



Mt. Pleasant WAY-Oasis

2015-16 SCHOOL ANNUAL REPORT COVER LETTER

Stacie Zeien, Director

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Principal's Greeting/Message

March 8, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Mt. Pleasant Oasis/W-A-Y. 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 Stacie Zeien, Director, for assistance.

The AER is available for you to review electronically by visiting MISchoolData: Mt. Pleasant Oasis/W-A-Y, or you may review a copy in the main office of WAY-Oasis, or on our website <http://mtpleasantschools.net/Domain/16>.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school has not been given a label of "Focus", "Priority" or "Rewards" School.

The Combined Report (available at the MISchoolData website) illustrates a significant percentage of WAY-Oasis students perform below proficient levels. This data, when analyzed within the context of the program design and demographics, reveals a more complete picture of the challenges before us, aiding in the development and implementation of effective strategies to overcome those challenges. For example, enrollment in the program requires that participants meet one or more at-risk criteria, one of which is having a score of below proficiency levels on state-mandated grade level assessments. As a result, a significant percentage of our students apply for and qualify for the program *because* they are below grade level in one or more academic areas. The key challenges for our program are to bring the student up to proficiency at grade level in deficient areas, while continuing to challenge and advance in proficient areas. Each initiative has been researched and selected based on evidence of its ability to address the full spectrum of academic needs of each student.

Description of the School

WAY-Oasis is a unique, year-round alternative high school program, serving up to 120 at-risk students, that uses project-based learning in a brick-and-mortar/face-to-face environment as well as in an online, virtual environment. Alternative education students face barriers (academic, socio-economical, emotional, psychological, medical, familial, etc.) and exhibit risk factors that limit or prevent their successful participation in a traditional high school environment. Our program is open to general and special education students working towards a high school diploma. We work diligently to address the needs of the whole student, providing supplemental services to mitigate risk factors and remove or reduce barriers. Some program examples include transition support, school lunch program, wrap-around support (transportation assistance, referrals to social service agencies, etc.), and preparation for employment.

Process for Assigning Pupils to the School

Students are accepted into the WAY program via an application process. Applicants must be in grades 9-12 and less than 20 years of age, and must have one or more qualifying at-risk factors. Enrollment is year-round, open-entry/open-exit but is limited to 120 students at a time. WAY-Oasis does accept applicants from outside of the Mt. Pleasant Public School district.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available on the [WAY-Oasis page](#) of the Mt. Pleasant Public Schools website or from the main office of the Oasis Alternative High School located at 3480 S. Isabella Rd. in Mt. Pleasant. The School Improvement Team, composed of all WAY staff members, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students will be proficient in reading.			
• Book Club			Ongoing
• Differentiated Instruction			Ongoing
• Reading Apprenticeship	x	The apprenticeship was completed by a staff member who left employment prior to full implementation of the practice.	
• Mentoring			Ongoing
All students will be proficient in writing.			
• Differentiated Instruction			Ongoing
• Mentoring			Ongoing
All students will be proficient in math.			
• Differentiated Instruction			Ongoing
• Mentoring			Ongoing

Core Curriculum Status

Since college readiness goes beyond academic preparedness the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated 21st century survival skills component. The curriculum's objectives are aligned to those identified by the Michigan High School Content Expectations in the areas of social studies and science. Our Math and ELA curriculum is fully aligned to the Common Core State Standards. Michigan's high school content expectations can be found at: <http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

The Common Core State Standards can be found at: <http://www.corestandards.org/the-standards> A copy of the Core Curriculum is available at <http://www.corestandards.org/the-standards>.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. The curriculum is implemented by certified teachers and embedded in the design of cross-curricular, standards-based projects that students select based on individual needs. Educators deliver instruction face-to-face and via a secure, online learning environment. The curriculum may be supplemented with resources (print or electronic) that have been verified by research conducted by unbiased researchers, endorsed by the Michigan Department of Education, or agencies that exist to promote subject area knowledge such as the National Center for Literacy Education, the National Science Foundation, etc. The English Language Arts curriculum was last approved by our local Board of Education in 2014.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. The curriculum is implemented by certified teachers and embedded in the design of cross-curricular, standards-based projects that students select based on individual needs. Educators deliver instruction face-to-face and via a secure, online learning environment. The curriculum may be supplemented with resources (print or electronic) that have been verified by research conducted by unbiased researchers, endorsed by the Michigan Department of Education, or agencies that exist to promote subject area knowledge such as the National Center for Literacy Education, the National Science Foundation, etc. The Mathematics curriculum was last approved by our local Board of Education in 2014.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction. The curriculum is implemented by certified teachers and embedded in the design of cross-curricular, standards-based projects that students select based on individual needs. Educators deliver instruction face-to-face and via a secure, online learning environment. The curriculum may be supplemented with resources (print or electronic) that have been verified by research conducted by unbiased researchers, endorsed by the Michigan Department of Education, or agencies that exist to promote subject area knowledge such as the National Center for Literacy Education, the National Science Foundation, etc. The Science curriculum was last approved by our local Board of Education in 2014.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. The curriculum is implemented by certified teachers and embedded in the design of cross-curricular, standards-based projects that students select based on individual needs. Educators deliver instruction face-to-face and via a secure, online learning environment. The curriculum may be supplemented with resources (print or electronic) that have been verified by research conducted by unbiased researchers, endorsed by the Michigan Department of Education, or agencies that exist to promote subject area knowledge such as the National Center for Literacy Education, the National Science Foundation, etc. The Social Studies curriculum was last approved by our local Board of Education in 2014.

Aggregate Local Assessment Data

In addition to annual assessments required by the state for accountability purposes, WAY-Oasis piloted the use of the Measures of Academic Progress within our program. In the 2016-17 school year, we plan to fully implement administration of the Measures of Academic Progress to all students in an effort to identify students' strengths, remediate weak fundamental skills, and measure growth over time.

Parent Conferences

WAY-Oasis staff initiates conferences with 100% of our student population in the form of a home visit. Parents/guardians are present at all meetings. Additional ongoing conferences and home visits are an integral part of the WAY program. We believe that involving parents in their children's education will support improved student learning. Our school clearly works best when parents take an active interest in their children's education and form partnerships with our school to encourage their children to do well. Our goal is to meet with all parents on a regular basis.

WAY-Oasis offers dual enrollment opportunities to eligible students. In the 2015-16 school year, no students participated in the program. We do not offer AP courses at this time.

The WAY-Oasis staff is a deeply dedicated group of professionals who collaborate to meet the needs of the whole student. We have students who take responsibility for their own education, and supportive parents and community members that maintain high expectations. The staff, students, parents, and human service agency representatives work together towards the common goals established for each individual. We embrace the opportunity to empower students and it is with tremendous pride that we watch them reap all of the well-deserved rewards for their efforts.

We thank you and look forward to continuing our collaboration, providing a high-quality, individualized education to the youth of Mt. Pleasant and surrounding communities.

Sincerely,

Stacie Zeien
WAY Director

03/08/2017

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	All Students	2014-15	47.6%	54.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	58.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	41.2%	47.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	39.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	10.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	39.6%	25.0%	4.2%	20.8%	29.2%	45.8%
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	48.7%	46.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	40.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	42.1%	21.1%	5.3%	15.8%	26.3%	52.6%
ELA	11th Grade Content	Female	2014-15	55.4%	46.7%	38.5%	7.7%	30.8%	23.1%	38.5%

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M-STEP Grades 3-11

ELA	11th Grade Content	Male	2014-15	43.3%	33.1%	9.1%	0.0%	9.1%	36.4%	54.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	21.9%	31.3%	6.3%	25.0%	18.8%	50.0%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	17.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	37.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	41.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	33.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	25.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	2.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	28.7%	4.5%	4.5%	0.0%	4.5%	90.9%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	30.7%	5.6%	5.6%	0.0%	5.6%	88.9%
Mathematics	11th Grade Content	Female	2014-15	29.1%	31.1%	8.3%	8.3%	0.0%	0.0%	91.7%

M-STEP Grades 3-11

Mathematics	11th Grade Content	Male	2014-15	27.8%	26.4%	0.0%	0.0%	0.0%	10.0%	90.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	11.3%	6.7%	6.7%	0.0%	6.7%	86.7%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	4.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	16.9%	4.3%	4.3%	0.0%	17.4%	78.3%
Science	11th Grade Content	All Students	2015-16	33.0%	34.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2014-15	23.7%	23.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	18.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	10.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	17.5%	5.6%	5.6%	0.0%	5.6%	88.9%
Science	11th Grade Content	White	2015-16	38.7%	37.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	11.7%	8.3%	8.3%	0.0%	8.3%	83.3%
Science	11th Grade Content	Female	2015-16	29.8%	31.6%	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Science	11th Grade Content	Male	2014-15	32.1%	21.4%	0.0%	0.0%	0.0%	27.3%	72.7%
Science	11th Grade Content	Male	2015-16	36.3%	37.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	11.8%	6.7%	6.7%	0.0%	13.3%	80.0%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	21.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	4.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	39.7%	21.7%	0.0%	21.7%	43.5%	34.8%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	50.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	40.0%	71.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2015-16	35.9%	29.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	40.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	39.5%	11.1%	0.0%	11.1%	50.0%	38.9%
Social Studies	11th Grade Content	White	2015-16	49.3%	55.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Female	2014-15	40.5%	35.7%	16.7%	0.0%	16.7%	41.7%	41.7%
Social Studies	11th Grade Content	Female	2015-16	39.1%	41.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	43.3%	27.3%	0.0%	27.3%	45.5%	27.3%
Social Studies	11th Grade Content	Male	2015-16	47.1%	59.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	16.4%	13.3%	0.0%	13.3%	53.3%	33.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	32.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	8.7%	<10	<10	<10	<10	<10

03/08/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
WAY - Oasis	2015-16	Total Score	All Students	842.0	N/A	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Total Score	Not English Language Learners	842.0	N/A	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Total Score	Not Migrant	842.0	N/A	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Total Score	Students Without Disabilities	842.0	N/A	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Total Score	Not Homeless	842.0	N/A	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	All Students	430.0	480	<10	10.0%	<10	90.0%	10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10

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SAT

WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	430.0	480	<10	10.0%	<10	90.0%	10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Not Migrant	430.0	480	<10	10.0%	<10	90.0%	10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	430.0	480	<10	10.0%	<10	90.0%	10
WAY - Oasis	2015-16	Evidence-Based Reading and Writing	Not Homeless	430.0	480	<10	10.0%	<10	90.0%	10
WAY - Oasis	2015-16	Mathematics	All Students	412.0	530	<10	<5%	10	>95%	10

03/08/2017

SAT

WAY - Oasis	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
WAY - Oasis	2015-16	Mathematics	Not English Language Learners	412.0	530	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Mathematics	Not Migrant	412.0	530	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Mathematics	Students Without Disabilities	412.0	530	<10	<5%	10	>95%	10
WAY - Oasis	2015-16	Mathematics	Not Homeless	412.0	530	<10	<5%	10	>95%	10

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

03/08/2017

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.4%	69.1%	<30	<30
All Students	Mathematics	98.6%	62.1%	98.4%	65.1%	<30	<30
All Students	Science	98.1%	50.0%	97.0%	50.0%	<30	<30
All Students	Social Studies	98.1%	59.3%	96.5%	64.4%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	9.3%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.6%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	9.2%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	14.0%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	96.1%	51.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	96.1%	56.9%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	90.6%	36.8%	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	93.2%	43.3%	<30	<30
Asian	ELA	99.3%	84.3%	100.0%	84.4%	N/A	N/A
Asian	Mathematics	99.4%	83.7%	100.0%	84.4%	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	100.0%	63.2%	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	100.0%	50.9%	N/A	N/A
Black or African American	Science	96.5%	23.9%	97.0%	40.0%	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	96.9%	50.9%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	96.9%	57.9%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	90.6%	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	99.0%	60.8%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	98.0%	58.3%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	97.9%	64.4%	N/A	N/A
White	ELA	99.0%	75.6%	98.5%	72.4%	<30	<30
White	Mathematics	98.9%	68.4%	98.6%	66.8%	<30	<30
White	Science	98.6%	57.1%	97.8%	53.6%	<30	<30
White	Social Studies	98.5%	65.8%	97.3%	68.3%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	97.7%	55.5%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	97.7%	50.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	94.9%	32.3%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	94.8%	45.9%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	96.8%	41.0%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.8%	41.8%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	95.6%	23.8%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	92.9%	31.9%	<30	<30

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	73.93%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	76.69%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	49.46%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	44.44%	N/A
Bottom 30%	N/A	N/A	N/A

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



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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.74%	N/A

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

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Accountability Status District Data

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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
WAY - Oasis	Green	2	Green	2	Green	2	Green	2	Yellow	8



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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	4	1	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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NAEP Grade 12 Math

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

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



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NAEP Grade 12 Reading

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

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Participation Data

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