



August 19, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Flagship Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Krystal Bell for assistance.


The AER is available for you to review electronically by visiting the following web site www.flagshipacademy.org and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school.

For 2010-2011, Flagship Charter Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. The school is taking the following steps to improve student achievement:

1. Continue to analyze demographic perception, student achievement, and program and process data to identify areas of need.
2. Differentiate instruction for all students.
3. Provide additional instructional support for students at-risk of not meeting challenging State standards through small group or one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
4. Provide additional instructional support for students at-risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff.

Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis) is analyzed and discussed by the Leadership Team or a designated School Improvement Team. Results of the analysis determine the school's focus areas and are shared and confirmed by the following stakeholders: 1) Staff, 2) Parents, and 3) Board members.

We have determined that an increased focus on differentiation of instruction will improve overall student performance, particularly through meeting more directly the needs of the school's special education learners. Teachers will work with support staff in the development of targeted intervention for students with disabilities, and this intervention will be offered both during the regular school day (during workshop time) as well as after school. Additionally, increased differentiation and academic enrichment opportunities should be provided for higher-level learners as well. Summer programming will also be enhanced to ensure that the school



becomes increasingly effective in mitigating summer loss. Based on this data, intervention is needed in focus areas of both reading and mathematics, for all grade levels.

Parents, caretakers and family are a critical part of a child's learning and academic success. Parents can become involved in the following ways:

- Participate on the School Improvement Planning Team or in Title I/School Improvement Planning Meetings
- Volunteer in their child's classroom, provide lunch assistance, assist as a recess monitor
- Attend parent learning events hosted by the school
- Utilize the school's Parent Room
- Participate on the Parent Teacher Organization
- Visit AtSchool.com for communication of daily school activities, including homework assignments
- Join a Parent Committee
- Attend Parent-Teacher Conferences
- Attend Parent Nights, which often teach parents reading and/or math skills/activities to use at home
- Attend Parent Trainings which include learning how to understand state test scores

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2010-2011

Flagship Charter Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Flagship Charter Academy cannot restrict enrollment based on selection criteria. Flagship Charter Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the school.

Flagship Charter Academy's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.



Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However; they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.


2009-2010

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Flagship Charter Academy's open enrollment period begins on the first day of the new school year and ends on the last business day of February. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the Academy for successive years without having to reenter the random selection process. Students are asked, however; to fill out a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list



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

2010-2011

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum


The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In Spring 2011, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area

The implementation plan for the core academic improvement is to ensure more time on instruction in the classroom with high engagement. Teachers will collaborate as team in both



vertical and horizontal alignment. Teachers will receive support from Deans with more observations and weekly one on one meetings providing specific feedback. Grade level teams created goals using the NWEA MAP test results as a team for reading and math content areas. Students are given extra support with the use of Paraprofessionals and At Risk Teachers. Students have opportunities to attend tutoring and Saturday school throughout the school year.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.

The SIP did allow for more students to show growth on their NWEA MAP scores from fall to spring. We are continuing to work on proficiency scores for all students.

The School Improvement Team formally reviewed progress against its 2010-11 SIP goals and objectives in Spring 2011, as part of its preparation for the 2011-12 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.


E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.

2009-2010

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B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area:

The implementation plan for the core academic improvement is to ensure more time on instruction in the classroom with high engagement. Teachers will collaborate as team in both vertical and horizontal alignment. Teachers will receive support from Deans with more observations and weekly one on one meetings providing specific feedback. Grade level teams created goals using the NWEA MAP test results as a team for reading and math content areas. Students are given extra support with the use of Paraprofessionals and At Risk Teachers.


C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion

We did not meet our goals and will revisit them as a team. 90% of the goals were met this year.

The School Improvement Team formally reviewed progress against its 2008-09 SIP goals and objectives in Spring 2009, as part of its preparation for the 2009-10 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

See responses for A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process—revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science and social studies.



E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year. Likewise, grade level goals were again identified in support of the school's identified overall English language arts and mathematics goals, for the purpose of ensuring school-wide collaboration and awareness in terms of its improvement efforts.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2010-2011

Flagship Charter Academy is a Detroit charter school focused on providing their students with the opportunity to attend college. Students are given small group instruction throughout the day in the subject areas of math and reading which allows for individualized instruction to meet their needs. There is a strong partnership between the students, parents and staff so that collectively we can accomplish our challenging goals. Students are also taught oral communication skills as well as skills necessary to be a productive citizen.

2009-2010

Flagship Charter Academy is located in a beautifully renovated building on Detroit's Midwest side. The school was founded in 2007 as a K-5th grade school authorized by Central Michigan University. Working in partnership with parents and the community, Flagship Academy offers a challenging, character-based education in a safe environment. By providing a strong curriculum, frequently monitoring the progress of students, and creating an atmosphere of high expectations, we are sure to fulfill our mission to ensure that all Flagship students are college-bound upon graduating in eighth grade.

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


2010-2011

No changes have been made to this section since 2009-2010.

2009-2010

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of



Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. 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 character development component.

The curriculum's objectives are aligned to those identified by the Michigan Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

The only variance in our curriculum when compared to the MI Curriculum Framework is that we have a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. This Moral Focus program is explicit and integrated with the school's core curriculum. A different virtue is featured each month of the school year. Teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same.

A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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

2010-2011

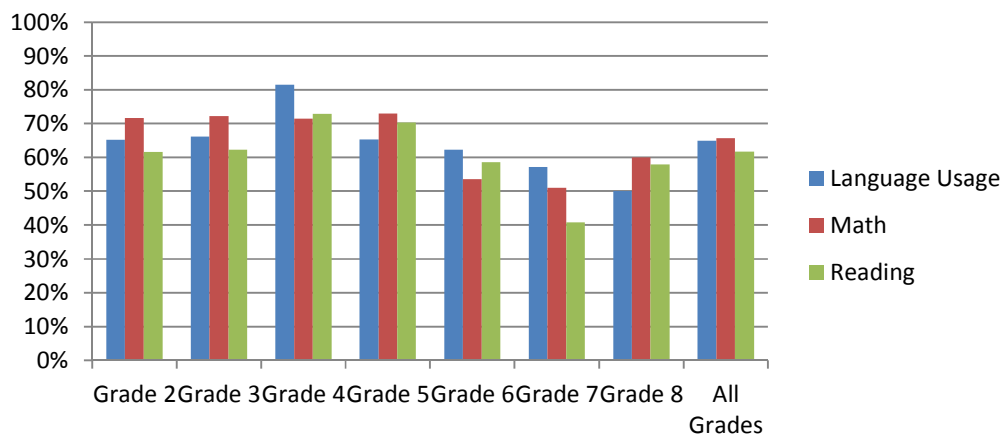
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the course of the school year, as well as over multiple years.

At the beginning of the school year, each student takes the NWEA MAP assessment. The student is then given an individual growth target based on the student's score on the fall assessment. The individual growth target is determined based on the "normal" growth of other students over the course of one school year who begin at the same level on the fall assessment.

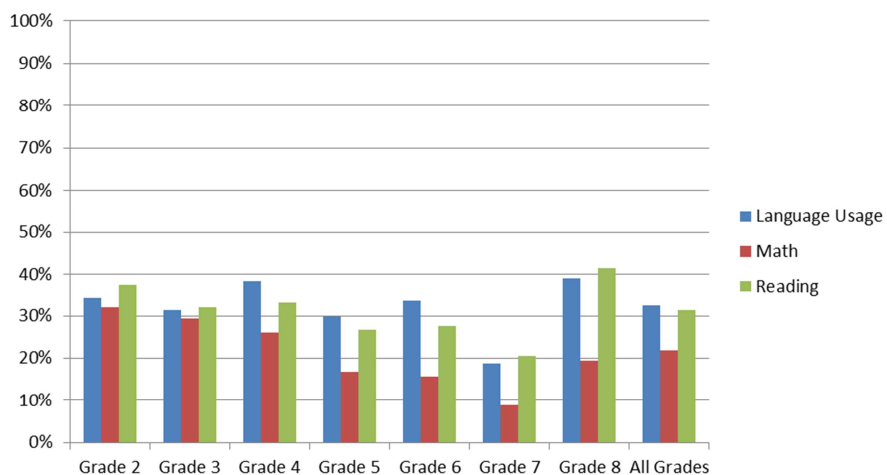
We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2010 to spring 2011.



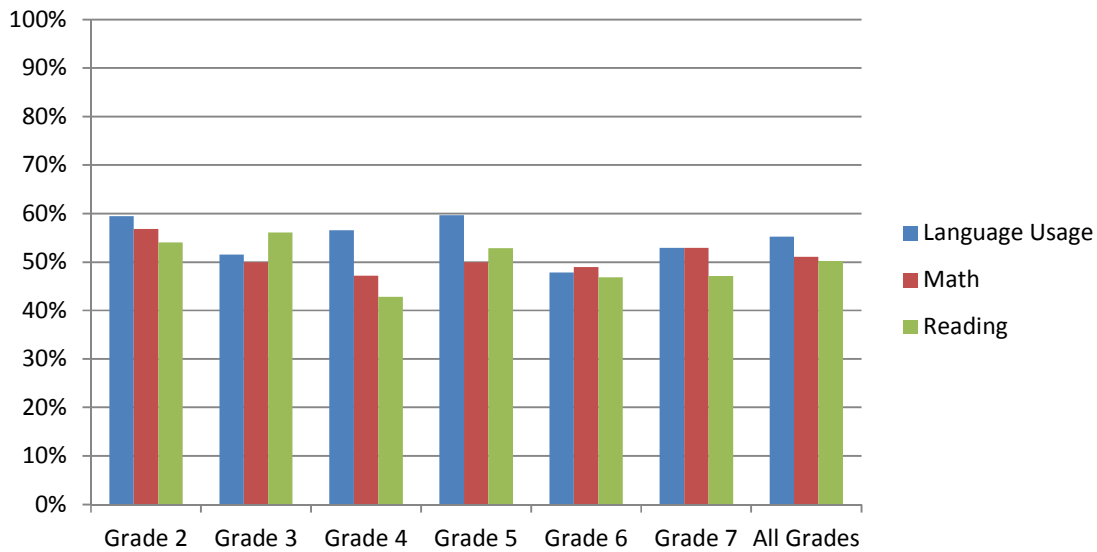
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) also measures levels of proficiency. Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2011 administration of the NWEA MAP assessment.

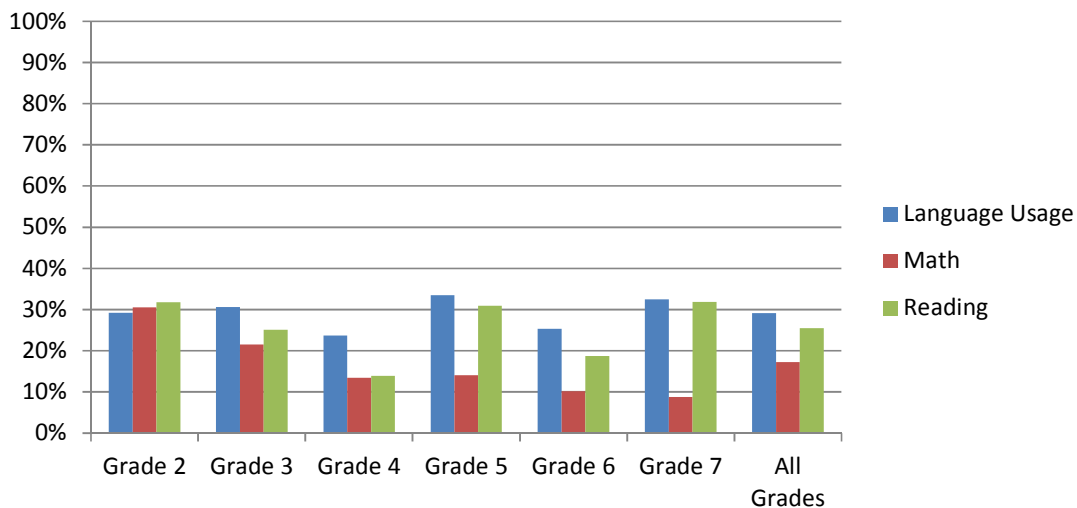


2009-2010

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2009 to spring 2010.



Detailed below is a graph depicting the percentages of students performing at or above the 50th percentile on the spring 2010 administration of the NWEA MAP assessment.



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

2010-2011

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2010	K-8	632	94.5%
Spring 2011	K-8	640	99.4%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	553	98.2%
Spring 2010	K-8	558	98.6%

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

NA – This does not apply to our school

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>



8. SCHOOL YEAR HIGHLIGHTS

- 51% Highly Engaged Staff (Staff Satisfaction Survey)
- 65% Highly Engaged Parents (Parent Satisfaction Survey)
- Increased student performance with growth on the NWEA
- First 8th grade graduating class with 85% of students being accepted in college prep high schools.

I would like to thank everyone for the hard work that was put in this year to move our students towards proficiency. I am confident that with our continued collaboration amongst all stakeholders we will make significant gains next school year.

Sincerely,



Krystal Bell
School Principal

FLAGSHIP CHARTER ACADEMY

2010-2011 ANNUAL EDUCATION REPORT

13661 Wisconsin Ave.

Detroit, MI 48238

MISSION STATEMENT:

It is our mission to challenge each child of Flagship Academy to achieve their full potential through our rigorous curriculum, values and individualized attention.

Telephone:

313-933-7933

Fax:

313-933-9061

Principal:

Krystal Bell

Dean:

Chanavia Patterson

Erin Sobczak

Joseph Pitts

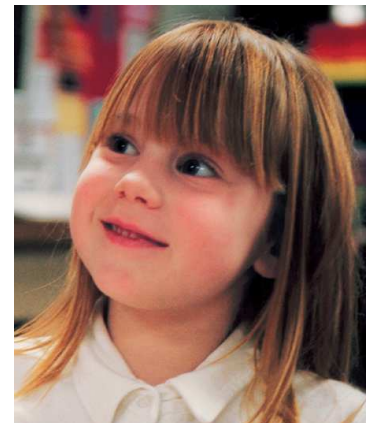
Deena Pringle

VISION:

It is our vision to better educate more children in the Detroit area.

Board Members:

- **Arleen Bonello,**
Secretary
- **Shawan Johnston**
Treasurer
- **Emanuel Haley,**
Vice President
- **Joslyn Shannon,**
Director
- **Anthony Smith,**
President



Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	73.3%	73.3%	12%	61.3%	25.3%	1.3%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	66.3%	66.3%	13.8%	52.5%	27.5%	6.3%
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	73.3%	73.3%	12%	61.3%	25.3%	1.3%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	66.2%	66.2%	13%	53.2%	27.3%	6.5%
English Language Arts / Reading	03	Two or More Races	2010-11	<10	86.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	82.5%	82.5%	12.5%	70%	15%	2.5%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	75%	75%	15.9%	59.1%	22.7%	2.3%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	62.9%	62.9%	11.4%	51.4%	37.1%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	55.6%	55.6%	11.1%	44.4%	33.3%	11.1%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	74%	74%	12.3%	61.6%	24.7%	1.4%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	65.3%	65.3%	12%	53.3%	28%	6.7%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	54.4%	54.4%	6.3%	48.1%	41.8%	3.8%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	59.5%	59.5%	12.7%	46.8%	35.4%	5.1%
English Language Arts / Reading	04	American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	55.1%	55.1%	6.4%	48.7%	41%	3.8%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	59.5%	59.5%	12.7%	46.8%	35.4%	5.1%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	58.3%	58.3%	5.6%	52.8%	36.1%	5.6%
English Language Arts / Reading	04	Female	2010-11	100%	87%	64.4%	64.4%	15.6%	48.9%	33.3%	2.2%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	51.2%	51.2%	7%	44.2%	46.5%	2.3%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	52.9%	52.9%	8.8%	44.1%	38.2%	8.8%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	53.3%	53.3%	4%	49.3%	42.7%	4%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	61.6%	61.6%	13.7%	47.9%	35.6%	2.7%
English Language Arts / Reading	04	Students with Disabilities	2009-10	100%	58%	29.4%	29.4%	5.9%	23.5%	58.8%	11.8%
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	61.3%	61.3%	10.7%	50.7%	21.3%	17.3%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	72%	72%	20.7%	51.2%	9.8%	18.3%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	61.3%	61.3%	10.7%	50.7%	21.3%	17.3%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	73.4%	73.4%	21.5%	51.9%	7.6%	19%
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	69.4%	69.4%	16.7%	52.8%	16.7%	13.9%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	70%	70%	20%	50%	10%	20%
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English Language Arts / Reading	05	Male	2010-11	100%	82.6%	73.8%	73.8%	21.4%	52.4%	9.5%	16.7%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	61.4%	61.4%	10%	51.4%	20%	18.6%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	70.5%	70.5%	20.5%	50%	10.3%	19.2%
English Language Arts / Reading	05	Students with Disabilities	2009-10	100%	57.6%	33.3%	33.3%	8.3%	25%	33.3%	33.3%
English Language Arts / Reading	05	Students with Disabilities	2010-11	100%	53%	42.1%	42.1%	0%	42.1%	5.3%	52.6%
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	67.3%	67.3%	9.6%	57.7%	30.8%	1.9%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	56.4%	56.4%	17.9%	38.5%	30.8%	12.8%
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	67.3%	67.3%	9.6%	57.7%	30.8%	1.9%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	55.8%	55.8%	16.9%	39%	31.2%	13%
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2009-10	100%	90%	75.9%	75.9%	0%	75.9%	24.1%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	69.7%	69.7%	24.2%	45.5%	24.2%	6.1%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	56.5%	56.5%	21.7%	34.8%	39.1%	4.3%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	46.7%	46.7%	13.3%	33.3%	35.6%	17.8%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	68%	68%	10%	58%	30%	2%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	54.8%	54.8%	16.4%	38.4%	31.5%	13.7%
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	100%	48.5%	11.8%	11.8%	5.9%	5.9%	52.9%	35.3%
English Language Arts / Reading	07	All Students	2009-10	100%	82%	69.8%	69.8%	13.2%	56.6%	15.1%	15.1%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	61.5%	61.5%	3.8%	57.7%	21.2%	17.3%
English Language Arts / Reading	07	Black or African American	2009-10	100%	64.4%	69.2%	69.2%	13.5%	55.8%	15.4%	15.4%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	61.5%	61.5%	3.8%	57.7%	21.2%	17.3%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	White	2009-10	<10	87.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	68.8%	68.8%	15.6%	53.1%	15.6%	15.6%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	63.6%	63.6%	6.1%	57.6%	24.2%	12.1%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	71.4%	71.4%	9.5%	61.9%	14.3%	14.3%
English Language Arts / Reading	07	Male	2010-11	100%	75%	57.9%	57.9%	0%	57.9%	15.8%	26.3%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	68.8%	68.8%	14.6%	54.2%	14.6%	16.7%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	60.9%	60.9%	2.2%	58.7%	21.7%	17.4%
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	77.4%	77.4%	20.8%	56.6%	18.9%	3.8%
English Language Arts / Reading	08	American Indian or Alaska Native	2010-11	<10	75.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	77.6%	77.6%	20.4%	57.1%	18.4%	4.1%
English Language Arts / Reading	08	Two or More Races	2010-11	<10	83.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	75%	75%	21.9%	53.1%	21.9%	3.1%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	81%	81%	19%	61.9%	14.3%	4.8%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	73.8%	73.8%	19%	54.8%	21.4%	4.8%
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	88%	88%	26.7%	61.3%	12%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	95%	95%	35%	60%	5%	0%
Mathematics	03	Black or African American	2009-10	100%	87.7%	88%	88%	26.7%	61.3%	12%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	94.8%	94.8%	35.1%	59.7%	5.2%	0%
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	100%	94.8%	87.5%	87.5%	20%	67.5%	12.5%	0%
Mathematics	03	Female	2010-11	100%	95.3%	95.5%	95.5%	34.1%	61.4%	4.5%	0%
Mathematics	03	Male	2009-10	100%	94.8%	88.6%	88.6%	34.3%	54.3%	11.4%	0%
Mathematics	03	Male	2010-11	100%	95.3%	94.4%	94.4%	36.1%	58.3%	5.6%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	87.7%	87.7%	27.4%	60.3%	12.3%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	94.7%	94.7%	33.3%	61.3%	5.3%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	88.5%	88.5%	3.8%	84.6%	11.5%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	82.3%	82.3%	11.4%	70.9%	17.7%	0%
Mathematics	04	American Indian or Alaska Native	2009-10	<10	89.5%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	89.6%	89.6%	3.9%	85.7%	10.4%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	82.3%	82.3%	11.4%	70.9%	17.7%	0%
Mathematics	04	Female	2009-10	100%	92.9%	80.6%	80.6%	0%	80.6%	19.4%	0%
Mathematics	04	Female	2010-11	100%	91.6%	88.9%	88.9%	11.1%	77.8%	11.1%	0%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Male	2009-10	100%	91.6%	95.2%	95.2%	7.1%	88.1%	4.8%	0%
Mathematics	04	Male	2010-11	100%	91.3%	73.5%	73.5%	11.8%	61.8%	26.5%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	87.8%	87.8%	4.1%	83.8%	12.2%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	84.9%	84.9%	12.3%	72.6%	15.1%	0%
Mathematics	04	Students with Disabilities	2009-10	100%	80%	94.1%	94.1%	0%	94.1%	5.9%	0%
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	41.9%	41.9%	6.8%	35.1%	51.4%	6.8%
Mathematics	05	All Students	2010-11	100%	79.9%	56.1%	56.1%	3.7%	52.4%	39%	4.9%
Mathematics	05	Black or African American	2009-10	100%	62.5%	41.9%	41.9%	6.8%	35.1%	51.4%	6.8%
Mathematics	05	Black or African American	2010-11	100%	61.3%	55.7%	55.7%	3.8%	51.9%	39.2%	5.1%
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	100%	79.6%	48.6%	48.6%	8.6%	40%	45.7%	5.7%
Mathematics	05	Female	2010-11	100%	80.1%	55%	55%	2.5%	52.5%	40%	5%
Mathematics	05	Male	2009-10	100%	79.4%	35.9%	35.9%	5.1%	30.8%	56.4%	7.7%
Mathematics	05	Male	2010-11	100%	79.7%	57.1%	57.1%	4.8%	52.4%	38.1%	4.8%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	40%	40%	4.3%	35.7%	52.9%	7.1%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	55.1%	55.1%	3.8%	51.3%	39.7%	5.1%
Mathematics	05	Students with Disabilities	2009-10	100%	52.8%	8.3%	8.3%	0%	8.3%	75%	16.7%
Mathematics	05	Students with Disabilities	2010-11	100%	50.2%	36.8%	36.8%	0%	36.8%	52.6%	10.5%
Mathematics	06	All Students	2009-10	100%	82%	61.5%	61.5%	11.5%	50%	32.7%	5.8%
Mathematics	06	All Students	2010-11	100%	84.5%	59%	59%	6.4%	52.6%	38.5%	2.6%
Mathematics	06	Black or African American	2009-10	100%	62.3%	61.5%	61.5%	11.5%	50%	32.7%	5.8%
Mathematics	06	Black or African American	2010-11	100%	68.9%	58.4%	58.4%	6.5%	51.9%	39%	2.6%
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Female	2009-10	100%	83%	65.5%	65.5%	10.3%	55.2%	27.6%	6.9%
Mathematics	06	Female	2010-11	100%	86.2%	69.7%	69.7%	9.1%	60.6%	30.3%	0%
Mathematics	06	Male	2009-10	100%	81.1%	56.5%	56.5%	13%	43.5%	39.1%	4.3%
Mathematics	06	Male	2010-11	100%	82.9%	51.1%	51.1%	4.4%	46.7%	44.4%	4.4%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	60%	60%	12%	48%	34%	6%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	58.9%	58.9%	5.5%	53.4%	38.4%	2.7%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	100%	54.1%	17.6%	17.6%	0%	17.6%	70.6%	11.8%
Mathematics	07	All Students	2009-10	100%	82.2%	67.9%	67.9%	15.1%	52.8%	30.2%	1.9%
Mathematics	07	All Students	2010-11	100%	84.6%	55.8%	55.8%	5.8%	50%	44.2%	0%
Mathematics	07	Black or African American	2009-10	100%	62.6%	67.3%	67.3%	15.4%	51.9%	30.8%	1.9%
Mathematics	07	Black or African American	2010-11	100%	68.2%	55.8%	55.8%	5.8%	50%	44.2%	0%
Mathematics	07	White	2009-10	<10	87.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	100%	82.6%	71.9%	71.9%	21.9%	50%	28.1%	0%
Mathematics	07	Female	2010-11	100%	86.3%	54.5%	54.5%	6.1%	48.5%	45.5%	0%
Mathematics	07	Male	2009-10	100%	81.7%	61.9%	61.9%	4.8%	57.1%	33.3%	4.8%
Mathematics	07	Male	2010-11	100%	82.9%	57.9%	57.9%	5.3%	52.6%	42.1%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	68.8%	68.8%	16.7%	52.1%	29.2%	2.1%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	54.3%	54.3%	6.5%	47.8%	45.7%	0%
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	100%	78%	56.6%	56.6%	7.5%	49.1%	28.3%	15.1%
Mathematics	08	American Indian or Alaska Native	2010-11	<10	75.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2010-11	100%	56.6%	57.1%	57.1%	6.1%	51%	26.5%	16.3%
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	08	Female	2010-11	100%	78.1%	62.5%	62.5%	6.3%	56.3%	25%	12.5%
Mathematics	08	Male	2010-11	100%	77.8%	47.6%	47.6%	9.5%	38.1%	33.3%	19%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	54.8%	54.8%	9.5%	45.2%	31%	14.3%
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	41.9%	41.9%	2.7%	39.2%	43.2%	14.9%
Science	05	All Students	2010-11	100%	78.1%	32.9%	32.9%	6.1%	26.8%	46.3%	20.7%
Science	05	Black or African American	2009-10	100%	59.6%	41.9%	41.9%	2.7%	39.2%	43.2%	14.9%
Science	05	Black or African American	2010-11	100%	52.8%	34.2%	34.2%	6.3%	27.8%	45.6%	20.3%
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
Science	05	Female	2009-10	100%	81.1%	45.7%	45.7%	2.9%	42.9%	42.9%	11.4%
Science	05	Female	2010-11	100%	78.6%	27.5%	27.5%	2.5%	25%	42.5%	30%
Science	05	Male	2009-10	100%	80.8%	38.5%	38.5%	2.6%	35.9%	43.6%	17.9%
Science	05	Male	2010-11	100%	77.5%	38.1%	38.1%	9.5%	28.6%	50%	11.9%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	41.4%	41.4%	1.4%	40%	42.9%	15.7%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	32.1%	32.1%	6.4%	25.6%	46.2%	21.8%
Science	05	Students with Disabilities	2009-10	100%	60.7%	25%	25%	0%	25%	50%	25%
Science	05	Students with Disabilities	2010-11	100%	54.1%	21.1%	21.1%	0%	21.1%	57.9%	21.1%
Science	08	All Students	2010-11	100%	78.1%	45.3%	45.3%	1.9%	43.4%	49.1%	5.7%
Science	08	American Indian or Alaska Native	2010-11	<10	73.5%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2010-11	100%	56.4%	42.9%	42.9%	0%	42.9%	51%	6.1%
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
Science	08	Female	2010-11	100%	79.4%	43.8%	43.8%	3.1%	40.6%	53.1%	3.1%
Science	08	Male	2010-11	100%	76.9%	47.6%	47.6%	0%	47.6%	42.9%	9.5%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	47.6%	47.6%	2.4%	45.2%	47.6%	4.8%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	05	All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	<10	81.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	<10	75.4%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	06	Male	2009-10	<10	82.3%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	61.9%	<10	<10	<10	<10	<10
Mathematics	07	Male	2009-10	<10	72.2%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.8%	91%
All Students	District	Mathematics	100%	92.9%
All Students	School	English Language Arts / Reading	99.8%	91%
All Students	School	Mathematics	100%	92.9%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.8%	90.8%
Black or African American	District	Mathematics	100%	92.7%
Black or African American	School	English Language Arts / Reading	99.8%	90.8%
Black or African American	School	Mathematics	100%	92.7%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.5%	90.5%
Economically Disadvantaged	District	Mathematics	99.7%	93.3%
Economically Disadvantaged	School	English Language Arts / Reading	99.5%	90.5%
Economically Disadvantaged	School	Mathematics	99.7%	93.3%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	98.5%	71.9%
Students with Disabilities	District	Mathematics	98.5%	77.2%
Students with Disabilities	School	English Language Arts / Reading	98.5%	71.9%
Students with Disabilities	School	Mathematics	98.5%	77.2%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
Economically Disadvantaged	State	66.59%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%

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

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	90.7%
All Students	School	90.7%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	91.7%
American Indian or Alaska Native	School	91.7%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Black or African American	State	91.9%
Black or African American	District	90.7%
Black or African American	School	90.7%
Hispanic or Latino	State	94.2%
Two or More Races	State	94.7%
White	State	95.6%
White	District	80.4%
White	School	80.4%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	90.1%
Economically Disadvantaged	School	90.1%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	90.5%
Students with Disabilities	School	90.5%

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

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Michigan Annual AYP Objectives for Reading/ELA

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

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

School AYP Status

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

% of Schools making AYP: 90%

% of Schools in School Improvement status: 0%

% of Schools in Corrective Action status: 0%

% of Schools in Restructuring status: 10%

% of Title I Schools making AYP: 100%

% of Title I Schools in School Improvement status: 0%

% of Title I Schools in Corrective Action status: 0%

% of Title I Schools in Restructuring status: 0%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	27	22	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

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	4%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Flagship Charter Academy, Flagship Charter Academy

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