

April 22, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Three Oaks Public School 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 Monecia Vasbinder, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/dfVCg3>, or you may review a copy in the main office.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Three Oaks Public School Academy has an achievement gap in both math and reading when compared with the State of Michigan average percent of students proficient according to the MSTEP test. In order to address the concerns with student achievement, the school has worked to improve initial instruction through professional development and collaboration. Areas of focus were student engagement strategies, guided reading literacy training, positive behavior supports, curriculum development, and implementation of trauma informed practices. The school has also worked to improve the multi-tiered system of supports to intervene as needed to improve student learning by reaching students in their areas of academic need. The academy has also worked hard to implement restorative justice practices which have made significant improvements in behavior and school culture.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Three Oaks Public School Academy is a charter school with no attendance boundaries.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Three Oaks Public School Academy School Improvement Plan was developed through the disaggregation of data that focused on student achievement, facilities, and parent, staff and community concerns. The target for the plan was for students to exceed assessment scores on the M-STEP and the NWEA-MAP tests from the previous school year. The school improvement team monitored progress to maintain alignment with academic goals.

M-STEP and NWEA MAP standardized tests in grades K-5 were analyzed to determine students' needs. Areas of emphasis were reading, math and science. The School Improvement Plan for 2017-2018 includes academic goals for the four core curricular areas and intense intervention for students below grade level. It is continuously reviewed and updated as needed to ensure that the students' needs are being met. The school improvement teams meet every month to work towards goals related to academic growth, parent involvement, effective instruction, and creating a positive environment. A complete copy of the plan is on file in the school office and is accessible for viewing, it is also available on the school website: threeoaksschool.com.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Three Oaks Public School Academy is an urban school located at 1212 Kingsley St. in Muskegon, MI. It is a school wide Title I school with 100% of students receiving free breakfast and lunch. It has been a school honored by the State of Michigan and other publications for beating the odds in regards to projected academic proficiency and growth. It operates using the Accelerated Schools model for academics which includes character education and a positive behavior support plan with tiered response to intervention and various enrichment activities. The mission of Three Oaks Public School Academy is to create a school of engaged and empowered learners where all students are expected to achieve excellence.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Samples of our core curriculum can be found in our main office; our ELA and Math curriculum can be accessed at www.engageny.org. The curriculum is based on the Common Core State Standards and does not vary from the state requirements.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

a. 2015-2016 Spring NWEA Assessment

Grade	Mean RIT ELA	Mean RIT Math
K	158.3	160.2
1	175.3	176.3
2	182.0	184.7
3	192.1	197.7
4	195.7	202.5
5	207.1	212.1

b. 2016-2017 Spring NWEA Assessment

Grade	Mean RIT ELA	Mean RIT Math
K	160.6	162.1
1	176.0	179.6
2	186.8	188.4
3	191.1	198.9
4	200.1	202.6
5	204.2	211.7

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Fall	Winter	Spring
2015-2016	68%	74%	81%

	Fall	Spring
2016-2017	58%	48%

At Three Oaks Public School Academy, we are proud of our students and their academic achievements and we strive for continued improvement. We believe in engaging students in their own learning, empowering children to improve their community, and grow as young leaders. The teaching staff will focus on 100% achievement of our school improvement goals and maximize the learning for each and every student.

Sincerely,

Monecia Vasbinder
 Principal

Jared Meldrum
 Assistant Principal

Annual Education Report
Three Oaks Public School Academy (09304)

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	3rd Grade Content	All Students	2015-16	46.0%	26.2%	26.2%	7.7%	18.5%	36.9%	36.9%
ELA	3rd Grade Content	All Students	2016-17	44.1%	19.4%	19.4%	3.0%	16.4%	41.8%	38.8%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	15.6%	15.6%	6.7%	8.9%	46.7%	37.8%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	18.5%	18.5%	1.9%	16.7%	40.7%	40.7%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	38.5%	38.5%	7.7%	30.8%	15.4%	46.2%
ELA	3rd Grade Content	White	2016-17	51.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	33.3%	33.3%	9.1%	24.2%	30.3%	36.4%
ELA	3rd Grade Content	Female	2016-17	47.7%	23.5%	23.5%	2.9%	20.6%	47.1%	29.4%

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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	3rd Grade Content	Male	2015-16	42.6%	18.8%	18.8%	6.3%	12.5%	43.8%	37.5%
ELA	3rd Grade Content	Male	2016-17	40.7%	15.2%	15.2%	3.0%	12.1%	36.4%	48.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	26.2%	26.2%	7.7%	18.5%	36.9%	36.9%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	16.9%	16.9%	1.5%	15.4%	43.1%	40.0%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	10.0%	10.0%	10.0%	0.0%	30.0%	60.0%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	7.1%	7.1%	0.0%	7.1%	64.3%	28.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	12.7%	12.7%	4.8%	7.9%	20.6%	66.7%
ELA	4th Grade Content	All Students	2016-17	44.2%	15.1%	15.1%	1.9%	13.2%	28.3%	56.6%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	12.0%	12.0%	6.0%	6.0%	20.0%	68.0%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	13.9%	13.9%	0.0%	13.9%	27.8%	58.3%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<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	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	51.5%	20.0%	20.0%	10.0%	10.0%	20.0%	60.0%
ELA	4th Grade Content	Female	2015-16	50.9%	9.4%	9.4%	3.1%	6.3%	25.0%	65.6%
ELA	4th Grade Content	Female	2016-17	48.6%	16.0%	16.0%	4.0%	12.0%	36.0%	48.0%
ELA	4th Grade Content	Male	2015-16	41.8%	16.1%	16.1%	6.5%	9.7%	16.1%	67.7%
ELA	4th Grade Content	Male	2016-17	39.9%	14.3%	14.3%	0.0%	14.3%	21.4%	64.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	12.7%	12.7%	4.8%	7.9%	20.6%	66.7%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	17.4%	17.4%	2.2%	15.2%	30.4%	52.2%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10

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ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	23.9%	23.9%	0.0%	23.9%	45.7%	30.4%
ELA	5th Grade Content	All Students	2016-17	51.1%	24.2%	24.2%	3.2%	21.0%	30.6%	45.2%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	20.0%	20.0%	0.0%	20.0%	48.6%	31.4%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	22.2%	22.2%	1.9%	20.4%	29.6%	48.1%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	58.6%	<10	<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	5th Grade Content	Female	2015-16	55.8%	24.0%	24.0%	0.0%	24.0%	40.0%	36.0%
ELA	5th Grade Content	Female	2016-17	56.0%	25.8%	25.8%	3.2%	22.6%	29.0%	45.2%
ELA	5th Grade Content	Male	2015-16	45.5%	23.8%	23.8%	0.0%	23.8%	52.4%	23.8%
ELA	5th Grade Content	Male	2016-17	46.2%	22.6%	22.6%	3.2%	19.4%	32.3%	45.2%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	23.9%	23.9%	0.0%	23.9%	45.7%	30.4%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	23.7%	23.7%	3.4%	20.3%	32.2%	44.1%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	22.4%	22.4%	4.5%	17.9%	35.8%	41.8%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	28.4%	28.4%	4.5%	23.9%	41.8%	29.9%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	19.1%	19.1%	6.4%	12.8%	36.2%	44.7%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	25.9%	25.9%	3.7%	22.2%	42.6%	31.5%

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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	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	30.8%	30.8%	0.0%	30.8%	38.5%	30.8%
Mathematics	3rd Grade Content	White	2016-17	54.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	17.6%	17.6%	2.9%	14.7%	38.2%	44.1%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	26.5%	26.5%	2.9%	23.5%	52.9%	20.6%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	27.3%	27.3%	6.1%	21.2%	33.3%	39.4%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	30.3%	30.3%	6.1%	24.2%	30.3%	39.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	22.4%	22.4%	4.5%	17.9%	35.8%	41.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	27.7%	27.7%	3.1%	24.6%	41.5%	30.8%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	<10	<10	<10	<10	<10	<10

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Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	14.3%	14.3%	0.0%	14.3%	28.6%	57.1%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	12.7%	12.7%	1.6%	11.1%	36.5%	50.8%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	11.3%	11.3%	0.0%	11.3%	45.3%	43.4%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	12.0%	12.0%	2.0%	10.0%	36.0%	52.0%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	11.1%	11.1%	0.0%	11.1%	36.1%	52.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	49.7%	20.0%	20.0%	0.0%	20.0%	60.0%	20.0%

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Mathematics	4th Grade Content	Female	2015-16	42.1%	6.3%	6.3%	0.0%	6.3%	46.9%	46.9%
Mathematics	4th Grade Content	Female	2016-17	39.6%	12.0%	12.0%	0.0%	12.0%	44.0%	44.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	19.4%	19.4%	3.2%	16.1%	25.8%	54.8%
Mathematics	4th Grade Content	Male	2016-17	44.2%	10.7%	10.7%	0.0%	10.7%	46.4%	42.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	12.7%	12.7%	1.6%	11.1%	36.5%	50.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	10.9%	10.9%	0.0%	10.9%	45.7%	43.5%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	8.7%	8.7%	2.2%	6.5%	47.8%	43.5%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	16.1%	16.1%	3.2%	12.9%	32.3%	51.6%

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Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	5.7%	5.7%	0.0%	5.7%	42.9%	51.4%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	14.8%	14.8%	3.7%	11.1%	29.6%	55.6%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	42.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.0%	8.0%	0.0%	8.0%	44.0%	48.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	9.7%	9.7%	0.0%	9.7%	35.5%	54.8%
Mathematics	5th Grade Content	Male	2015-16	35.8%	9.5%	9.5%	4.8%	4.8%	52.4%	38.1%
Mathematics	5th Grade Content	Male	2016-17	37.4%	22.6%	22.6%	6.5%	16.1%	29.0%	48.4%

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Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	8.7%	8.7%	2.2%	6.5%	47.8%	43.5%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	16.9%	16.9%	3.4%	13.6%	33.9%	49.2%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	3.2%	96.8%
Science	4th Grade Content	All Students	2016-17	14.6%	0.0%	0.0%	0.0%	0.0%	9.4%	90.6%
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	4.0%	96.0%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	0.0%	2.8%	97.2%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<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	4th Grade Content	White	2015-16	18.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	18.2%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	16.0%	84.0%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	6.5%	93.5%
Science	4th Grade Content	Male	2016-17	16.5%	0.0%	0.0%	0.0%	0.0%	3.6%	96.4%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	3.2%	96.8%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	0.0%	0.0%	0.0%	0.0%	10.9%	89.1%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	4.3%	4.3%	0.0%	4.3%	58.7%	37.0%

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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
Social Studies	5th Grade Content	All Students	2016-17	21.6%	1.6%	1.6%	0.0%	1.6%	50.8%	47.6%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	2.9%	2.9%	0.0%	2.9%	54.3%	42.9%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	0.0%	0.0%	0.0%	0.0%	50.9%	49.1%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2016-17	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	56.0%	44.0%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	58.1%	41.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	9.5%	9.5%	0.0%	9.5%	61.9%	28.6%

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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
Social Studies	5th Grade Content	Male	2016-17	23.9%	3.1%	3.1%	0.0%	3.1%	43.8%	53.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	4.3%	4.3%	0.0%	4.3%	58.7%	37.0%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	1.7%	1.7%	0.0%	1.7%	51.7%	46.7%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2016-17	60.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	67.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	54.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2016-17	69.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2016-17	54.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	72.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	48.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	28.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10

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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

Annual Education Report

Three Oaks Public School Academy (09304)

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	98.6%	49.5%	97.9%	20.9%	97.9%	20.9%
All Students	Mathematics	98.7%	39.1%	97.9%	20.3%	97.9%	20.3%
All Students	Science	97.9%	24.9%	96.4%	1.9%	96.4%	1.9%
All Students	Social Studies	97.8%	33.7%	100.0%	1.6%	100.0%	1.6%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.0%	19.6%	98.0%	19.6%
Black or African American	Mathematics	97.5%	14.2%	98.0%	18.9%	98.0%	18.9%
Black or African American	Science	96.0%	7.0%	94.7%	0.0%	94.7%	0.0%
Black or African American	Social Studies	95.9%	11.2%	100.0%	0.0%	100.0%	0.0%
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

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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**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	<30	<30	<30	<30
White	Mathematics	99.0%	45.6%	<30	<30	<30	<30
White	Science	98.4%	29.7%	<30	<30	<30	<30
White	Social Studies	98.3%	39.7%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.2%	33.5%	97.7%	20.6%	97.7%	20.6%
Economically Disadvantaged	Mathematics	98.3%	23.3%	97.7%	20.6%	97.7%	20.6%
Economically Disadvantaged	Science	97.2%	13.0%	95.9%	2.1%	95.9%	2.1%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	1.7%	100.0%	1.7%

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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 Learners	ELA	98.6%	24.0%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	97.1%	8.8%	97.1%	8.8%
Students With Disabilities	Mathematics	97.9%	20.7%	97.1%	11.8%	97.1%	11.8%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	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	84.41%	64.98%	64.98%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Three Oaks Public School Academy	33.37	43.11	N/A	N/A	68.21	99.99	N/A	45.42

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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	25	5	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	23.3%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	26	24	9

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	‡	‡	‡	‡
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9