



**Clara B. Ford Academy**  
20651 West Warren  
Dearborn Heights, MI 48127  
**313-436-0020**  
[Cbfacademy.com](http://Cbfacademy.com)

**Clara B. Ford Academy Mission Statement:**

*The mission of Clara B. Ford Academy (CBF) is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults.*

August 13, 2014

Dear Student Advocate (parent/guardians) and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Clara B. Ford Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Dr. Beverly A. Baroni, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [http://p3cdn4static.sharpschool.com/UserFiles/Servers/Server\\_822949/File/2014%20CBFA%20AER.pdf](http://p3cdn4static.sharpschool.com/UserFiles/Servers/Server_822949/File/2014%20CBFA%20AER.pdf) or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Due to the nature of our school, Clara B Ford has not been given a label as a *Reward, Focus, or Priority School*.

Clara B. Ford is a strict discipline academy (SDA) chartered by Ferris State University; managed by CS Partners that provides educational services to the residents of Vista Maria. It is an innovative learning environment. Essential to our mission is a commitment to work with key partners, including student, family (parents/guardians,) primary social serving agency, other educational and professional institutions, and the community. Our goal is to assist in the treatment, healing and education of Vista Maria's residents.

*Process for Assigning Students:*

Although CBF provided educational services for approximately 136 students; 288 students went through its doors during the 2013-14 school year; some have returned to Vista Maria after discharge. (In comparison, during 2012-13, 165 students were provided educational services; 417 students enrolled throughout

year). Students are court referred and live on campus, except for a small number of students who wished to continue their studies at CBF in the Continuing Student program (CS) after discharged. If there are open slots in this CS program, a student is enrolled immediately. However, if all slots in the CS program are full, the student is placed on a waiting list. Only females who are or have been residents of the Vista Maria treatment facility may enroll in CBF.

Underlying CBF's philosophy and implementation strategies are Lezotte's 7 Correlates for Effective schools:

1. Safe and orderly environment
2. Instructional leadership
3. Clear and focused mission
4. Climate of high expectations
5. Opportunity to learn and student time on task
6. Frequent monitoring of student progress
7. Home school-relations

CBF staff helps students develop and follow personal educational plans adapted specifically to their needs that will enable them to acquire the education and skills needed for successful transition into adulthood. Additionally, CBF has been involved in a research project that explores the impact of staff being trained in effects of trauma on student learning. In so doing the Academy has implemented various techniques to help students regulate their emotions.

At this time, CBF does not offer dual enrollments (post-secondary enrollments), nor college equivalent courses (AP/IB) in its Board approved curriculum.

Curriculum

The curriculum at CBF, *Curriculum Crafter*, aligns with the Michigan Department of Education Core Curriculum Content Standards and Benchmarks (a copy can be obtained on the MDE website <http://www.michigan.gov/mde> or from school personnel). The Curriculum Crafter Tool (CCT) incorporates the Common Core. This past year, teachers worked to establish course syllabi to increase alignment with state standards. All students will be given a copy of their class syllabus.

Student Advocates-Student-Staff Conferences

CBF firmly believes in a strong home-school-community collaboration, including parents, guardians, therapists, SIL workers. (We refer to these persons as Student Advocates.) When we work collectively with the student, we support her academic achievement. Together we work to align treatment and academic goals. CBF staff is encouraged to communicate frequently with Student Advocates in a variety of ways including, letters, phone call, PowerSchool entries, and face-to face meetings.

Twice a year we schedule conferences. Staff is required to meet either face-to face or talk on the phone with each student's Student Advocate. Participation in student conferences:

2010-11	2011-12	2012-13	2013-14
100%	100%	64% (105)	98% (133)

School Improvement Plan

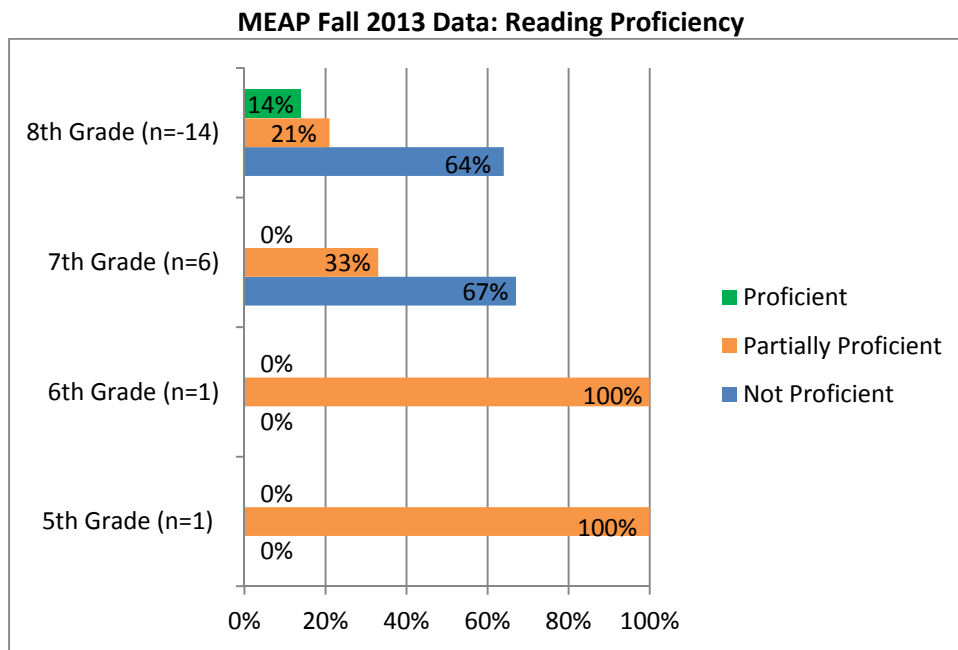
CBF strives to continuously improve its program and services. One means is through the School Improvement Planning (SIP) Team which is made up of staff members and Student Advocates. This team aligns the mission of the academy, desired outcomes of CBF strategic plan, and goals set forth by Ferris State University. Data analysis is used by the team to drive curriculum and instruction. A copy of the School Improvement Plan is available on the school's website or a hard copy can be obtained in the Principal's office.

The SIP goals for 2013-14 are:

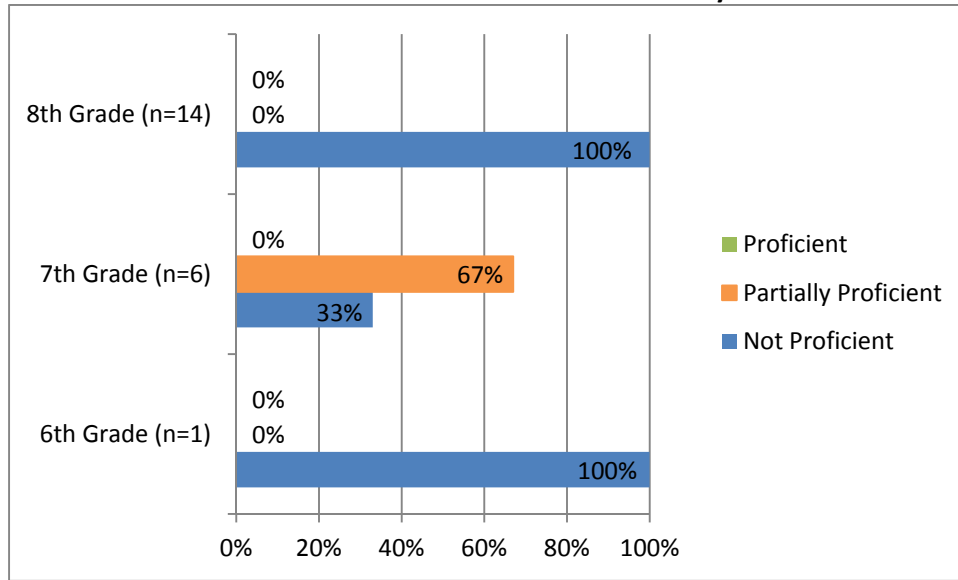
1. Increase student achievement through student's presence and engagement in classroom instruction
2. Improve student achievement in Mathematics
3. Improve students' Literacy in all content areas
4. Improve Communication

Clara B. Ford Academy participates in all mandatory Michigan Standardized Assessment administrations throughout the school year. The following graphs represent our student growth from the 2013 School Year to the 2014 School Year obtained MEAP and MME summary reports. With the frequent movement of students from the program, the following graphs do not represent the same population of students assessed from year to year, which is needed to identify an analysis of true achievement gains. Students represented in this graph have been Clara B. Ford Academy students from 2 months to 2 years.

**2013-2014 Assessment Data for MEAP 2013 & MME 2014**



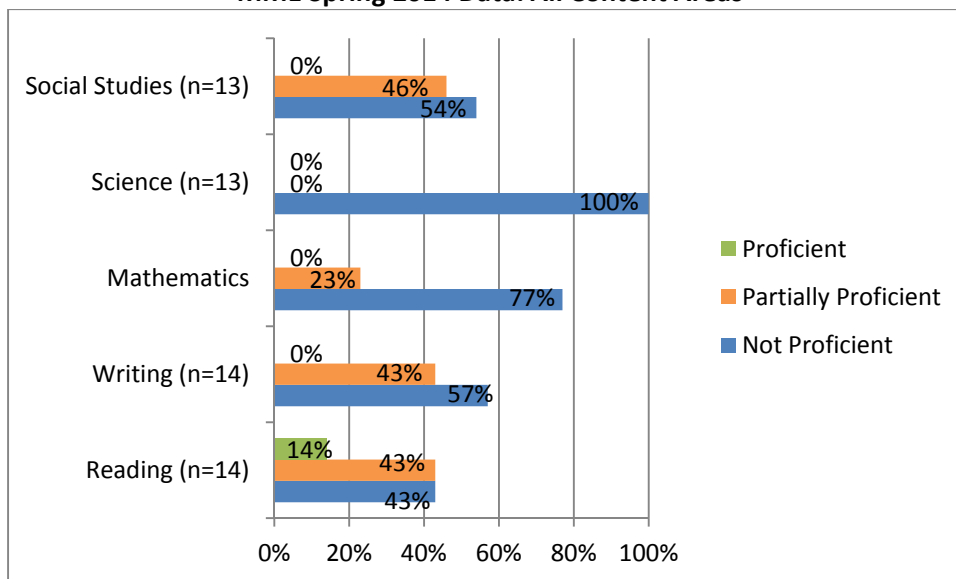
**MEAP Fall 2013 Data: Math Proficiency**



**Note:**

- Nine of the 8<sup>th</sup> grade students (75%) were successfully matched from Fall 2012 to Fall 2013 for math and reading.
- Three of the 7<sup>th</sup> grade students (50%) were successfully matched from Fall 2012 to Fall 2013 for math and reading.
- One 6<sup>th</sup> grade student (100%) was successfully matched from Fall 2012 to Fall 2013 for reading only.
- Zero 5<sup>th</sup> grade students (0%) were successfully matched from Fall 2012 to Fall 2013 for math and reading.

**MME Spring 2014 Data: All Content Areas**



Student Achievement

As a Strict Discipline Academy charter school and the nature of our academy with the constant turnover of students, we are not able to obtain trend data. However, CBF uses various sources of data to improve instruction and guide students to increase their academic goals. These sources include, but are not limited to, Global Scholars/Scantron Performance Series data, MEAP, MME/ACT, WRAT-4 Assessment, ACCUCESS, and classroom assessments.

Additionally, because many of our students are two-three years behind academically and have a negative attitude towards school, we are working to increase their time in the classroom and develop a level of confidence so they embrace the value of education. These are incorporated in the goals we have established with our authorizer, Ferris State University. We are using the data to enhance our instruction and engage our students in their learning and academic achievement.

Trauma Informed Teaching

This is our second year in working collaboratively with a Trauma trained trainer and Wayne State University professors to provide information and teaching techniques especially designed for students who have a history of trauma. We were interested in:

1. Assessing whether the implementation of a trauma informed teaching intervention model impacts student levels of trauma, self-esteem, and student attitudes towards their teachers, learning, and school culture in general;
2. Understanding and changing student behaviors which are reactions to early and on-going poor attachment experiences, as well as, what they have learned to imitate by watching various dysfunctional models in their lives; and
3. Supporting educators in shifting from a paradigm of behaviorally focused interventions that react to students to that of relational interventions which works with students acknowledging the impact of trauma on brain development and externalized behaviors.

As you can see, Clara B. Ford is striving to provide a rich, innovative learning environment that will meet the unique needs of our students. We are continuously growing and developing new programs that will allow our students to transition into active, contributing members of our community.

Beverly A. Baroni, Ph.D., LMSW  
Principal, Clara B. Ford Academy

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	All Students	2012-13	40.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2013-14	41.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2012-13	15.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2013-14	17.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2012-13	38.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2013-14	40.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	25.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2012-13	38.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	All Students	2013-14	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2012-13	15.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2013-14	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Two or More Races	2012-13	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2012-13	44.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2013-14	45.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2012-13	38.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	39.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2013-14	10.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	34.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2013-14	34.5%	0%	0%	0%	0%	0%	100%
Mathematics	8th Grade	African American	2012-13	11.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	African American	2013-14	11.4%	0%	0%	0%	0%	0%	100%
Mathematics	8th Grade	Two or More Races	2012-13	31.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	40.4%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2013-14	40.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2012-13	34.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2013-14	33.8%	0%	0%	0%	0%	0%	100%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	0%	0%	0%	0%	0%	100%
Mathematics	8th Grade	Students With Disabilities	2012-13	6.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2013-14	8.2%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	All Students	2013-14	71.7%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	White	2013-14	78.2%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2013-14	74.2%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Economically Disadvantaged	2013-14	59.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	71.5%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2012-13	46.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2013-14	50%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2012-13	71.2%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2013-14	74.7%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	59.2%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	62%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	All Students	2013-14	60.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2012-13	36.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2013-14	34.6%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Two or More Races	2012-13	61.8%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	White	2012-13	69.5%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	White	2013-14	67.8%	<10	<10	<10	<10	<10	<10



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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Female	2012-13	65.3%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Female	2013-14	62.5%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2013-14	22.9%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	65.7%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2013-14	72.7%	14.3%	14.3%	0%	14.3%	21.4%	64.3%
Reading	8th Grade	African American	2012-13	45.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	African American	2013-14	49.7%	18.2%	18.2%	0%	18.2%	18.2%	63.6%
Reading	8th Grade	Two or More Races	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	71.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	White	2013-14	79.2%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2012-13	70.1%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2013-14	74.6%	14.3%	14.3%	0%	14.3%	21.4%	64.3%
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	14.3%	14.3%	0%	14.3%	21.4%	64.3%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	8th Grade	Students With Disabilities	2012-13	26.4%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2013-14	33.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2012-13	15.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2013-14	19.8%	0%	0%	0%	0%	0%	100%
Science	8th Grade	African American	2012-13	3.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	African American	2013-14	3.9%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Two or More Races	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2012-13	19.3%	<10	<10	<10	<10	<10	<10
Science	8th Grade	White	2013-14	24.2%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Female	2012-13	13.7%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Female	2013-14	17.5%	0%	0%	0%	0%	0%	100%
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	0%	0%	0%	0%	0%	100%
Science	8th Grade	Students With Disabilities	2012-13	3.5%	<10	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2013-14	4.5%	<10	<10	<10	<10	<10	<10

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2012-13	28.6%	0%	0%	0%	0%	0%	100%
Mathematics	11th Grade	All Students	2013-14	28.8%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	11th Grade	African American	2012-13	5.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2013-14	5.9%	0%	0%	0%	0%	18.2%	81.8%
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	33.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2012-13	27%	0%	0%	0%	0%	0%	100%
Mathematics	11th Grade	Female	2013-14	26.5%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	0%	0%	0%	0%	0%	100%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	0%	0%	0%	0%	23.1%	76.9%
Mathematics	11th Grade	English Language Learners	2012-13	7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	53.5%	13.3%	13.3%	0%	13.3%	26.7%	60%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	All Students	2013-14	58.7%	14.3%	14.3%	0%	14.3%	42.9%	42.9%
Reading	11th Grade	African American	2012-13	28.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2013-14	31.3%	8.3%	8.3%	0%	8.3%	41.7%	50%
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	59.1%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2013-14	65%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2012-13	56%	13.3%	13.3%	0%	13.3%	26.7%	60%
Reading	11th Grade	Female	2013-14	62.4%	14.3%	14.3%	0%	14.3%	42.9%	42.9%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	13.3%	13.3%	0%	13.3%	26.7%	60%
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	14.3%	14.3%	0%	14.3%	42.9%	42.9%
Reading	11th Grade	English Language Learners	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2012-13	19%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	25.7%	0%	0%	0%	0%	0%	100%
Science	11th Grade	All Students	2013-14	28.4%	0%	0%	0%	0%	0%	100%

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Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	African American	2012-13	3.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade	African American	2013-14	5.5%	0%	0%	0%	0%	0%	100%
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	30.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	33.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Female	2012-13	22.5%	0%	0%	0%	0%	0%	100%
Science	11th Grade	Female	2013-14	24.6%	0%	0%	0%	0%	0%	100%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	0%	0%	0%	0%	0%	100%
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	0%	0%	0%	0%	0%	100%
Science	11th Grade	English Language Learners	2012-13	2.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2012-13	5.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10	<10

**Annual Education Report**  
**Clara B. Ford Academy (SDA)**

**Michigan Educational Assessment Program Access (MEAP - Access)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	6th Grade	All Students	2013-14	73.8%	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2013-14	86.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade	White	2013-14	76.9%	<10	<10	<10	<10	<10
Reading	6th Grade	White	2013-14	86.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Female	2013-14	72%	<10	<10	<10	<10	<10
Reading	6th Grade	Female	2013-14	88.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2013-14	75.1%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2013-14	86.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2013-14	75.9%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2013-14	90.9%	<10	<10	<10	<10	<10
Science	8th Grade	All Students	2013-14	53.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade	African American	2013-14	67.6%	<10	<10	<10	<10	<10
Reading	8th Grade	African American	2013-14	85.8%	<10	<10	<10	<10	<10
Science	8th Grade	African American	2013-14	39.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Female	2013-14	72.2%	<10	<10	<10	<10	<10
Reading	8th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	8th Grade	Female	2013-14	48.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2013-14	77.1%	<10	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2013-14	90.6%	<10	<10	<10	<10	<10

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	8th Grade	Economically Disadvantaged	2013-14	54.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade	All Students	2013-14	67%	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade	African American	2013-14	49.8%	<10	<10	<10	<10	<10
Reading	11th Grade	African American	2013-14	84.4%	<10	<10	<10	<10	<10
Science	11th Grade	African American	2013-14	35.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Reading	11th Grade	Female	2013-14	92.4%	<10	<10	<10	<10	<10
Science	11th Grade	Female	2013-14	53%	<10	<10	<10	<10	<10
Mathematics	11th Grade	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Reading	11th Grade	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10
Science	11th Grade	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10



**Annual Education Report  
Clara B. Ford Academy (SDA)****MI-Access Supported Independence**

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

**Annual Education Report  
Clara B. Ford Academy (SDA)****MI-Access Participation**

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	<30	<30
Bottom 30%	District	Mathematics	N/A	<30
African American	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics		
White	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	<30	<30
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	<30	<30
Bottom 30%	District	Reading	N/A	<30
African American	District	Reading	<30	<30
Hispanic of Any Race	District	Reading		
White	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	<30	<30
Students With Disabilities	District	Reading	<30	<30
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	<30	<30
Bottom 30%	District	Science	N/A	<30
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science		
White	District	Science		
Economically Disadvantaged	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	<30	<30
Bottom 30%	District	Social Studies	N/A	<30
African American	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies		
Two or More Races	District	Social Studies		
White	District	Social Studies		
Economically Disadvantaged	District	Social Studies	<30	<30
English Language Learners	District	Social Studies		
Students With Disabilities	District	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	<30	<30

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	District	Writing	N/A	<30
African American	District	Writing	<30	<30
Hispanic of Any Race	District	Writing		
White	District	Writing		
Economically Disadvantaged	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Graduation Data**

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

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	89%

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



**Annual Education Report**  
**Clara B. Ford Academy (SDA)**

**Accountability Status District Data**

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

**Annual Education Report**  
**Clara B. Ford Academy (SDA)**

**Accountability Status School Data**

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	20	6	2

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

**Teacher Quality - Class**

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

**Teacher Quality - Provisional**

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 4 Math**

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

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 8 Math**

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

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
Not ELL					

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 4 Reading**

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

# Rounds to zero

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 8 Reading**

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

# Rounds to zero

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



**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Grade 12 Reading**

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

# Rounds to zero

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

**Annual Education Report  
Clara B. Ford Academy (SDA)**
**NAEP Participation Data**

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