.3% |
| Male | 2009-10 | 100% | 81.1% | 56.3% | 56.3% | 18.8% | 37.5% | 37.5% | 6.3% |
| Black or African American | 2008-09 | <10 | 61.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Black or African American | 2009-10 | <10 | 62.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 71.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 75.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 85.2% | 71.1% | 71.1% | 35.6% | 35.6% | 24.4% | 4.4% |
| White | 2009-10 | 100% | 87.5% | 69.4% | 69.4% | 41.7% | 27.8% | 25% | 5.6% |
| Limited | 2008-09 | 100% | 62.3% | 52.9% | 52.9% | 23.5% | 29.4% | 35.3% | 11.8% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| African American | | | | | | | | | |
| Hispanic or Latino | 2008-09 | <10 | 75.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 75.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 87.9% | 68.8% | 68.8% | 33.3% | 35.4% | 27.1% | 4.2% |
| White | 2009-10 | 100% | 87.6% | 73.3% | 73.3% | 26.7% | 46.7% | 26.7% | 0% |
| Limited English Proficient | 2008-09 | 100% | 66% | 63% | 63% | 18.5% | 44.4% | 33.3% | 3.7% |
| Limited English Proficient | 2009-10 | 100% | 66% | 69.6% | 69.6% | 13% | 56.5% | 30.4% | 0% |
| Students with Disabilities | 2009-10 | <10 | 51.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 71.9% | 77.3% | 77.3% | 38.6% | 38.6% | 20.5% | 2.3% |
| Economically Disadvantaged | 2009-10 | 100% | 72.4% | 78.7% | 78.7% | 27.7% | 51.1% | 21.3% | 0% |
| Grade: 08 | | | | | | | | | |
| All Students | 2008-09 | 100% | 74.5% | 68.6% | 68.6% | 21.6% | 47.1% | 25.5% | 5.9% |
| All Students | 2009-10 | 100% | 70.3% | 58.8% | 58.8% | 35.3% | 23.5% | 29.4% | 11.8% |
| Female | 2008-09 | 100% | 74.3% | 63% | 63% | 11.1% | 51.9% | 29.6% | 7.4% |
| Female | 2009-10 | 100% | 70.6% | 57.7% | 57.7% | 23.1% | 34.6% | 34.6% | 7.7% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Male | 2008-09 | 100% | 74.8% | 75% | 75% | 33.3% | 41.7% | 20.8% | 4.2% |
| Male | 2009-10 | 100% | 70% | 60% | 60% | 48% | 12% | 24% | 16% |
| Black or African American | 2009-10 | <10 | 44.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 64.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 80.8% | 71.4% | 71.4% | 22.4% | 49% | 22.4% | 6.1% |
| White | 2009-10 | 100% | 77.1% | 58.3% | 58.3% | 37.5% | 20.8% | 29.2% | 12.5% |
| Limited English Proficient | 2008-09 | 100% | 57.1% | 62.5% | 62.5% | 9.4% | 53.1% | 28.1% | 9.4% |
| Limited English Proficient | 2009-10 | 100% | 50.2% | 41.4% | 41.4% | 24.1% | 17.2% | 41.4% | 17.2% |
| Students with Disabilities | 2008-09 | <10 | 38.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 61.6% | 71.4% | 71.4% | 22.4% | 49% | 22.4% | 6.1% |
| Economically Disadvantaged | 2009-10 | 100% | 56.3% | 61.7% | 61.7% | 38.3% | 23.4% | 25.5% | 12.8% |
| Science | | | | | | | | | |
| Grade: 05 | | | | | | | | | |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| All Students | 2008-09 | 100% | 83.1% | 27.8% | 27.8% | 5.6% | 22.2% | 36.1% | 36.1% |
| All Students | 2009-10 | 100% | 81% | 56.7% | 56.7% | 6.7% | 50% | 30% | 13.3% |
| Female | 2008-09 | 100% | 83.3% | 28.6% | 28.6% | 4.8% | 23.8% | 38.1% | 33.3% |
| Female | 2009-10 | 100% | 81.1% | 55% | 55% | 5% | 50% | 35% | 10% |
| Male | 2008-09 | 100% | 82.9% | 26.7% | 26.7% | 6.7% | 20% | 33.3% | 40% |
| Male | 2009-10 | 100% | 80.8% | 60% | 60% | 10% | 50% | 20% | 20% |
| Black or African American | 2009-10 | <10 | 59.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2009-10 | <10 | 68.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 89.4% | 27.8% | 27.8% | 5.6% | 22.2% | 36.1% | 36.1% |
| White | 2009-10 | 100% | 87.5% | 50% | 50% | 8.3% | 41.7% | 33.3% | 16.7% |
| Limited English Proficient | 2008-09 | 100% | 59% | 4.8% | 4.8% | 0% | 4.8% | 38.1% | 57.1% |
| Limited English Proficient | 2009-10 | 100% | 56.7% | 23.1% | 23.1% | 7.7% | 15.4% | 46.2% | 30.8% |
| Students with Disabilities | 2008-09 | <10 | 63.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 72.3% | 29.4% | 29.4% | 5.9% | 23.5% | 38.2% | 32.4% |
| Economically Disadvantaged | 2009-10 | 100% | 70.6% | 57.1% | 57.1% | 7.1% | 50% | 28.6% | 14.3% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Grade: 08 | | | | | | | | | |
| All Students | 2008-09 | 100% | 76.3% | 47.1% | 47.1% | 5.9% | 41.2% | 37.3% | 15.7% |
| All Students | 2009-10 | 100% | 75.9% | 51% | 51% | 9.8% | 41.2% | 29.4% | 19.6% |
| Female | 2008-09 | 100% | 77.2% | 48.1% | 48.1% | 3.7% | 44.4% | 37% | 14.8% |
| Female | 2009-10 | 100% | 77% | 42.3% | 42.3% | 7.7% | 34.6% | 34.6% | 23.1% |
| Male | 2008-09 | 100% | 75.4% | 45.8% | 45.8% | 8.3% | 37.5% | 37.5% | 16.7% |
| Male | 2009-10 | 100% | 74.9% | 60% | 60% | 12% | 48% | 24% | 16% |
| Black or African American | 2009-10 | <10 | 50% | <10 | <10 | <10 | <10 | <10 | <10 |
| Hispanic or Latino | 2008-09 | <10 | 63.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| White | 2008-09 | 100% | 83.5% | 46.9% | 46.9% | 6.1% | 40.8% | 36.7% | 16.3% |
| White | 2009-10 | 100% | 83.1% | 47.9% | 47.9% | 10.4% | 37.5% | 31.3% | 20.8% |
| Limited English Proficient | 2008-09 | 100% | 48.3% | 28.1% | 28.1% | 0% | 28.1% | 50% | 21.9% |
| Limited English Proficient | 2009-10 | 100% | 48.3% | 31% | 31% | 3.4% | 27.6% | 34.5% | 34.5% |
| Students with Disabilities | 2008-09 | <10 | 42.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 61.9% | 46.9% | 46.9% | 6.1% | 40.8% | 38.8% | 14.3% |
| Economically Disadvantaged | 2009-10 | 100% | 63.1% | 53.2% | 53.2% | 10.6% | 42.6% | 29.8% | 17% |

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|----------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|-------------------------------|---|-----------------------------------|
| Proficient | | | | | | | | | |
| Limited English Proficient | 2009-10 | 100% | 17.3% | 11.1% | 11.1% | 0% | 11.1% | 22.2% | 66.7% |
| Students with Disabilities | 2008-09 | <10 | 10.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Economically Disadvantaged | 2008-09 | 100% | 28.9% | 47.1% | 47.1% | 5.9% | 41.2% | 23.5% | 29.4% |
| Economically Disadvantaged | 2009-10 | 100% | 30.4% | 28.6% | 28.6% | 0% | 28.6% | 28.6% | 42.9% |

MI-Access

Functional Independence

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| No records to display. | | | | | | | | |

Supported Independence

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| No records to display. | | | | | | | | |

Participation

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------------------|-----------------------------|-----------------------------|
| No records to display. | | | | | | | | |

MEAP-Access

| Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Level 1 | % Level 2 | % Level 3 |
|------------------------|--------------------|--------------------------|------------------------------------|---------------------------------------|-------------------------------------|------------------|------------------|------------------|
| No records to display. | | | | | | | | |

2009-10 School-Level Accountability (AYP) Detail Reporting for Wayne RESA, Universal Academy, Universal Academy

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|---------------------|-----------------------|
| All Students | | |
| State | | |
| English Language Arts / Reading | 99.1% | 93.9% |
| Mathematics | 98.9% | 93.7% |
| District | | |
| English Language Arts / Reading | 100% | 86% |
| Mathematics | 98.8% | 92.7% |
| School | | |
| English Language Arts / Reading | 100% | 86% |
| Mathematics | 98.8% | 92.7% |
| Black or African American | | |
| State | | |
| English Language Arts / Reading | 97.7% | 88.4% |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|----------------------------------|----------------------------|------------------------------|
| Mathematics | 97.4% | 88% |
| District | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| American Indian or Alaska Native | | |
| State | | |
| English Language Arts / Reading | 99.2% | 93.2% |
| Mathematics | 99% | 92.4% |
| District | | |
| English Language Arts / Reading | N/A | N/A |
| Mathematics | N/A | N/A |
| School | | |
| English Language Arts / Reading | N/A | N/A |
| Mathematics | N/A | N/A |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---|---------------------|-----------------------|
| Asian, Native Hawaiian, or Pacific Islander | | |
| State | | |
| English Language Arts / Reading | 99.5% | 96.8% |
| Mathematics | 99.6% | 97.5% |
| Hispanic or Latino | | |
| State | | |
| English Language Arts / Reading | 99.3% | 91.3% |
| Mathematics | 98.9% | 92.4% |
| District | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| White | | |
| State | | |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| English Language Arts / Reading | 99.4% | 95.3% |
| Mathematics | 99.3% | 95.1% |
| District | | |
| English Language Arts / Reading | 99.5% | 86% |
| Mathematics | 98.2% | 93% |
| School | | |
| English Language Arts / Reading | 99.5% | 86% |
| Mathematics | 98.2% | 93% |
| Multiracial | | |
| State | | |
| English Language Arts / Reading | 102.4% | 93.5% |
| Mathematics | 102.3% | 94.3% |
| Limited English Proficient | | |
| State | | |
| English Language Arts / Reading | 123.6% | 86.9% |
| Mathematics | 126.3% | 92.3% |
| District | | |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| English Language Arts / Reading | 96.9% | 80.2% |
| Mathematics | 96.9% | 89.2% |
| School | | |
| English Language Arts / Reading | 96.9% | 80.2% |
| Mathematics | 96.9% | 89.2% |
| Students with Disabilities | | |
| State | | |
| English Language Arts / Reading | 102.6% | 73.1% |
| Mathematics | 102.2% | 76.5% |
| District | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| School | | |
| English Language Arts / Reading | <30 | <30 |
| Mathematics | <30 | <30 |
| Economically Disadvantaged | | |
| State | | |

| Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---------------------------------|----------------------------|------------------------------|
| English Language Arts / Reading | 102.6% | 90.6% |
| Mathematics | 102.5% | 91.1% |
| District | | |
| English Language Arts / Reading | 98.7% | 86.8% |
| Mathematics | 97.9% | 92.6% |
| School | | |
| English Language Arts / Reading | 98.7% | 86.8% |
| Mathematics | 97.9% | 92.6% |

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

| Graduation Rate (High Schools only) (Goal 80%) | |
|---|--------|
| All Students | |
| State | |
| | 75.39% |
| District | |
| | 83.87% |
| School | |

Graduation Rate (High Schools only)
(Goal 80%)

83.33%

Black or African American

State

56.59%

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

Hispanic or Latino

State

59.94%

Graduation Rate (High Schools only)
(Goal 80%)

District

<10

School

<10

White

State

81.85%

District

82.76%

School

82.14%

Multiracial

State

71.12%

Graduation Rate (High Schools only)
(Goal 80%)

Limited English Proficient

State

65.51%

District

81.48%

School

80.77%

Students with Disabilities

State

57.61%

District

<10

School

<10

Graduation Rate (High Schools only)
(Goal 80%)

Economically Disadvantaged

State

59.8%

District

82.14%

School

82.14%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

95.3%

School

| | |
|---|--|
| Attendance Rate (Goal 90%) | |
| 95.3% | |
| Black or African American | |
| State | |
| 91% | |
| District | |
| 86.5% | |
| School | |
| 86.5% | |
| American Indian or Alaska Native | |
| State | |
| 93.7% | |
| Asian, Native Hawaiian, or Pacific Islander | |
| State | |
| 96.5% | |

**Attendance Rate
(Goal 90%)**

Hispanic or Latino

State

94.1%

District

90.9%

School

90.9%

White

State

95.7%

District

95.5%

School

95.5%

**Attendance Rate
(Goal 90%)**

Multiracial

State

94.8%

Limited English Proficient

State

94.6%

District

95.6%

School

95.6%

Students with Disabilities

State

93.5%

| Attendance Rate (Goal 90%) | |
|---------------------------------------|-------|
| District | |
| | 93.4% |
| School | |
| | 93.4% |
| Economically Disadvantaged | |
| State | |
| | 94.8% |
| District | |
| | 95% |
| School | |
| | 95% |

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 38% | | | 31% | | 42% |
| 2002-03 | | 38% | | | 31% | | 42% |
| 2003-04 | | 38% | | | 31% | | 42% |
| 2004-05 | | 48% | | | 43% | | 52% |
| 2005-06 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2006-07 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2007-08 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2008-09 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2009-10 | 70% | 69% | 68% | 67% | 66% | 65% | 71% |
| 2010-11 | 78% | 77% | 76% | 75% | 74% | 73% | 79% |
| 2011-12 | 86% | 85% | 84% | 83% | 82% | 82% | 86% |
| 2012-13 | 93% | 92% | 92% | 91% | 91% | 91% | 93% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Michigan Annual AYP Objectives for Mathematics

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 47% | | | | 31% | 33% |
| 2002-03 | | 47% | | | | 31% | 33% |
| 2003-04 | | 47% | | | | 31% | 33% |
| 2004-05 | | 56% | | | | 43% | 44% |
| 2005-06 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2006-07 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2007-08 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2008-09 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2009-10 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2010-11 | 75% | 74% | 71% | 70% | 67% | 66% | 67% |
| 2011-12 | 83% | 82% | 81% | 80% | 78% | 77% | 78% |
| 2012-13 | 91% | 91% | 90% | 90% | 89% | 89% | 89% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

2009-10 School-Level Accountability (AYP) Status Reporting for Wayne RESA, Universal Academy, Universal Academy

School AYP Status

| Title 1 Status | AYP ELA/Reading Status | AYP Mathematics Status | AYP Overall Status | Education Yes Report Card Grade | School Improvement Status | Years in Improvement |
|----------------|------------------------|------------------------|--------------------|---------------------------------|---------------------------|----------------------|
| Yes | Met | Met | Met | C | N/A | 0 |

December, 2009 School-Level Teacher Quality Reporting for Wayne RESA, Universal Academy, Universal Academy

| | Other | B.A. | M.A. | Ph.D |
|--|--------------|-------------|-------------|-------------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 6 | 41 | 11 | 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

| | |
|---|-------------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 21.7% |
| | School Aggregate |
| Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers | 0% |

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|----------------------------|----------------------------|----------------------|---------------------------|-------------------------|
| All Students | 100 | 22 | 43 | 30 | 5 |
| Male | 50 | 22 | 41 | 30 | 7 |
| Female | 50 | 22 | 45 | 29 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 43 | 36 | 47 | 16 | 1 |
| Not Eligible | 56 | 11 | 40 | 40 | 9 |
| Info not available | † | † | † | † | † |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Race Ethnicity | | | | | |
| White | 71 | 14 | 43 | 37 | 6 |
| Black | 20 | 52 | 39 | 9 | 0 |
| Hispanic | 5 | 29 | 51 | 19 | 1 |
| Asian Amer/Pacif Isl | 3 | 13 | 32 | 36 | 19 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 12 | 42 | 39 | 17 | 2 |
| Not SD | 88 | 19 | 44 | 31 | 6 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 48 | 40 | 11 | 1 |
| Not ELL | 97 | 21 | 43 | 31 | 5 |

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 32 | 37 | 24 | 7 |
| Male | 51 | 31 | 37 | 24 | 8 |
| Female | 49 | 33 | 38 | 24 | 5 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 38 | 50 | 37 | 12 | 1 |
| Not Eligible | 62 | 21 | 38 | 31 | 10 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Race Ethnicity | | | | | |
| White | 74 | 23 | 40 | 29 | 8 |
| Black | 18 | 68 | 27 | 4 | 1 |
| Hispanic | 4 | 38 | 45 | 15 | 2 |
| Asian Amer/Pacif Isl | 2 | 11 | 30 | 31 | 28 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | ‡ | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 75 | 22 | 2 | 1 |
| Not SD | 90 | 27 | 39 | 27 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 58 | 32 | 10 | 0 |
| Not ELL | 98 | 32 | 37 | 24 | 7 |

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 36 | 34 | 23 | 6 |
| Male | 50 | 39 | 35 | 21 | 5 |
| Female | 50 | 32 | 34 | 26 | 8 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 43 | 52 | 33 | 13 | 2 |
| Not Eligible | 57 | 24 | 36 | 31 | 10 |
| Info not available | # | ‡ | ‡ | ‡ | ‡ |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Race Ethnicity | | | | | |
| White | 71 | 28 | 36 | 28 | 8 |
| Black | 19 | 65 | 26 | 7 | 1 |
| Hispanic | 5 | 49 | 34 | 15 | 2 |
| Asian Amer/Pacif Isl | 3 | 21 | 37 | 25 | 17 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 10 | 66 | 24 | 8 | 3 |
| Not SD | 90 | 32 | 36 | 25 | 7 |
| Student is an English Language Learner | | | | | |
| ELL | 3 | 65 | 26 | 9 | 1 |
| Not ELL | 97 | 35 | 35 | 24 | 7 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|------------------------------------|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 28 | 41 | 28 | 3 |
| Male | 51 | 33 | 42 | 23 | 2 |
| Female | 49 | 23 | 41 | 32 | 4 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 37 | 44 | 41 | 14 | 1 |
| Not Eligible | 62 | 18 | 42 | 36 | 4 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| Race Ethnicity | | | | | |
| White | 74 | 21 | 32 | 32 | 3 |
| Black | 18 | 54 | 37 | 9 | # |
| Hispanic | 4 | 40 | 34 | 24 | 2 |
| Asian Amer/Pacif Isl | 2 | ‡ | ‡ | ‡ | ‡ |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | | | | | |
| SD | 9 | 73 | 22 | 4 | # |
| Not SD | 91 | 23 | 43 | 30 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 2 | 60 | 33 | 8 | # |
| Not ELL | 98 | 27 | 42 | 28 | 3 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for IEP Students | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|-------|---------|---|----------------|-------------------------------------|----------------|--|----------------|
| 4 | Math | 82.08 | 2.771 | 81.98 | 2.786 | 91.89 | 3.063 |
| | Reading | 72.05 | 2.592 | 72.01 | 2.63 | 81.16 | 3.53 |
| 8 | Math | 76.39 | 2.561 | 76.21 | 2.578 | 93.13 | 4.12 |
| | Reading | 70.72 | 3.239 | 70.46 | 3.298 | 85.15 | 4.505 |