



MT. PLEASANT OASIS/W-A-Y

2014-2015 SCHOOL ANNUAL REPORT COVER LETTER

Stacie Zeien, Director

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Principal's Greeting/Message

March 23, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 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, Principal, 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 at your child's 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 90 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 90 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 will begin administering 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 2014-15 school year, no students participated in the program, although two students were concurrently enrolled at the Saginaw Chippewa Tribal College, a local community college that is offered tuition-free to members of the Saginaw Chippewa Indian Tribe. 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 all, and we 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

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WAY - Oasis

M-STEP Grades 3-8

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 (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	54.9%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	White	2014-15	53.8%	58.1%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	47.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	39.6%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	10.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	37%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	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

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M-STEP Grades 3-8

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
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	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
Social Studies	8th Grade Content	All Students	2013-14	25.6%	20.1%	16%	0%	16%	44%	40%
Social Studies	8th Grade Content	American Indian	2013-14	18.4%	1.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	African American	2013-14	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	9.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2013-14	22.9%	15.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2013-14	31.2%	26.1%	12.5%	0%	12.5%	37.5%	50%
Social Studies	8th Grade Content	Female	2013-14	22.4%	17.6%	30%	0%	30%	30%	40%
Social Studies	8th Grade Content	Male	2013-14	28.7%	22.6%	6.7%	0%	6.7%	53.3%	40%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	12.1%	8.3%	0%	8.3%	50%	41.7%
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	2.5%	<10	<10	<10	<10	<10

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MME

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
Mathematics	11th Grade Content	All Students	2014-15	28.5%	28.7%	4.5%	4.5%	0%	4.5%	90.9%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	42.5%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	American Indian	2013-14	19.9%	16.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	<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	Two or More Races	2013-14	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	30.7%	5.6%	5.6%	0%	5.6%	88.9%
Mathematics	11th Grade Content	White	2013-14	33.5%	43.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	31.1%	8.3%	8.3%	0%	0%	91.7%
Mathematics	11th Grade Content	Female	2013-14	26.5%	40.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	26.4%	0%	0%	0%	10%	90%
Mathematics	11th Grade Content	Male	2013-14	31.1%	44.1%	<10	<10	<10	<10	<10

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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
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	11.3%	6.7%	6.7%	0%	6.7%	86.7%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	13.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	4.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	8%	<10	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	58.7%	64.3%	25%	8.3%	16.7%	41.7%	33.3%
Reading	11th Grade Content	American Indian	2013-14	55%	41.7%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	White	2013-14	65%	65.4%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	62.4%	70.1%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Male	2013-14	55%	59.4%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	41.7%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	28%	<10	<10	<10	<10	<10

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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	11th Grade Content	All Students	2014-15	49.3%	39.6%	25%	4.2%	20.8%	29.2%	45.8%
ELA	11th Grade Content	American Indian	2014-15	48.7%	46.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	40%	<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%
ELA	11th Grade Content	Male	2014-15	43.3%	33.1%	9.1%	0%	9.1%	36.4%	54.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	21.9%	31.3%	6.3%	25%	18.8%	50%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	17.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	16.9%	4.3%	4.3%	0%	17.4%	78.3%
Science	11th Grade Content	All Students	2013-14	28.4%	38.9%	9.1%	0%	9.1%	9.1%	81.8%
Science	11th Grade Content	American Indian	2014-15	23.7%	23.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian	2013-14	21.8%	16.7%	<10	<10	<10	<10	<10

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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
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	10%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	<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	Two or More Races	2013-14	27.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	17.5%	5.6%	5.6%	0%	5.6%	88.9%
Science	11th Grade Content	White	2013-14	33.4%	40%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	11.7%	8.3%	8.3%	0%	8.3%	83.3%
Science	11th Grade Content	Female	2013-14	24.6%	31.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	21.4%	0%	0%	0%	27.3%	72.7%
Science	11th Grade Content	Male	2013-14	32.2%	44.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	11.8%	6.7%	6.7%	0%	13.3%	80%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	13.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	4.3%	<10	<10	<10	<10	<10

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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
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	12%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	39.7%	21.7%	0%	21.7%	43.5%	34.8%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	49.1%	0%	0%	0%	40%	60%
Social Studies	11th Grade Content	American Indian	2014-15	40%	71.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian	2013-14	36.8%	50%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	40%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	<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	Two or More Races	2013-14	43.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	39.5%	11.1%	0%	11.1%	50%	38.9%
Social Studies	11th Grade Content	White	2013-14	50%	50%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	35.7%	16.7%	0%	16.7%	41.7%	41.7%
Social Studies	11th Grade Content	Female	2013-14	39.7%	42.5%	<10	<10	<10	<10	<10

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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
Social Studies	11th Grade Content	Male	2014-15	47.2%	43.3%	27.3%	0%	27.3%	45.5%	27.3%
Social Studies	11th Grade Content	Male	2013-14	48.2%	54.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	16.4%	13.3%	0%	13.3%	53.3%	33.3%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	22%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	8.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	16%	<10	<10	<10	<10	<10

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Michigan Educational Assessment Program Access (MEAP - Access)

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

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WAY - Oasis

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

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MI -Access Supported Independence

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

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MI-Access Participation

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

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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	Mathematics	98.1%	36.5%	95.4%	N/A	<30	N/A
All Students	ELA	98.1%	48.5%	96.4%	N/A	<30	N/A
All Students	Science	97.5%	22.2%	94.5%	N/A	<30	N/A
All Students	Social Studies	97.4%	31.8%	95.5%	N/A	<30	N/A
American Indian	Mathematics	98.2%	27.8%	93.4%	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	95.2%	N/A	<30	N/A
American Indian	Science	97.8%	17.7%	93%	N/A	<30	N/A
American Indian	Social Studies	97.2%	25.2%	92.1%	N/A	<30	N/A
African American	Mathematics	96.5%	13.5%	95.2%	N/A	<30	N/A
African American	ELA	96.5%	24.5%	98.4%	N/A	<30	N/A
African American	Science	95.4%	6.1%	<30	N/A	<30	N/A
African American	Social Studies	95.2%	11%	<30	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	92.5%	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	96.2%	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	89.5%	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	94.7%	N/A	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	<30	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

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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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	97.1%	N/A	<30	N/A
Two or More Races	ELA	98.5%	46.9%	97.1%	N/A	<30	N/A
Two or More Races	Science	98.5%	20.1%	97.8%	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	97%	N/A	<30	N/A
White	Mathematics	98.5%	42.5%	95.9%	N/A	<30	N/A
White	ELA	98.5%	55%	96.4%	N/A	<30	N/A
White	Science	98.1%	26.6%	94.7%	N/A	<30	N/A
White	Social Studies	98%	37.3%	95.9%	N/A	<30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	95.4%	N/A	<30	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	96.7%	N/A	<30	N/A
Economically Disadvantaged	Science	96.8%	11.7%	94.2%	N/A	<30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	94.9%	N/A	<30	N/A
English Language Learners	Mathematics	98.6%	20.3%	<30	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	<30	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	N/A	N/A

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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**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.9%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.6%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	94.2%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	93.7%	N/A	N/A	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	73.1%	N/A
American Indian	64.8%	47.1%	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	79.9%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	62.3%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	56.9%	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	94.7%	91.7%	2.3%

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

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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



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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

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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	1	2	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%	0.0%	0.0%

Teacher Quality - Provisional

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

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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

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

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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 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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	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), 2015 Reading Assessment.

Annual Education Report
 WAY - Oasis

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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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), 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	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	0	0	0	0	0
Hawaiian/Pacific 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), 2015 Reading Assessment.

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NAEP Participation Data

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