



# QUEST CHARTER ACADEMY

A PUBLIC CHARTER SCHOOL MANAGED  
BY NATIONAL HERITAGE ACADEMIES

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 Quest 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 Rande Horn for assistance.


The AER is available for you to review electronically by visiting the following web site [www.questcharteracademy.org](http://www.questcharteracademy.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, Quest Charter Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. This is the first year that the school has been eligible to receive an AYP status. While we are pleased to have reached this important goal in our second year of operation, 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

Quest 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, Quest Charter Academy cannot restrict enrollment based on selection criteria. Quest 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.

Quest 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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Quest 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 the number of applications is greater than the Academy's capacity, a lottery system will determine admissions.

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 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 Academy 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 cannot be 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 classes are filled and will be placed on a waiting list in the order received.

## 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**

Continue to focus on good instruction and additional support provided for students. Good instruction is teaching using the common curriculum, differentiating instruction, and providing additional support for the below and above grade level students. Be sure vertical alignment is carried out among the grades for best results.



Based on NWEA data we see that it will important to differentiate for students at different levels. To do this we will provide tutoring in school and after school in both reading and math. In school we will use Workshop time for group support for both underperforming and over performing students. Individual tutoring or groups of 3 or less will occur at other times and will be the feature of after school help.

Lastly, we see some need to have a consistent writing program so we are being trained in th3 6 + 1 writing traits. This will give each grade a focus for the students and help us as we grow.

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

Last year's SIP set us up to perform at our goal of exceeding 70% of students hitting their target goal.

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

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



Since Quest Charter Academy opened in the Fall of 2009, a school improvement plan for the 2009-10 school year was not created. The school has created a school improvement plan for the 2010-11 school year, which will be reported on in the 2010-11 annual education report.

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:

As this was our first year in existence we were only approved in April for our SIP. Prior to the SIP completion we have created Grade level action plans in reading and math to improve class averages on the MAP test.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

#### 2010-2011

Quest 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.

Our school was founded in 2009 and is managed by National Heritage Academies and authorized by Central Michigan University.

#### 2009-2010

Quest Charter Academy is authorized by Central Michigan University. The school was founded in 2009 and is managed by National Heritage Academies.

### 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)**

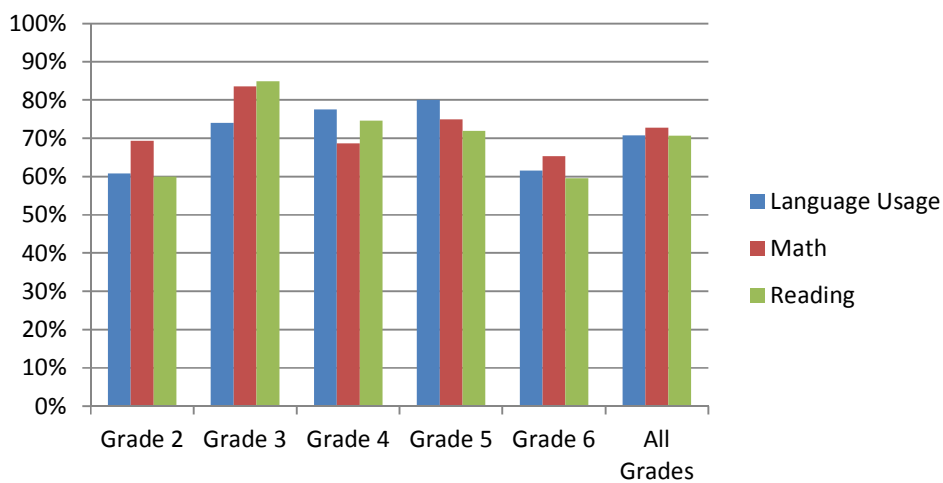
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the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

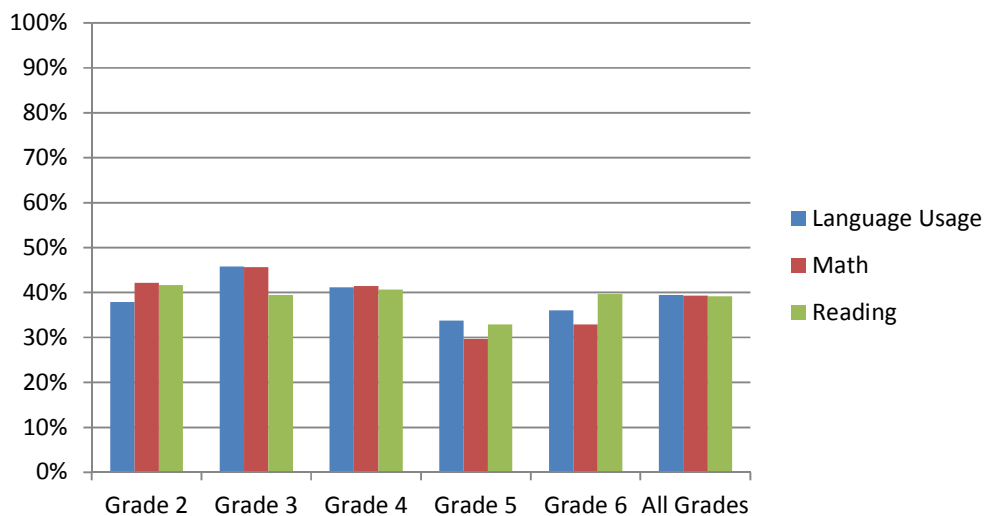
as well as measure growth of students who may not be proficient and determine specific areas to address.

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



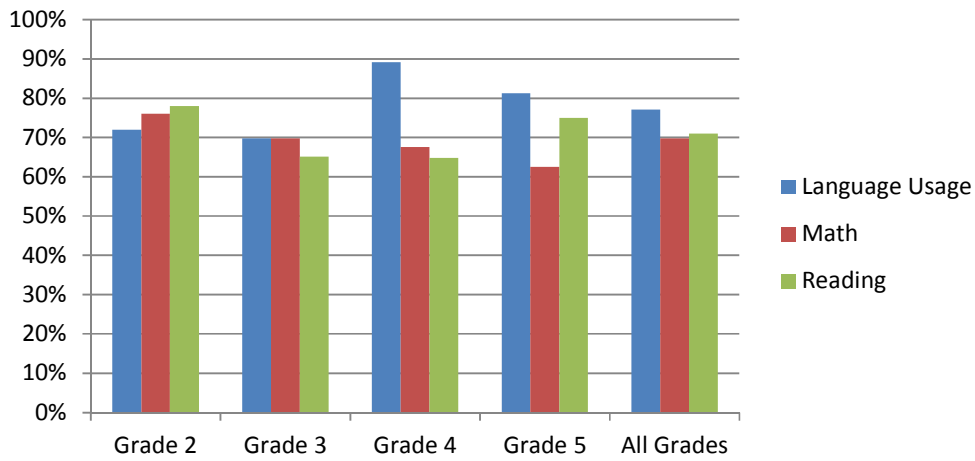
**NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION**

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.

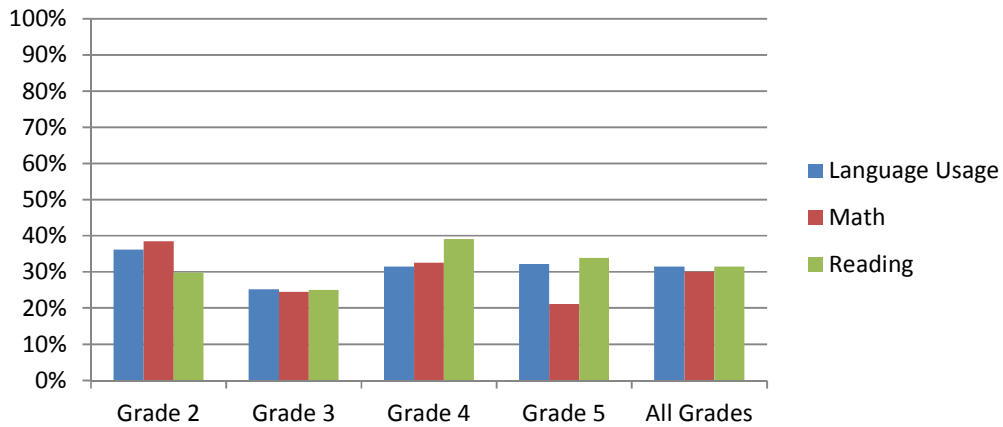


2009-2010

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	497	97.6%
Spring 2011	K-8	495	98.2%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	307	95.0%
Spring 2010	K-8	320	99.1%

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

- Weekly spotlight on a college that a student wants to attend for a career.
- 4<sup>th</sup> grade field trip on a boat to collect biological water specimens.
- 6<sup>th</sup> grade 2 day college tour
- Food for the needy in conjunction with the Taylor VFW.
- Letters to veterans
- Offered first interscholastic sports teams for boys and girls
- Spanish is taught to all grades
- Elmo data cameras and interactive white board installed.
- 4000 level reading books available to students.

Congratulations on a great 2010-11 school year and thank you to everyone for all of their hard work. We look forward to another rewarding and successful school year!

Sincerely,



Rande Horn  
School Principal

# QUEST CHARTER ACADEMY

## 2010-2011 ANNUAL EDUCATION REPORT

24745 Van Born Rd  
Taylor, MI 48180

### MISSION STATEMENT:

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

#### Telephone:

313-299-0534

#### Fax:

313-299-0577

#### Principal:

Mr. Rande Horn

#### Deans:

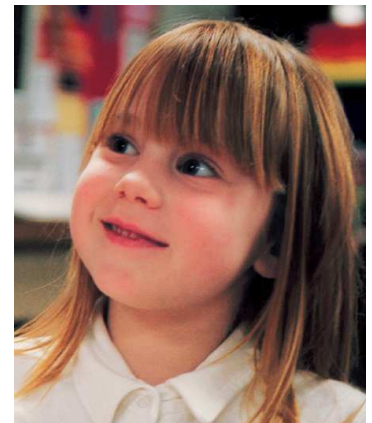
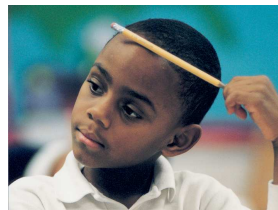
- Kristin Guild
- Jennifer Lorence
- Lauren Martin

### VISION:

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

#### Board Members:

- Carla Caldwell  
Vice President
- Andrew Grosjean  
Secretary
- Ted Lang  
President
- Daniel McHugh  
Treasurer



### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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%	75.5%	75.5%	18.4%	57.1%	20.4%	4.1%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	72.8%	72.8%	23.5%	49.4%	23.5%	3.7%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	68.2%	68.2%	9.1%	59.1%	22.7%	9.1%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	71.9%	71.9%	15.6%	56.3%	25%	3.1%
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10	<10
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	White	2009-10	100%	92.7%	80%	80%	24%	56%	20%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	72.2%	72.2%	25%	47.2%	22.2%	5.6%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	73.7%	73.7%	21.1%	52.6%	21.1%	5.3%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	71.7%	71.7%	19.6%	52.2%	21.7%	6.5%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	76.7%	76.7%	16.7%	60%	20%	3.3%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	74.3%	74.3%	28.6%	45.7%	25.7%	0%

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English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	71.4%	71.4%	11.4%	60%	22.9%	5.7%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	64.9%	64.9%	24.6%	40.4%	29.8%	5.3%
English Language Arts / Reading	03	Limited English Proficient	2010-11	<10	71.3%	<10	<10	<10	<10	<10	<10
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	100%	62.1%	50%	50%	0%	50%	30%	20%
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	64.3%	64.3%	16.7%	47.6%	31%	4.8%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	72.9%	72.9%	20%	52.9%	21.4%	5.7%
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	47.1%	47.1%	5.9%	41.2%	41.2%	11.8%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	60%	60%	10%	50%	33.3%	6.7%
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	73.9%	73.9%	26.1%	47.8%	26.1%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	80%	80%	23.3%	56.7%	13.3%	6.7%

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English Language Arts / Reading	04	Female	2009-10	100%	86.1%	73.3%	73.3%	6.7%	66.7%	26.7%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	78.4%	78.4%	24.3%	54.1%	18.9%	2.7%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	59.3%	59.3%	22.2%	37%	33.3%	7.4%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	66.7%	66.7%	15.2%	51.5%	24.2%	9.1%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	65.6%	65.6%	15.6%	50%	28.1%	6.3%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	72.7%	72.7%	18.2%	54.5%	20%	7.3%
English Language Arts / Reading	04	Limited English Proficient	2010-11	<10	66.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
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%	71.1%	71.1%	18.4%	52.6%	18.4%	10.5%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	72.7%	72.7%	20%	52.7%	18.2%	9.1%
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	55.6%	55.6%	0%	55.6%	33.3%	11.1%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	59.1%	59.1%	13.6%	45.5%	22.7%	18.2%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	05	Hispanic or Latino	2010-11	<10	78.5%	<10	<10	<10	<10	<10	<10
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	White	2009-10	100%	89.8%	81.3%	81.3%	37.5%	43.8%	6.3%	12.5%
English Language Arts / Reading	05	White	2010-11	100%	89%	78.6%	78.6%	21.4%	57.1%	17.9%	3.6%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	61.1%	61.1%	22.2%	38.9%	27.8%	11.1%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	76.2%	76.2%	14.3%	61.9%	23.8%	0%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	80%	80%	15%	65%	10%	10%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	70.6%	70.6%	23.5%	47.1%	14.7%	14.7%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	73.3%	73.3%	16.7%	56.7%	13.3%	13.3%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	80%	80%	22.5%	57.5%	12.5%	7.5%
English Language Arts / Reading	05	Limited English Proficient	2010-11	<10	63.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2010-11	100%	84%	67.3%	67.3%	21.2%	46.2%	19.2%	13.5%

### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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%	52%	52%	4%	48%	24%	24%
English Language Arts / Reading	06	Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2010-11	100%	88.8%	86.4%	86.4%	40.9%	45.5%	13.6%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	75%	75%	10%	65%	10%	15%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	62.5%	62.5%	28.1%	34.4%	25%	12.5%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	67.6%	67.6%	21.6%	45.9%	13.5%	18.9%
English Language Arts / Reading	06	Limited English Proficient	2010-11	<10	51.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	81.6%	81.6%	14.3%	67.3%	18.4%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	92.5%	92.5%	33.8%	58.8%	7.5%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	98.2%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	100%	87.7%	77.3%	77.3%	0%	77.3%	22.7%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	87.9%	87.9%	33.3%	54.5%	12.1%	0%
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	84%	84%	24%	60%	16%	0%
Mathematics	03	White	2010-11	100%	97.1%	97.1%	97.1%	32.4%	64.7%	2.9%	0%

### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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	03	Female	2009-10	100%	94.8%	84.2%	84.2%	10.5%	73.7%	15.8%	0%
Mathematics	03	Female	2010-11	100%	95.3%	91.3%	91.3%	28.3%	63%	8.7%	0%
Mathematics	03	Male	2009-10	100%	94.8%	80%	80%	16.7%	63.3%	20%	0%
Mathematics	03	Male	2010-11	100%	95.3%	94.1%	94.1%	41.2%	52.9%	5.9%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	77.1%	77.1%	8.6%	68.6%	22.9%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	89.3%	89.3%	30.4%	58.9%	10.7%	0%
Mathematics	03	Limited English Proficient	2010-11	<10	92.1%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	100%	88.7%	90%	90%	40%	50%	10%	0%
Mathematics	04	All Students	2009-10	100%	92.3%	90.5%	90.5%	23.8%	66.7%	9.5%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	83.1%	83.1%	16.9%	66.2%	16.9%	0%
Mathematics	04	Black or African American	2009-10	100%	82.3%	82.4%	82.4%	11.8%	70.6%	17.6%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	71%	71%	9.7%	61.3%	29%	0%
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	95.7%	95.7%	34.8%	60.9%	4.3%	0%
Mathematics	04	White	2010-11	100%	94.3%	100%	100%	20%	80%	0%	0%
Mathematics	04	Female	2009-10	100%	92.9%	86.7%	86.7%	13.3%	73.3%	13.3%	0%
Mathematics	04	Female	2010-11	100%	91.6%	83.8%	83.8%	21.6%	62.2%	16.2%	0%
Mathematics	04	Male	2009-10	100%	91.6%	92.6%	92.6%	29.6%	63%	7.4%	0%
Mathematics	04	Male	2010-11	100%	91.3%	82.4%	82.4%	11.8%	70.6%	17.6%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	87.5%	87.5%	18.8%	68.8%	12.5%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	82.1%	82.1%	17.9%	64.3%	17.9%	0%
Mathematics	04	Limited English Proficient	2010-11	<10	84.5%	<10	<10	<10	<10	<10	<10

### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
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%	60.5%	60.5%	13.2%	47.4%	31.6%	7.9%
Mathematics	05	All Students	2010-11	100%	79.9%	70.9%	70.9%	23.6%	47.3%	23.6%	5.5%
Mathematics	05	Black or African American	2009-10	100%	62.5%	44.4%	44.4%	0%	44.4%	38.9%	16.7%
Mathematics	05	Black or African American	2010-11	100%	61.3%	63.6%	63.6%	22.7%	40.9%	27.3%	9.1%
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2010-11	<10	73.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	81.3%	81.3%	31.3%	50%	18.8%	0%
Mathematics	05	White	2010-11	100%	85.1%	75%	75%	25%	50%	21.4%	3.6%
Mathematics	05	Female	2009-10	100%	79.6%	72.2%	72.2%	16.7%	55.6%	22.2%	5.6%
Mathematics	05	Female	2010-11	100%	80.1%	61.9%	61.9%	23.8%	38.1%	38.1%	0%
Mathematics	05	Male	2009-10	100%	79.4%	50%	50%	10%	40%	40%	10%
Mathematics	05	Male	2010-11	100%	79.7%	76.5%	76.5%	23.5%	52.9%	14.7%	8.8%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	60%	60%	13.3%	46.7%	36.7%	3.3%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	70%	70%	22.5%	47.5%	22.5%	7.5%
Mathematics	05	Limited English Proficient	2010-11	<10	64.7%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2010-11	100%	84.5%	62.3%	62.3%	17%	45.3%	35.8%	1.9%
Mathematics	06	Black or African American	2010-11	100%	68.9%	56%	56%	8%	48%	40%	4%
Mathematics	06	Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	100%	88.8%	78.3%	78.3%	30.4%	47.8%	21.7%	0%

### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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	2010-11	100%	86.2%	57.1%	57.1%	9.5%	47.6%	42.9%	0%
Mathematics	06	Male	2010-11	100%	82.9%	65.6%	65.6%	21.9%	43.8%	31.3%	3.1%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	63.2%	63.2%	23.7%	39.5%	36.8%	0%
Mathematics	06	Limited English Proficient	2010-11	<10	67.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	61.5%	61.5%	7.7%	53.8%	30.8%	7.7%
Science	05	All Students	2010-11	100%	78.1%	51.8%	51.8%	12.5%	39.3%	28.6%	19.6%
Science	05	Black or African American	2009-10	100%	59.6%	44.4%	44.4%	0%	44.4%	44.4%	11.1%
Science	05	Black or African American	2010-11	100%	52.8%	34.8%	34.8%	8.7%	26.1%	26.1%	39.1%
Science	05	Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2010-11	<10	67.8%	<10	<10	<10	<10	<10	<10
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	70.6%	70.6%	17.6%	52.9%	23.5%	5.9%
Science	05	White	2010-11	100%	85.5%	60.7%	60.7%	17.9%	42.9%	32.1%	7.1%
Science	05	Female	2009-10	100%	81.1%	55.6%	55.6%	5.6%	50%	38.9%	5.6%
Science	05	Female	2010-11	100%	78.6%	57.1%	57.1%	0%	57.1%	23.8%	19%
Science	05	Male	2009-10	100%	80.8%	66.7%	66.7%	9.5%	57.1%	23.8%	9.5%
Science	05	Male	2010-11	100%	77.5%	48.6%	48.6%	20%	28.6%	31.4%	20%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	58.1%	58.1%	3.2%	54.8%	35.5%	6.5%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	51.2%	51.2%	12.2%	39%	26.8%	22%
Science	05	Limited English Proficient	2010-11	<10	49%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10

**Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest Charter Academy**

Student Assessment Data - Michigan Merit Examination (MME)

<b>Subject</b>	<b>Grade</b>	<b>Student Group</b>	<b>School Year</b>	<b>% Students Tested</b>	<b>State % Students Proficient</b>	<b>District % Students Proficient</b>	<b>School % Students Proficient</b>	<b>% Advanced (Level 1)</b>	<b>% Proficient (Level 2)</b>	<b>% Partially Proficient (Level 3)</b>	<b>% Not Proficient (Level 4)</b>
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### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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	04	All Students	2009-10	<10	85%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	76.2%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2010-11	<10	79.1%	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	<10	88.4%	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2010-11	<10	71.6%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2010-11	<10	64.5%	<10	<10	<10	<10	<10
Mathematics	05	White	2010-11	<10	73.6%	<10	<10	<10	<10	<10
Mathematics	05	Female	2010-11	<10	66.4%	<10	<10	<10	<10	<10
Mathematics	05	Male	2010-11	<10	74.4%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	76.8%	<10	<10	<10	<10	<10
Science	05	All Students	2010-11	<10	56.8%	<10	<10	<10	<10	<10
Science	05	Black or African American	2010-11	<10	47.1%	<10	<10	<10	<10	<10
Science	05	White	2010-11	<10	61.3%	<10	<10	<10	<10	<10
Science	05	Female	2010-11	<10	51.6%	<10	<10	<10	<10	<10
Science	05	Male	2010-11	<10	59.6%	<10	<10	<10	<10	<10

**Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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	99.2%	93.2%
All Students	District	Mathematics	99.2%	95.1%
All Students	School	English Language Arts / Reading	99.2%	93.2%
All Students	School	Mathematics	99.2%	95.1%
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%
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%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
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	100%	89.5%
Black or African American	District	Mathematics	100%	91.4%
Black or African American	School	English Language Arts / Reading	100%	89.5%
Black or African American	School	Mathematics	100%	91.4%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Hispanic or Latino	School	English Language Arts / Reading	<30	<30
Hispanic or Latino	School	Mathematics	<30	<30
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%
White	District	English Language Arts / Reading	98.3%	95.2%
White	District	Mathematics	98.3%	96.4%
White	School	English Language Arts / Reading	98.3%	95.2%
White	School	Mathematics	98.3%	96.4%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%

## Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest Charter Academy

### AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99%	90.9%
Economically Disadvantaged	District	Mathematics	99%	94.3%
Economically Disadvantaged	School	English Language Arts / Reading	99%	90.9%
Economically Disadvantaged	School	Mathematics	99%	94.3%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	<30	<30
Limited English Proficient	District	Mathematics	<30	<30
Limited English Proficient	School	English Language Arts / Reading	<30	<30
Limited English Proficient	School	Mathematics	<30	<30
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	97%	63.2%
Students with Disabilities	District	Mathematics	97%	80%
Students with Disabilities	School	English Language Arts / Reading	97%	63.2%
Students with Disabilities	School	Mathematics	97%	80%

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, Quest Charter Academy, Quest Charter Academy

### AYP Detail Data - Graduation Rate

<b>Student Group</b>	<b>Location</b>	<b>Graduation Rate (High Schools only) (Goal 80%)</b>
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, Quest Charter Academy, Quest Charter Academy

### AYP Detail Data - Attendance Rate

<b>Student Group</b>	<b>Location</b>	<b>Attendance Rate (Goal 90%)</b>
All Students	State	94.9%
All Students	District	92.2%
All Students	School	92.2%
American Indian or Alaska Native	State	94%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	97.1%
Asian, Native Hawaiian, or Pacific Islander	School	97.1%
Black or African American	State	91.9%
Black or African American	District	92.5%
Black or African American	School	92.5%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	93%
Hispanic or Latino	School	93%
Two or More Races	State	94.7%
White	State	95.6%
White	District	91.9%
White	School	91.9%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	90.8%
Economically Disadvantaged	School	90.8%
Limited English Proficient	State	94.8%
Limited English Proficient	District	92.6%
Limited English Proficient	School	92.6%
Students with Disabilities	State	93.4%
Students with Disabilities	District	89.7%
Students with Disabilities	School	89.7%

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

### Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest Charter Academy**

## School AYP Status

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

**Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest Charter Academy**

## Teacher Quality Data

	<b>Other</b>	<b>B.A.</b>	<b>M.A.</b>	<b>Ph.D</b>
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	25	8	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, Quest Charter Academy, Quest Charter Academy**

## Teacher Quality Data

	<b>Certification Percent</b>
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	8.6%

**Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest Charter Academy**

## Teacher Quality Data

	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	4.5%

## Combined Reports Data for Wayne RESA, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest 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, Quest Charter Academy, Quest Charter Academy**

<b>Grade</b>	<b>Subject</b>	<b>Participation Rate for Students with Disabilities</b>	<b>Standard Error</b>	<b>Participation Rate for IEP Students</b>	<b>Standard Error</b>	<b>Participation Rate for Limited English Proficient Students</b>	<b>Standard Error</b>
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