



RIDGE PARK 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 the Ridge Park 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 John Brillhart


The AER is available for you to review electronically by visiting the following web site www.ridgepark.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, Ridge Park 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

Ridge Park 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, Ridge Park Charter Academy cannot restrict enrollment based on selection criteria. Ridge Park 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.

Ridge Park 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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Ridge Park 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.

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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

All Students will increase **proficiency** in Mathematics, Language Usage, and Reading. This goal is broken down into a measurable gap objective: The percentage of students in the African American subgroup that are proficient in all three subject areas will increase by 10% by 2011 as measured by the NWEA MAP test.

Our roll-out included the following:

- After-school tutoring/homework club

- 
- The use of formative assessment in the classroom
 - The continual use of the accelerated reading program
 - Math incentive medallions for math fact knowledge
 - Workshop differentiation based on student data
 - Supplemental Week instruction for student academic improvement
 - Reading month activities that encourage reading
 - Medical/dental/sac dinner programs for taking care of the whole child so they are academically ready

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

Our average proficiency on the NWEA was as follows:

Spring 2010

Reading 51.5%

Math 50.3%

Language Usage 53.5%

Combined 51.8%

Spring 2011

Reading 54.8%

Math 52.4%

Language Usage 56.1%

Combined 54.5%

There is a combined increase of 3% in proficiency in Spring scores from 2010-2011. The African American sub-group increased proficiency on the MAP test grades 2-8. There is a combined growth increase of 4.7%. This increase is higher than the overall school increase of 3% as shown above. Data follows:

Spring 2010

Reading 41.5%

Math 39.6%

Language Usage 46.7%

Combined 42.6%

Spring 2011


Reading 46.9%

Math 39.6%

Language Usage 51.3%

Combined 47.3%

In summary, The student proficiency increase in all areas Spring to Spring, but the goal of a 10% increase in the African American subgroup fell short 5.3%.



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.

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 2010, 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:

For the 2009-2010 school year, our school wide SIP attainment goals included the following:

1. An average student achievement of 70% of the students being proficient and 70% achieving their annual growth goal measured by the NWEA. As a means of increasing proficiency and growth we focused on increasing academic rigor. Our roll-out included:

- More individualized instruction
- Promoting and rewarding academic excellence
- Increase use of the leveled library and accelerated reading program
- Earlier introduction of state and national test vocabulary
- Standards Alignment
- The use of meaningful student objectives, grading system (scoring scales), and formative assessment.
- Using supplemental weeks to focus on the lowest goal strand areas needing improvement

2. Continue Updating Vertical Alignment

- Vertical alignment was achieved by meeting with grade levels below and above to continually review rigor and coverage of academic standards.

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

Our combined average growth NWEA scores were at 68%, just below 70%. Math scores did reach 70%. Proficiency levels were not as close at 52% for a combined 2-8 but K-1 (PGA) reached the 70% mark. Proficiency levels increased Fall-Spring 9% for grades 2-8 and 33% for K-1.

Our vertical alignment meetings were successful and helped teachers plan their objectives with long term goals in mind. Teachers reported the meetings as beneficial and as a method of open dialogue among staff.

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. 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

Ridge Park Charter Academy is managed by National Heritage Academies and is authorized by Lake Superior State University. The school was founded in 1998. In 2010-11 we had an enrollment of 665 students. Our average class size is 26.

Ridge Park celebrates its diversity. There are 31 different dialects spoken with 40 different countries represented. Although 73% of our students receive free or reduced lunch the average rate of growth is 140%, which is 40% above what is expected nation-wide and 7% above what is expected as part of our organization.

Ridge Park celebrates positive academic and moral focus by awarding students for demonstrating positive character and reaching personal academic targets.

2009-2010

Ridge Park is managed by National Heritage Academies and is authorized by Lake Superior State University (LSSU). The school was founded in 1998. Our new building was constructed in 2001 and we opened this school year on August 5th. We had 402 students when the new building opened and this year 2009-10 we expect to have 625 students. Our average class size is 25.

Ridge Park has a very diverse student body. There are currently 26 languages spoken. Although 70% of Ridge Park students qualify for free and reduced lunch, Ridge Park parents have proven to be very involved and conscientious about their children's academic success.

Ridge Park has a unique moral focus program that works to support our parents' efforts and instill character in their children by reinforcing and demonstrating universal virtues such as integrity, wisdom, courage, and respect.



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

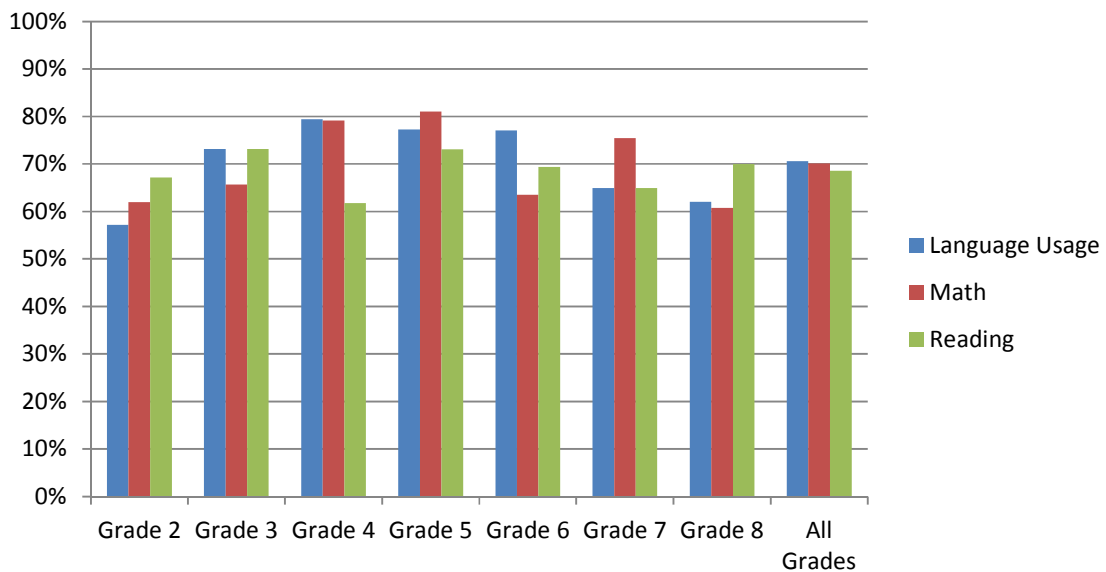
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

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.

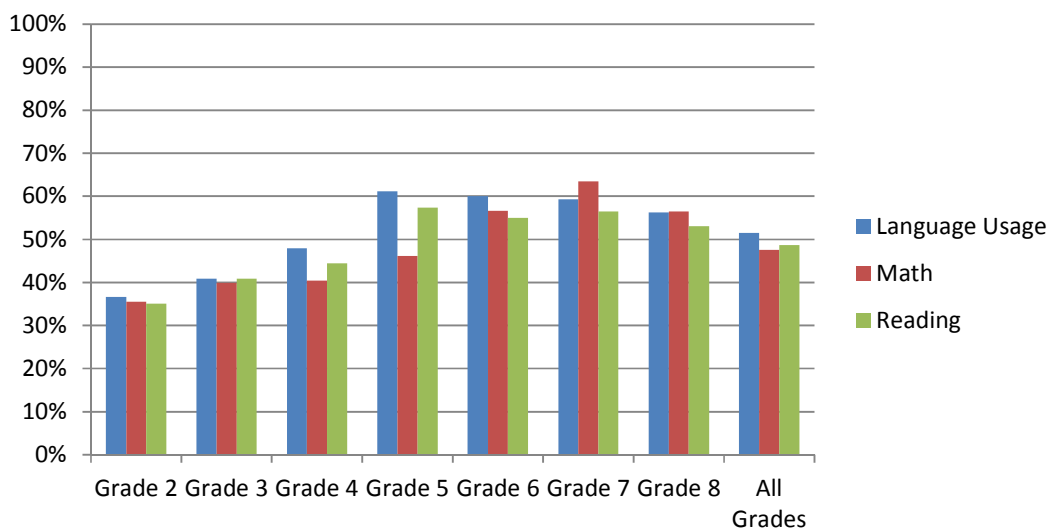
We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

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



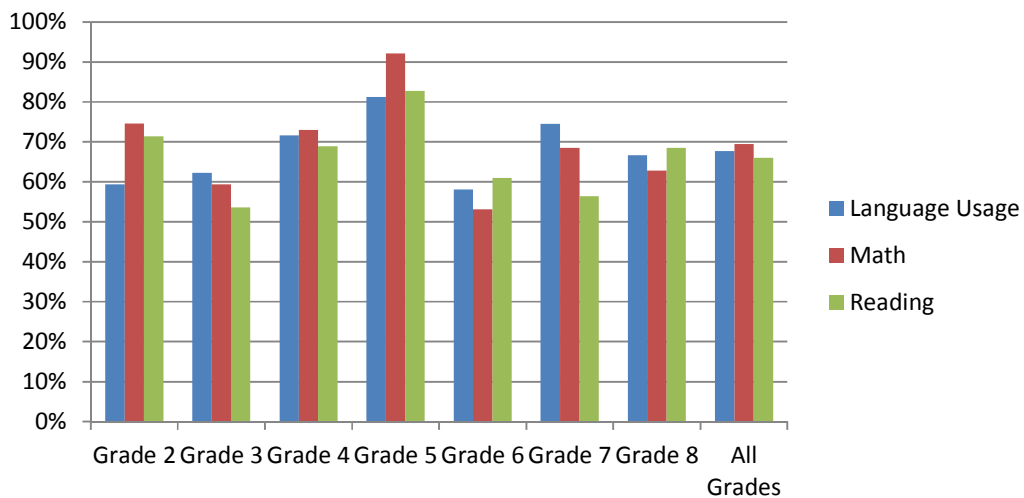
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

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.

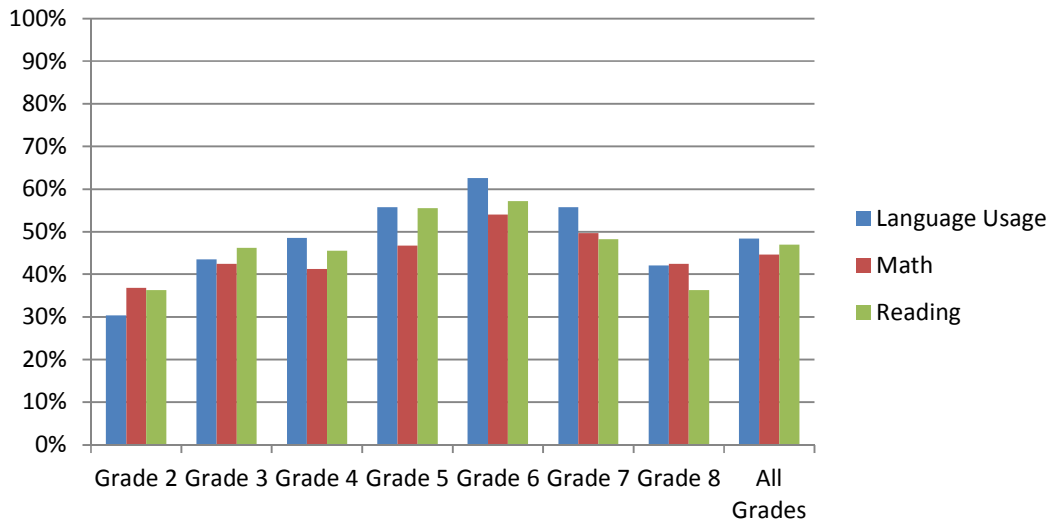


2009-2010

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	665	99.6%
Spring 2011	K-8	646	98.6%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	610	96.8%
Spring 2010	K-8	593	98%

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

Ridge Park hosted three very special guests during the school year:

1. A nationally-known impersonator of Abraham Lincoln, Mr. Gerald Bestrom, spent the day with our students, holding two assemblies and visiting every classroom. He emphasized high moral and ethical behavior.
2. Mr. Marc Brown, creator of the Arthur book series, spent a day with students, holding an assembly and provided an autographed copy of one of his books to our K-5th grade students.
3. A Holocaust survivor spoke to our middle school students about his horrific experiences and the evils of hatred.

Ridge Park initiated a medallion program for students. Every student who mastered his/her grade appropriate math facts with 100% accuracy on a speed test received a math medallion on a lanyard to wear during the school day.

School enrollment grew by 50 students. For the first time in the school's history, a 3rd section of 8th grade students has to be added to accommodate the growing number of middle school 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!

For the 2011-12 school year, we have adopted the Dean Model of Leadership. Each wing of the building will have a Dean to supervise. Every teacher will receive a weekly classroom observation along with affirming and adjusting feedback from their Dean. We also anticipate hitting our full enrollment target of 699 students for the first time in the history of the school.

Sincerely,



John Brillhart
School Principal

RIDGE PARK CHARTER ACADEMY

2010-2011 ANNUAL EDUCATION REPORT

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Principal:

John Brillhart

Assistant Principal:

Johan Linna

MISSION STATEMENT:

We, the staff of Ridge Park Charter Academy, in partnership with parents and the community, commit to providing a structured, nurturing learning environment. Our students will master academic basics, develop high moral character, and gain a sense of joy and enthusiasm for lifelong learning to become a positive contributor to society.

VISION:

Ridge Park Charter Academy will strive to consistently demonstrate effective student learning as evidenced by:

- *Strong core curriculum*
- *Emphasis on character education*
- *Parent/Community involvement*
- *High student achievement*
- *Accountability*
- *Sound structured learning environment*

Board Members:

Shannon Austhof

Director

Rusty Merchant

Secretary

Lynell Shooks

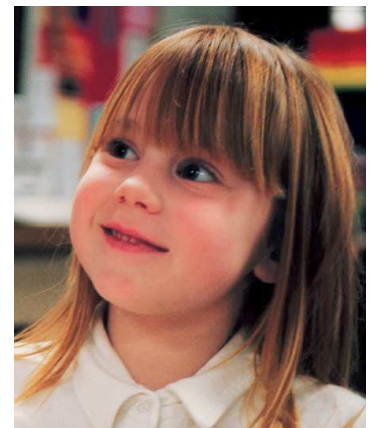
Treasurer

Dorothy Stiger,

Vice President

Paul Toohey

President



Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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%	85.3%	85.3%	30.7%	54.7%	13.3%	1.3%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	90%	90%	32.9%	57.1%	10%	0%
English Language Arts / Reading	03	American Indian or Alaska Native	2009-10	<10	84.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
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%	84%	84%	20%	64%	14%	2%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	81.6%	81.6%	15.8%	65.8%	18.4%	0%
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%	100%	100%	61.5%	38.5%	0%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	100%	100%	52.6%	47.4%	0%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	86.8%	86.8%	28.9%	57.9%	13.2%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	93.8%	93.8%	25%	68.8%	6.3%	0%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	Male	2009-10	100%	87.9%	83.8%	83.8%	32.4%	51.4%	13.5%	2.7%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	86.8%	86.8%	39.5%	47.4%	13.2%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	83.6%	83.6%	21.8%	61.8%	14.5%	1.8%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	86.5%	86.5%	28.8%	57.7%	13.5%	0%
English Language Arts / Reading	03	Limited English Proficient	2009-10	100%	82.2%	80%	80%	13.3%	66.7%	13.3%	6.7%
English Language Arts / Reading	03	Limited English Proficient	2010-11	100%	71.3%	76.9%	76.9%	15.4%	61.5%	23.1%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	100%	71%	80%	80%	0%	80%	20%	0%
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%	81.6%	81.6%	25%	56.6%	14.5%	3.9%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	80.8%	80.8%	27.4%	53.4%	17.8%	1.4%
English Language Arts / Reading	04	American Indian or Alaska Native	2010-11	<10	77.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	81.1%	81.1%	22.6%	58.5%	13.2%	5.7%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	Black or African American	2010-11	100%	69.1%	83.7%	83.7%	20.9%	62.8%	16.3%	0%
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	2009-10	<10	<10	<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%	87.5%	87.5%	43.8%	43.8%	12.5%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	92.3%	92.3%	53.8%	38.5%	7.7%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	82.4%	82.4%	17.6%	64.7%	14.7%	2.9%
English Language Arts / Reading	04	Female	2010-11	100%	87%	83.3%	83.3%	27.8%	55.6%	16.7%	0%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	81%	81%	31%	50%	14.3%	4.8%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	78.4%	78.4%	27%	51.4%	18.9%	2.7%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	83.9%	83.9%	22.6%	61.3%	12.9%	3.2%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	76.9%	76.9%	21.2%	55.8%	21.2%	1.9%
English Language Arts / Reading	04	Limited English Proficient	2009-10	100%	64.3%	61.5%	61.5%	0%	61.5%	30.8%	7.7%

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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	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	100%	54.2%	54.5%	54.5%	0%	54.5%	45.5%	0%
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	87.7%	87.7%	36.9%	50.8%	6.2%	6.2%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	81.5%	81.5%	42%	39.5%	13.6%	4.9%
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	84.2%	84.2%	34.2%	50%	7.9%	7.9%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	77.2%	77.2%	38.6%	38.6%	17.5%	5.3%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	100%	74.6%	100%	100%	40%	60%	0%	0%
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	85.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	100%	89.8%	88.2%	88.2%	41.2%	47.1%	5.9%	5.9%
English Language Arts / Reading	05	White	2010-11	100%	89%	93.3%	93.3%	66.7%	26.7%	0%	6.7%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	93.1%	93.1%	34.5%	58.6%	3.4%	3.4%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	84.6%	84.6%	46.2%	38.5%	10.3%	5.1%

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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	05	Male	2009-10	100%	83.5%	83.3%	83.3%	38.9%	44.4%	8.3%	8.3%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	78.6%	78.6%	38.1%	40.5%	16.7%	4.8%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	84.9%	84.9%	30.2%	54.7%	7.5%	7.5%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	81.8%	81.8%	37.9%	43.9%	12.1%	6.1%
English Language Arts / Reading	05	Limited English Proficient	2009-10	100%	61.8%	93.3%	93.3%	46.7%	46.7%	6.7%	0%
English Language Arts / Reading	05	Limited English Proficient	2010-11	100%	63.3%	61.5%	61.5%	15.4%	46.2%	23.1%	15.4%
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	100%	53%	50%	50%	10%	40%	30%	20%
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	88.1%	88.1%	31.3%	56.7%	11.9%	0%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	83.6%	83.6%	30.1%	53.4%	11%	5.5%
English Language Arts / Reading	06	American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	82.9%	82.9%	11.4%	71.4%	17.1%	0%

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

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English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	81.4%	81.4%	23.3%	58.1%	11.6%	7%
English Language Arts / Reading	06	Hispanic or Latino	2009-10	100%	82.3%	100%	100%	45.5%	54.5%	0%	0%
English Language Arts / Reading	06	Hispanic or Latino	2010-11	100%	75.4%	90%	90%	40%	50%	10%	0%
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	White	2009-10	100%	91.1%	87.5%	87.5%	50%	37.5%	12.5%	0%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	92.9%	92.9%	50%	42.9%	0%	7.1%
English Language Arts / Reading	06	Female	2009-10	100%	90%	88.9%	88.9%	27.8%	61.1%	11.1%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	88.6%	88.6%	25.7%	62.9%	8.6%	2.9%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	87.1%	87.1%	35.5%	51.6%	12.9%	0%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	78.9%	78.9%	34.2%	44.7%	13.2%	7.9%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	87.8%	87.8%	30.6%	57.1%	12.2%	0%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	82.5%	82.5%	25.4%	57.1%	11.1%	6.3%
English Language Arts / Reading	06	Limited English Proficient	2009-10	100%	70%	92.3%	92.3%	30.8%	61.5%	7.7%	0%
English Language Arts / Reading	06	Limited English Proficient	2010-11	100%	51.3%	76.9%	76.9%	15.4%	61.5%	23.1%	0%

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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	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%	41.7%	41.7%	8.3%	33.3%	33.3%	25%
English Language Arts / Reading	07	All Students	2009-10	100%	82%	79.3%	79.3%	29.3%	50%	17.2%	3.4%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	80%	80%	41.5%	38.5%	12.3%	7.7%
English Language Arts / Reading	07	American Indian or Alaska Native	2009-10	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	American Indian or Alaska Native	2010-11	<10	73.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	89.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2009-10	100%	64.4%	75%	75%	19.4%	55.6%	19.4%	5.6%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	67.6%	67.6%	20.6%	47.1%	20.6%	11.8%
English Language Arts / Reading	07	Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2010-11	<10	71.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	85.7%	85.7%	57.1%	28.6%	14.3%	0%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	93.8%	93.8%	56.3%	37.5%	0%	6.3%

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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	Female	2009-10	100%	84.5%	76.9%	76.9%	30.8%	46.2%	15.4%	7.7%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	80.6%	80.6%	41.7%	38.9%	11.1%	8.3%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	81.3%	81.3%	28.1%	53.1%	18.8%	0%
English Language Arts / Reading	07	Male	2010-11	100%	75%	79.3%	79.3%	41.4%	37.9%	13.8%	6.9%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	73.8%	73.8%	21.4%	52.4%	21.4%	4.8%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	76.1%	76.1%	41.3%	34.8%	15.2%	8.7%
English Language Arts / Reading	07	Limited English Proficient	2009-10	100%	54.3%	70%	70%	10%	60%	30%	0%
English Language Arts / Reading	07	Limited English Proficient	2010-11	<10	47.7%	<10	<10	<10	<10	<10	<10
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	2009-10	100%	83.4%	85.3%	85.3%	11.8%	73.5%	8.8%	5.9%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	78.9%	78.9%	12.3%	66.7%	17.5%	3.5%
English Language Arts / Reading	08	American Indian or Alaska Native	2009-10	<10	80.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2009-10	100%	70.9%	81%	81%	9.5%	71.4%	9.5%	9.5%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	69.7%	69.7%	6.1%	63.6%	24.2%	6.1%
English Language Arts / Reading	08	Hispanic or Latino	2009-10	<10	76.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Hispanic or Latino	2010-11	<10	74.5%	<10	<10	<10	<10	<10	<10
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	White	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2010-11	100%	85.9%	81.8%	81.8%	36.4%	45.5%	18.2%	0%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	82.4%	82.4%	5.9%	76.5%	11.8%	5.9%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	69.2%	69.2%	11.5%	57.7%	26.9%	3.8%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	88.2%	88.2%	17.6%	70.6%	5.9%	5.9%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	87.1%	87.1%	12.9%	74.2%	9.7%	3.2%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	85.2%	85.2%	11.1%	74.1%	7.4%	7.4%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	75%	75%	7.5%	67.5%	20%	5%

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English Language Arts / Reading	08	Limited English Proficient	2009-10	<10	61%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Limited English Proficient	2010-11	<10	55.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
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%	96%	96%	42.7%	53.3%	4%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	98.6%	98.6%	48.6%	50%	1.4%	0%
Mathematics	03	American Indian or Alaska Native	2009-10	<10	92.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10
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%	94%	94%	26%	68%	6%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	97.4%	97.4%	25.6%	71.8%	2.6%	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%	100%	100%	92.3%	7.7%	0%	0%
Mathematics	03	White	2010-11	100%	97.1%	100%	100%	73.7%	26.3%	0%	0%
Mathematics	03	Female	2009-10	100%	94.8%	97.4%	97.4%	26.3%	71.1%	2.6%	0%
Mathematics	03	Female	2010-11	100%	95.3%	100%	100%	46.9%	53.1%	0%	0%
Mathematics	03	Male	2009-10	100%	94.8%	94.6%	94.6%	59.5%	35.1%	5.4%	0%
Mathematics	03	Male	2010-11	100%	95.3%	97.5%	97.5%	50%	47.5%	2.5%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	94.5%	94.5%	32.7%	61.8%	5.5%	0%

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Student Assessment Data - Michigan Educational Assessment Program (MEAP)

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Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	98.1%	98.1%	42.6%	55.6%	1.9%	0%
Mathematics	03	Limited English Proficient	2009-10	100%	92.1%	93.3%	93.3%	66.7%	26.7%	6.7%	0%
Mathematics	03	Limited English Proficient	2010-11	100%	92.1%	93.3%	93.3%	40%	53.3%	6.7%	0%
Mathematics	03	Students with Disabilities	2009-10	100%	87.8%	100%	100%	30%	70%	0%	0%
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%	90.8%	90.8%	30.3%	60.5%	7.9%	1.3%
Mathematics	04	All Students	2010-11	100%	91.5%	94.5%	94.5%	41.1%	53.4%	5.5%	0%
Mathematics	04	American Indian or Alaska Native	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	96.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	88.7%	88.7%	26.4%	62.3%	9.4%	1.9%
Mathematics	04	Black or African American	2010-11	100%	81.2%	93%	93%	30.2%	62.8%	7%	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	2009-10	<10	<10	<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%	93.8%	93.8%	43.8%	50%	6.3%	0%
Mathematics	04	White	2010-11	100%	94.3%	100%	100%	76.9%	23.1%	0%	0%
Mathematics	04	Female	2009-10	100%	92.9%	88.2%	88.2%	26.5%	61.8%	8.8%	2.9%
Mathematics	04	Female	2010-11	100%	91.6%	97.2%	97.2%	33.3%	63.9%	2.8%	0%
Mathematics	04	Male	2009-10	100%	91.6%	92.9%	92.9%	33.3%	59.5%	7.1%	0%
Mathematics	04	Male	2010-11	100%	91.3%	91.9%	91.9%	48.6%	43.2%	8.1%	0%

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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)
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	90.3%	90.3%	25.8%	64.5%	8.1%	1.6%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	92.3%	92.3%	28.8%	63.5%	7.7%	0%
Mathematics	04	Limited English Proficient	2009-10	100%	86.6%	92.3%	92.3%	23.1%	69.2%	7.7%	0%
Mathematics	04	Limited English Proficient	2010-11	<10	84.5%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	100%	77.5%	72.7%	72.7%	18.2%	54.5%	27.3%	0%
Mathematics	05	All Students	2009-10	100%	79.5%	83.6%	83.6%	43.3%	40.3%	14.9%	1.5%
Mathematics	05	All Students	2010-11	100%	79.9%	80%	80%	45%	35%	16.3%	3.8%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	100%	62.5%	82.1%	82.1%	33.3%	48.7%	17.9%	0%
Mathematics	05	Black or African American	2010-11	100%	61.3%	78.9%	78.9%	42.1%	36.8%	17.5%	3.5%
Mathematics	05	Hispanic or Latino	2009-10	100%	71%	90%	90%	60%	30%	10%	0%
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	78.1%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	82.4%	82.4%	52.9%	29.4%	11.8%	5.9%
Mathematics	05	White	2010-11	100%	85.1%	85.7%	85.7%	50%	35.7%	14.3%	0%
Mathematics	05	Female	2009-10	100%	79.6%	93.5%	93.5%	32.3%	61.3%	6.5%	0%
Mathematics	05	Female	2010-11	100%	80.1%	84.2%	84.2%	47.4%	36.8%	10.5%	5.3%
Mathematics	05	Male	2009-10	100%	79.4%	75%	75%	52.8%	22.2%	22.2%	2.8%
Mathematics	05	Male	2010-11	100%	79.7%	76.2%	76.2%	42.9%	33.3%	21.4%	2.4%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	85.5%	85.5%	40%	45.5%	14.5%	0%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	77.3%	77.3%	40.9%	36.4%	18.2%	4.5%
Mathematics	05	Limited English Proficient	2009-10	100%	67.6%	88.2%	88.2%	52.9%	35.3%	11.8%	0%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	05	Limited English Proficient	2010-11	100%	64.7%	53.8%	53.8%	23.1%	30.8%	38.5%	7.7%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	100%	50.2%	20%	20%	10%	10%	60%	20%
Mathematics	06	All Students	2009-10	100%	82%	83.6%	83.6%	43.3%	40.3%	16.4%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	82.2%	82.2%	42.5%	39.7%	17.8%	0%
Mathematics	06	American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	94.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	100%	62.3%	82.9%	82.9%	40%	42.9%	17.1%	0%
Mathematics	06	Black or African American	2010-11	100%	68.9%	79.5%	79.5%	31.8%	47.7%	20.5%	0%
Mathematics	06	Hispanic or Latino	2009-10	100%	75.6%	90.9%	90.9%	54.5%	36.4%	9.1%	0%
Mathematics	06	Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	100%	87.5%	75%	75%	37.5%	37.5%	25%	0%
Mathematics	06	White	2010-11	100%	88.8%	85.7%	85.7%	64.3%	21.4%	14.3%	0%
Mathematics	06	Female	2009-10	100%	83%	80.6%	80.6%	33.3%	47.2%	19.4%	0%
Mathematics	06	Female	2010-11	100%	86.2%	82.4%	82.4%	38.2%	44.1%	17.6%	0%
Mathematics	06	Male	2009-10	100%	81.1%	87.1%	87.1%	54.8%	32.3%	12.9%	0%
Mathematics	06	Male	2010-11	100%	82.9%	82.1%	82.1%	46.2%	35.9%	17.9%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	87.8%	87.8%	44.9%	42.9%	12.2%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	82.5%	82.5%	42.9%	39.7%	17.5%	0%
Mathematics	06	Limited English Proficient	2009-10	100%	68.7%	76.9%	76.9%	38.5%	38.5%	23.1%	0%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	Limited English Proficient	2010-11	100%	67.9%	92.3%	92.3%	38.5%	53.8%	7.7%	0%
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%	50%	50%	16.7%	33.3%	50%	0%
Mathematics	07	All Students	2009-10	100%	82.2%	78%	78%	54.2%	23.7%	22%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	89.2%	89.2%	60%	29.2%	10.8%	0%
Mathematics	07	American Indian or Alaska Native	2009-10	<10	78.5%	<10	<10	<10	<10	<10	<10
Mathematics	07	American Indian or Alaska Native	2010-11	<10	81.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	100%	62.6%	66.7%	66.7%	44.4%	22.2%	33.3%	0%
Mathematics	07	Black or African American	2010-11	100%	68.2%	88.2%	88.2%	47.1%	41.2%	11.8%	0%
Mathematics	07	Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2010-11	<10	79.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Two or More Races	2010-11	<10	83.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	92.9%	92.9%	78.6%	14.3%	7.1%	0%
Mathematics	07	White	2010-11	100%	89.1%	87.5%	87.5%	75%	12.5%	12.5%	0%
Mathematics	07	Female	2009-10	100%	82.6%	70.4%	70.4%	55.6%	14.8%	29.6%	0%
Mathematics	07	Female	2010-11	100%	86.3%	88.9%	88.9%	55.6%	33.3%	11.1%	0%
Mathematics	07	Male	2009-10	100%	81.7%	84.4%	84.4%	53.1%	31.3%	15.6%	0%
Mathematics	07	Male	2010-11	100%	82.9%	89.7%	89.7%	65.5%	24.1%	10.3%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	69.8%	69.8%	44.2%	25.6%	30.2%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	89.1%	89.1%	58.7%	30.4%	10.9%	0%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	07	Limited English Proficient	2009-10	100%	66%	72.7%	72.7%	45.5%	27.3%	27.3%	0%
Mathematics	07	Limited English Proficient	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10
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	2009-10	100%	70.3%	88.6%	88.6%	57.1%	31.4%	8.6%	2.9%
Mathematics	08	All Students	2010-11	100%	78%	84.2%	84.2%	43.9%	40.4%	8.8%	7%
Mathematics	08	American Indian or Alaska Native	2009-10	<10	63%	<10	<10	<10	<10	<10	<10
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	100%	44.7%	81%	81%	33.3%	47.6%	14.3%	4.8%
Mathematics	08	Black or African American	2010-11	100%	56.6%	78.8%	78.8%	33.3%	45.5%	12.1%	9.1%
Mathematics	08	Hispanic or Latino	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2010-11	<10	69.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	77.1%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2010-11	100%	83.6%	90.9%	90.9%	54.5%	36.4%	0%	9.1%
Mathematics	08	Female	2009-10	100%	70.6%	83.3%	83.3%	61.1%	22.2%	16.7%	0%
Mathematics	08	Female	2010-11	100%	78.1%	76.9%	76.9%	50%	26.9%	19.2%	3.8%
Mathematics	08	Male	2009-10	100%	70%	94.1%	94.1%	52.9%	41.2%	0%	5.9%
Mathematics	08	Male	2010-11	100%	77.8%	90.3%	90.3%	38.7%	51.6%	0%	9.7%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	85.7%	85.7%	50%	35.7%	10.7%	3.6%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	82.5%	82.5%	35%	47.5%	10%	7.5%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	Limited English Proficient	2009-10	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	08	Limited English Proficient	2010-11	<10	56.3%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	75%	75%	22.1%	52.9%	17.6%	7.4%
Science	05	All Students	2010-11	100%	78.1%	72.5%	72.5%	28.7%	43.8%	21.3%	6.3%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	76.9%	76.9%	15.4%	61.5%	15.4%	7.7%
Science	05	Black or African American	2010-11	100%	52.8%	66.7%	66.7%	22.8%	43.9%	24.6%	8.8%
Science	05	Hispanic or Latino	2009-10	100%	68.8%	90%	90%	40%	50%	0%	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	77.8%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	66.7%	66.7%	27.8%	38.9%	27.8%	5.6%
Science	05	White	2010-11	100%	85.5%	92.9%	92.9%	64.3%	28.6%	7.1%	0%
Science	05	Female	2009-10	100%	81.1%	74.2%	74.2%	22.6%	51.6%	22.6%	3.2%
Science	05	Female	2010-11	100%	78.6%	73.7%	73.7%	26.3%	47.4%	23.7%	2.6%
Science	05	Male	2009-10	100%	80.8%	75.7%	75.7%	21.6%	54.1%	13.5%	10.8%
Science	05	Male	2010-11	100%	77.5%	71.4%	71.4%	31%	40.5%	19%	9.5%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	73.2%	73.2%	16.1%	57.1%	17.9%	8.9%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	71.2%	71.2%	24.2%	47%	24.2%	4.5%
Science	05	Limited English Proficient	2009-10	100%	56.7%	68.8%	68.8%	37.5%	31.3%	25%	6.3%
Science	05	Limited English Proficient	2010-11	100%	49%	38.5%	38.5%	7.7%	30.8%	53.8%	7.7%
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	05	Students with Disabilities	2010-11	100%	54.1%	50%	50%	10%	40%	30%	20%
Science	08	All Students	2009-10	100%	75.9%	70.3%	70.3%	18.9%	51.4%	27%	2.7%
Science	08	All Students	2010-11	100%	78.1%	70.2%	70.2%	21.1%	49.1%	22.8%	7%
Science	08	American Indian or Alaska Native	2009-10	<10	70.4%	<10	<10	<10	<10	<10	<10
Science	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Science	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.9%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	100%	50%	59.1%	59.1%	9.1%	50%	40.9%	0%
Science	08	Black or African American	2010-11	100%	56.4%	60.6%	60.6%	9.1%	51.5%	27.3%	12.1%
Science	08	Hispanic or Latino	2009-10	<10	65%	<10	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2010-11	<10	68.6%	<10	<10	<10	<10	<10	<10
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	<10	83.1%	<10	<10	<10	<10	<10	<10
Science	08	White	2010-11	100%	84.1%	72.7%	72.7%	63.6%	9.1%	27.3%	0%
Science	08	Female	2009-10	100%	77%	77.8%	77.8%	16.7%	61.1%	22.2%	0%
Science	08	Female	2010-11	100%	79.4%	57.7%	57.7%	11.5%	46.2%	34.6%	7.7%
Science	08	Male	2009-10	100%	74.9%	63.2%	63.2%	21.1%	42.1%	31.6%	5.3%
Science	08	Male	2010-11	100%	76.9%	80.6%	80.6%	29%	51.6%	12.9%	6.5%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	69%	69%	17.2%	51.7%	31%	0%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	65%	65%	12.5%	52.5%	25%	10%
Science	08	Limited English Proficient	2009-10	100%	48.3%	60%	60%	30%	30%	30%	10%
Science	08	Limited English Proficient	2010-11	<10	48.2%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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	03	All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	65.7%	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	<10	79.3%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Female	2010-11	<10	73.5%	<10	<10	<10	<10	<10
Mathematics	03	Male	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10
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	2010-11	<10	84.3%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	85.9%	<10	<10	<10	<10	<10
Mathematics	04	Male	2010-11	<10	84.3%	<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	Male	2010-11	<10	74.4%	<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	Male	2010-11	<10	59.6%	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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
Reading	03	All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Reading	03	Black or African American	2009-10	<10	29.9%	<10	<10	<10	<10	<10
Reading	03	Hispanic or Latino	2009-10	<10	28%	<10	<10	<10	<10	<10
Reading	03	Female	2009-10	<10	31.5%	<10	<10	<10	<10	<10
Reading	03	Male	2009-10	<10	31.2%	<10	<10	<10	<10	<10
Reading	03	Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Reading	03	Limited English Proficient	2009-10	<10	26%	<10	<10	<10	<10	<10
Reading	04	All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Reading	04	Black or African American	2009-10	<10	43.8%	<10	<10	<10	<10	<10
Reading	04	Hispanic or Latino	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Reading	04	Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Reading	04	Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Reading	04	Limited English Proficient	2009-10	<10	44.6%	<10	<10	<10	<10	<10
Reading	05	All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Reading	05	Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Reading	05	White	2009-10	<10	52.5%	<10	<10	<10	<10	<10
Reading	05	Female	2009-10	<10	53.8%	<10	<10	<10	<10	<10
Reading	05	Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	05	Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	06	All Students	2009-10	<10	48.3%	<10	<10	<10	<10	<10
Reading	06	Black or African American	2009-10	<10	39.1%	<10	<10	<10	<10	<10
Reading	06	Female	2009-10	<10	49.4%	<10	<10	<10	<10	<10
Reading	06	Male	2009-10	<10	47.8%	<10	<10	<10	<10	<10
Reading	06	Economically Disadvantaged	2009-10	<10	44.3%	<10	<10	<10	<10	<10
Reading	06	Limited English Proficient	2009-10	<10	42.2%	<10	<10	<10	<10	<10
Reading	07	All Students	2009-10	<10	52.1%	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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
Reading	07	Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Reading	07	Female	2009-10	<10	56.2%	<10	<10	<10	<10	<10
Reading	07	Economically Disadvantaged	2009-10	<10	48.7%	<10	<10	<10	<10	<10
Reading	08	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Reading	08	Black or African American	2009-10	<10	48.8%	<10	<10	<10	<10	<10
Reading	08	White	2009-10	<10	61.4%	<10	<10	<10	<10	<10
Reading	08	Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
Reading	08	Economically Disadvantaged	2009-10	<10	57.1%	<10	<10	<10	<10	<10
Reading	08	Limited English Proficient	2009-10	<10	51.6%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	<10	60.1%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	<10	54.5%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	<10	54.1%	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	<10	55.5%	<10	<10	<10	<10	<10
Mathematics	03	Male	2009-10	<10	62.2%	<10	<10	<10	<10	<10
Mathematics	03	Economically Disadvantaged	2009-10	<10	60.8%	<10	<10	<10	<10	<10
Mathematics	03	Limited English Proficient	2009-10	<10	49.2%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	<10	73%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	<10	67.4%	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2009-10	<10	68.1%	<10	<10	<10	<10	<10
Mathematics	04	Male	2009-10	<10	74%	<10	<10	<10	<10	<10
Mathematics	04	Economically Disadvantaged	2009-10	<10	72.5%	<10	<10	<10	<10	<10
Mathematics	04	Limited English Proficient	2009-10	<10	75%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	55.2%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	<10	65.9%	<10	<10	<10	<10	<10
Mathematics	05	Female	2009-10	<10	60.9%	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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
Mathematics	05	Male	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Mathematics	05	Economically Disadvantaged	2009-10	<10	60.3%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	<10	47.7%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Mathematics	06	Female	2009-10	<10	46.4%	<10	<10	<10	<10	<10
Mathematics	06	Male	2009-10	<10	48.5%	<10	<10	<10	<10	<10
Mathematics	06	Economically Disadvantaged	2009-10	<10	48.1%	<10	<10	<10	<10	<10
Mathematics	06	Limited English Proficient	2009-10	<10	53.4%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	38.2%	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	43.5%	<10	<10	<10	<10	<10
Mathematics	07	Economically Disadvantaged	2009-10	<10	46.1%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	34%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	37.6%	<10	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10
Mathematics	08	Economically Disadvantaged	2009-10	<10	35.2%	<10	<10	<10	<10	<10
Mathematics	08	Limited English Proficient	2009-10	<10	47.2%	<10	<10	<10	<10	<10

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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	100.5%	95.7%
All Students	District	Mathematics	100%	97.3%
All Students	School	English Language Arts / Reading	100.5%	95.7%
All Students	School	Mathematics	100%	97.3%
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%
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	100.4%	94.8%
Black or African American	District	Mathematics	100%	96.2%
Black or African American	School	English Language Arts / Reading	100.4%	94.8%
Black or African American	School	Mathematics	100%	96.2%
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	100%	97.9%
Hispanic or Latino	District	Mathematics	100%	100%
Hispanic or Latino	School	English Language Arts / Reading	100%	97.9%
Hispanic or Latino	School	Mathematics	100%	100%
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%

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	100%	97.4%
White	District	Mathematics	100%	98.7%
White	School	English Language Arts / Reading	100%	97.4%
White	School	Mathematics	100%	98.7%
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	100%	95%
Economically Disadvantaged	District	Mathematics	100%	96.8%
Economically Disadvantaged	School	English Language Arts / Reading	100%	95%
Economically Disadvantaged	School	Mathematics	100%	96.8%
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	100%	91.2%
Limited English Proficient	District	Mathematics	100%	95.6%
Limited English Proficient	School	English Language Arts / Reading	100%	91.2%
Limited English Proficient	School	Mathematics	100%	95.6%
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	100%	88%
Students with Disabilities	District	Mathematics	100%	92%
Students with Disabilities	School	English Language Arts / Reading	100%	88%
Students with Disabilities	School	Mathematics	100%	92%

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

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park Charter Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	94.2%
All Students	School	94.2%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	95.9%
American Indian or Alaska Native	School	95.9%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	94.7%
Asian, Native Hawaiian, or Pacific Islander	School	94.7%
Black or African American	State	91.9%
Black or African American	District	94.2%
Black or African American	School	94.2%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.5%
Hispanic or Latino	School	94.5%
Two or More Races	State	94.7%
White	State	95.6%
White	District	93.8%
White	School	93.8%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.4%
Economically Disadvantaged	School	93.4%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95.4%
Limited English Proficient	School	95.4%
Students with Disabilities	State	93.4%
Students with Disabilities	District	93.3%
Students with Disabilities	School	93.3%

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

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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: 80%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 20%
 % 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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	32	12	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 Kent ISD, Ridge Park Charter Academy, Ridge Park Charter Academy

Teacher Quality Data

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

Combined Reports Data for Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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 Kent ISD, Ridge Park Charter Academy, Ridge Park 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	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505