



SOUTH ARBOR 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 South Arbor 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 Kim Bondy for assistance.


The AER is available for you to review electronically by visiting the following web site www.southarborcharteracademy.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, South Arbor 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

South Arbor 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, South Arbor Charter Academy cannot restrict enrollment based on selection criteria. South Arbor 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.

South Arbor 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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South Arbor 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

- Full implementation of the Formative Assessment Instructional Process; Teachers and administrative teams worked to create unit-based lesson plans which reference specific learning objectives from the NHA Curriculum; intentional assessments are planned and aligned with the taught objectives; planned time for re-teach and for extending learning as needed

- Development and use of Formative Assessments based on a scoring scale rubric of levels 1 through 4
- Professional development for teachers in the creation of quality assessments and scoring student work using a scoring scale rubric
- Implementation of a Response to Intervention Program; a full-time Reading Rtl instructor and a part-time Math Rtl instructor were employed in the building; Rtl instructors worked with students, parents, teachers, deans, and the principal to conduct an efficient and successful Rtl program
- Use of benchmark assessments in reading and math for all students in first through sixth grades given three times per year to identify and track student learning achievement and identify intervention needs
- Development and use of math benchmarking specifically related to the NHA objectives for all students in second through sixth grades given four times per year to measure student learning towards end-of-year goals
- Use of an Intervention Library providing targeted activities for specific learning needs

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

Even though we did not meet our goals, we did show slight improvement over the previous school year. We will work on continuous improvements for our Formative Assessment and Response to Intervention programs.

South Arbor 2010-2011 Student Attainment in Relation to SIP

The numbers shown below are the % of students scoring at a proficient level by grade and subject on the NWEA.

	Grade	Spring 2010	Fall 2010	Winter 2011	Spring 2011 Goals	Spring 2011 Actual	Difference	2012 Goals
Reading	K	82	60	78	82	80	-2	
	1	90	74	82	87	85	-2	
	2	91	73	82	91	84	-7	
	3	71	73	75	90	79	-11	
	4	87	66	77	81	80	-1	
	5	79	82	84	95	91	-4	
	6	88	86	76	91	85	-6	
	7	92	88	85	84	93	9	
	8	87	86	89	94	88	-6	
	School	85	80	81	88	86	-2	

Next year's goals are based on state assessments for proficiency (96.5% as a school).

	Grade	Spring 2010	Fall 2010	Winter 2011	Spring 2011 Goals	Spring 2011 Actual	Difference	2012 Goals
Math	K	82	45	70	82	83	1	
	1	88	68	80	85	79	-6	
	2	80	69	76	91	80	-11	
	3	78	78	78	90	85	-5	
	4	89	71	76	86	87	1	
	5	81	74	78	93	90	-3	
	6	90	78	81	89	90	1	
	7	92	87	91	95	92	-3	
	8	85	85	88	92	86	-6	
	School	85	77	82	89	87	-2	

Next year's goals are based on state assessments for proficiency (87.5% as a school).

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 2009, 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:

South Arbor Academy's implementation plan for our core academic improvement objectives involves the following two components:

Full implementation of the Formative Assessment Instructional Process including—
Exclusive use of unit based lesson plans which reference learning objectives from the NHA Curriculum.

Development and use of formative assessments based on a scoring scale rubric of levels 1 through 4.

Increased use and intentionality of instructional strategies in response to identified student learning needs.

Implementation of a Response to Intervention Program including—
Full time Rtl Coordinator position to work with students, teachers, deans and the principal in conducting a Rtl program.

Introduction and use of benchmark assessments in reading and math for all students in first through sixth grades given three times per year to identify and track student learning achievement and identify intervention needs.


Development of an Intervention Database of at-risk student assessment data to inform and track the impact of interventions.

Development of an Intervention Library providing targeted activities for specific learning needs.

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

Below is a table presenting the results of our student achievement based on the NWEA Measures of Academic Progress assessments along with historical data and student achievement goals for the 2010-2011 school year. We did miss our intended goals of percent of student proficient in Reading and Math. We continue to seek additional academic growth employing the two implementation strategies of school wide Formative Assessment and Response to Intervention.

South Arbor Academy							
2009-2010 SIP Progress Towards Student Achievement Goals							
Reading - Percent Students Proficient							
0910 Grade	Spring 2007	Spring 2008	Spring 2009	Fall 2009	Winter 2010	Spring 2010	Spring 2011 Goal
K		81%	80%	46%	70%	82%	82%
1		69%	78%	82%	84%	90%	87%
2	72%	81%	70%	67%	80%	91%	91%
3	96%	89%	94%	61%	70%	71%	90%
4	77%	94%	84%	85%	89%	87%	81%
5	90%	85%	93%	82%	76%	79%	95%
6	85%	84%	83%	83%	84%	88%	91%
7	82%	90%	91%	85%	83%	92%	84%
8	79%	81%	85%	81%	84%	87%	94%
AS	83%	86%	86%	75%	81%	85%	88%
Math - Percent Students Proficient							
0910 Grade	Spring 2007	Spring 2008	Spring 2009	Fall 2009	Winter 2010	Spring 2010	Spring 2011 Goal
K		74%	89%	54%	73%	82%	82%
1		72%	82%	73%	87%	88%	85%
2	76%	87%	78%	69%	81%	80%	91%
3	84%	75%	91%	66%	73%	78%	90%
4	89%	90%	85%	80%	85%	89%	86%
5	81%	86%	87%	61%	79%	81%	93%
6	90%	95%	84%	80%	88%	90%	89%
7	88%	94%	92%	84%	86%	92%	95%
8	88%	90%	99%	84%	89%	85%	92%
AS	85%	85%	87%	72%	83%	85%	89%



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

South Arbor Charter Academy is authorized by Central Michigan University. The school was founded in 1999 and is managed by National Heritage Academies. South Arbor first opened its doors on October 13th, 1999, to 153 students in grades Kindergarten through 5th grade. Since then, we have become a fully-enrolled Kindergarten through 8th grade school with a total enrollment of 755 students.

We offer four half-day Kindergarten classrooms with three classrooms each for grades 1st through 8th. In addition we offer a combined 5th/6th and a combined 7th/8th Gifted and Talented classroom. The average class size for our classrooms is 25-26 students with 20-21 students in Kindergarten classrooms.

South Arbor Charter Academy is a diverse school. We serve students from fifteen different school districts whose parents have entrusted South Arbor Charter Academy to better educate their children. Our student population is made up of approximately 65% Caucasian, 20% African American, 10% Asian, and 5% Hispanic. We offer full Special Education services, including Speech, Occupational Therapy, and Social Work. Special Education students compromise approximately 6% of our population. Free and reduced lunch students compromise approximately 18% of our population.

The 2010-2011 Parent Satisfaction Survey results revealed South Arbor parents to be a highly loyal and committed set of stakeholders in the school's mission to *Challenge each child to achieve* with 95% being satisfied with the school. 97% of our parents score our school at an "A" level. 88% of our parents would highly recommend our school to others. 98% of our parents are highly likely to re-enroll their children for the following school year. 95% of our parents



judge South Arbor to offer one of the best academic programs in the area to deliver on our promise of moral guidance, to provide a safe environment, and setting uncompromising academic and behavioral expectations for students. Presently, South Arbor Charter Academy's MEAP results place us 3rd among the state's 232 charter schools. We were recently awarded a Michigan School of Excellence Award that showcases all of our academic successes.

2009-2010

South Arbor Charter Academy is authorized by Central Michigan University. The school was founded in 1999 and is managed by National Heritage Academies. South Arbor first opened its doors on October 13th, 1999 to 153 students in grades Kindergarten through 5th Grade. Since then, we have become a full Kindergarten through 8th grade school with a total enrollment of 735 students.

We offer four half-day Kindergarten classrooms with three classrooms for grades 1st through 8th along with Gifted and Talented combined 5th/6th and 7th/8th grade classrooms. The average class size for these classrooms is 25 to 26 students with 20 to 21 students in Kindergarten classrooms.

South Arbor Charter Academy is a very diverse school. We serve students from fifteen different school districts whose parents have entrusted South Arbor Charter Academy to better educate their children. Our student population is made up of 70% Caucasian, 20% African-American, and 10% comprised of Asian, Hispanic, and Arabic. We offer full Special Education services, including speech and occupational therapy, as well as social work. Special Education students comprise 11% of our student population. Free and reduced lunch students comprise 18% of our student population.

The 2008-2009 Parent Satisfaction Survey results revealed South Arbor parents to be a highly loyal and committed stakeholder in the school's mission to *Challenge each child to achieve* with 94% satisfied and 84% giving the school an 'A'. 99% of our parents judge South Arbor to offer one of the best academic programs in the area, to deliver on our promise of moral guidance, to provide a safe environment, and setting uncompromising academic and behavioral expectations for students. Presently South Arbor Charter Academy's MEAP results place us 2nd among the state's 232 charter schools. Recent awards include National Heritage Academies' 2009 School of the Year.


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)

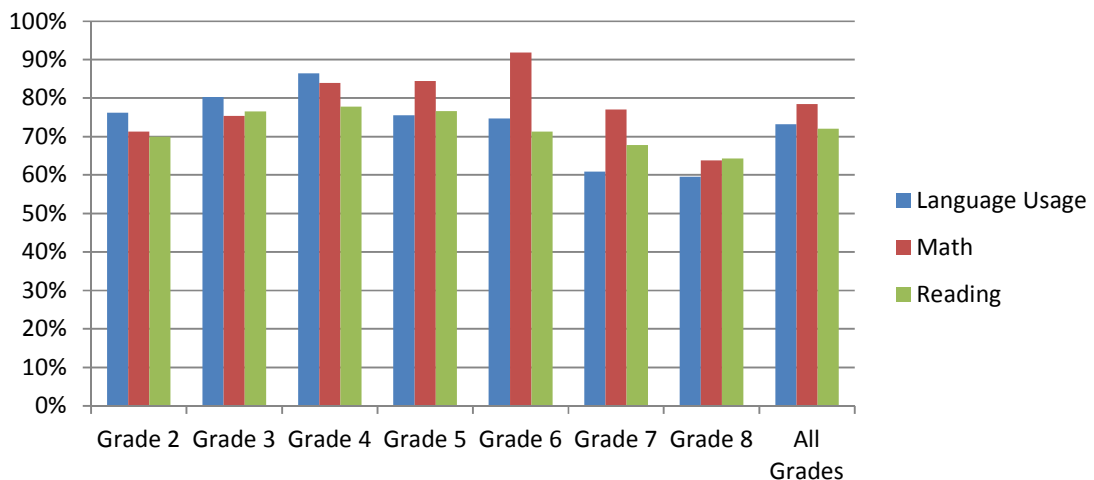
Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the

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.

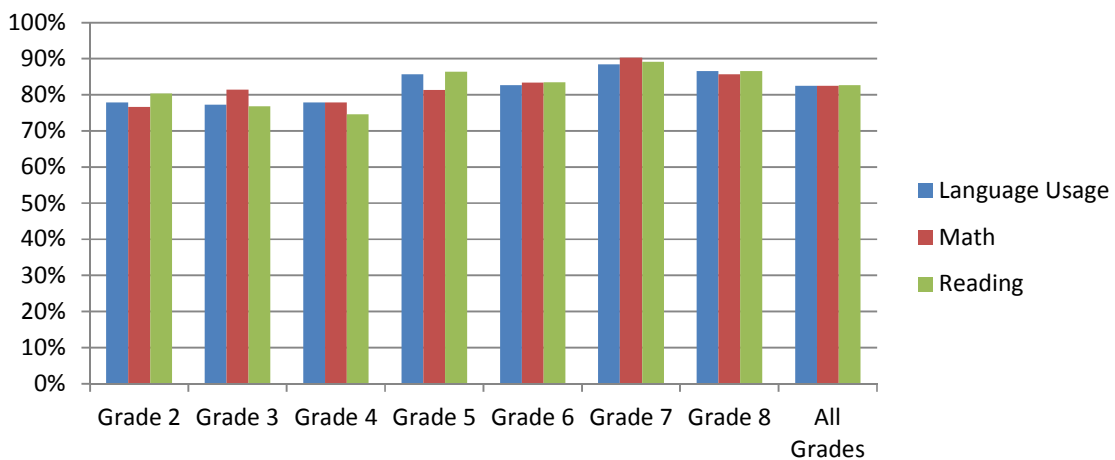
We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

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



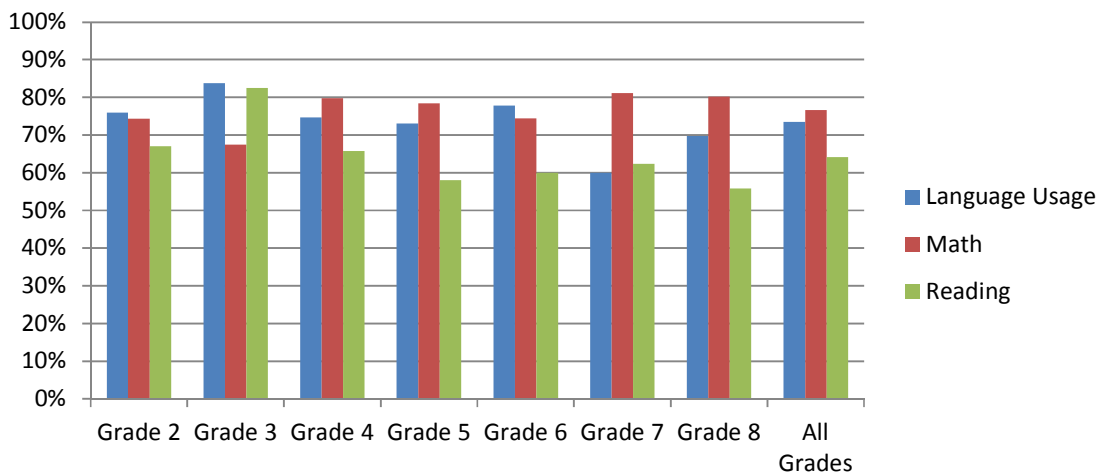
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

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.

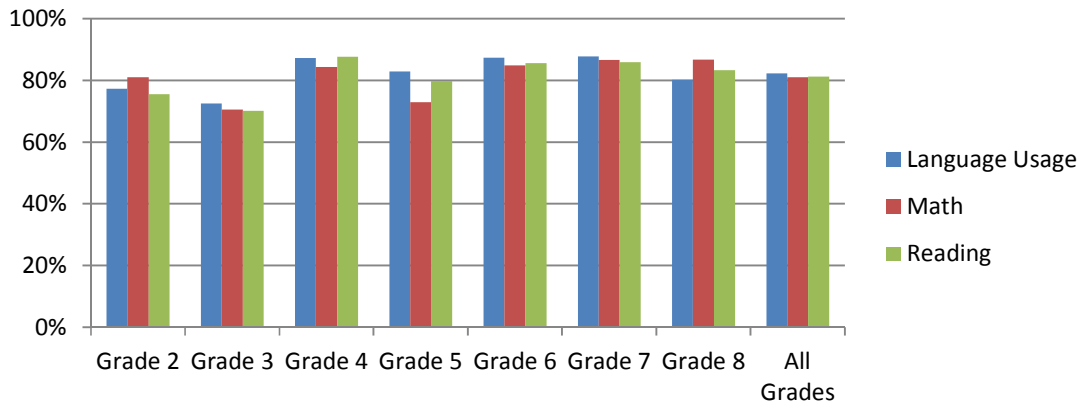


2009-2010

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	756	99.5%
Spring 2011	K-8	752	99.1%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	748	97.8%
Spring 2010	K-8	747	97.8%

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

- Ranked 1st in the state for Michigan charter schools for MEAP growth and proficiency combined
- Ranked 3rd in the state for Michigan charter schools for MEAP proficiency
- Ranked 6th in the state for all Michigan public schools for MEAP proficiency
- Named a Michigan School of Excellence

Congratulations on a great 2010-11 school year! Thank you to everyone for all of their hard work. We look forward to another rewarding and successful school year of *challenging each child to achieve...*

Sincerely,



Kimberly Bondy
School Principal

SOUTH ARBOR CHARTER ACADEMY

2010-2011 ANNUAL EDUCATION REPORT

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MISSION STATEMENT:

Telephone:

734-528-2821

Fax:

734-528-2829

Principal:

Mr. Tim DiLaura

Deans:

- Matt Hudson
- Jen Conley
- Kim Bondy

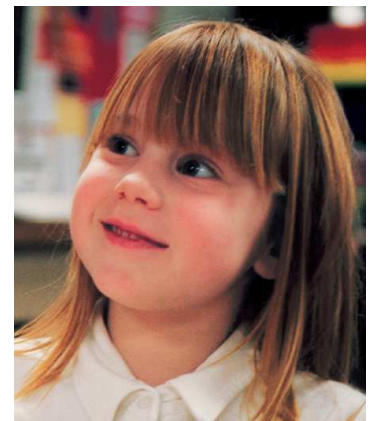
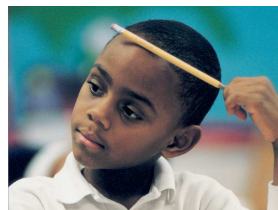
Challenging each child to achieve academic proficiency, moral integrity, and personal responsibility.

VISION:

A collaboration of parents, teachers and administrators leading each student to excellence by identifying needs, encouraging effort, teaching to mastery, assessing learning and celebrating success!

Board Members:

- Stephen Anderson
Director
- Christopher Andrews
Vice President
- Christine Crowner
Secretary
- Ed Fadden
President
- Brian D. Luallen
Treasurer



Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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%	88.8%	88.8%	35%	53.8%	10%	1.3%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	96.3%	96.3%	60.5%	35.8%	3.7%	0%
English Language Arts / Reading	03	American Indian or Alaska Native	2010-11	<10	85%	<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%	76.9%	76.9%	15.4%	61.5%	15.4%	7.7%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	100%	100%	54.5%	45.5%	0%	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%	90.5%	90.5%	38.1%	52.4%	9.5%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	94.4%	94.4%	59.3%	35.2%	5.6%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	95%	95%	42.5%	52.5%	2.5%	2.5%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	100%	100%	78.6%	21.4%	0%	0%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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%	82.5%	82.5%	27.5%	55%	17.5%	0%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	94.3%	94.3%	50.9%	43.4%	5.7%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	73.7%	73.7%	26.3%	47.4%	21.1%	5.3%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	03	Limited English Proficient	2009-10	<10	82.2%	<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	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	97.6%	97.6%	62.2%	35.4%	2.4%	0%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	91.3%	91.3%	42.5%	48.8%	8.8%	0%
English Language Arts / Reading	04	American Indian or Alaska Native	2009-10	<10	83.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	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%	100%	100%	40%	60%	0%	0%
English Language Arts / Reading	04	Black or African American	2010-11	<10	69.1%	<10	<10	<10	<10	<10	<10

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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	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%	98.2%	98.2%	66.7%	31.6%	1.8%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	90.3%	90.3%	46.8%	43.5%	9.7%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	100%	100%	69.8%	30.2%	0%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	97.6%	97.6%	48.8%	48.8%	2.4%	0%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	94.9%	94.9%	53.8%	41%	5.1%	0%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	84.6%	84.6%	35.9%	48.7%	15.4%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	100%	100%	52.9%	47.1%	0%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	88.9%	88.9%	27.8%	61.1%	11.1%	0%
English Language Arts / Reading	04	Limited English Proficient	2009-10	<10	64.3%	<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

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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	All Students	2009-10	100%	85.2%	97.8%	97.8%	64.5%	33.3%	2.2%	0%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	96.6%	96.6%	70.8%	25.8%	3.4%	0%
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	95.7%	95.7%	43.5%	52.2%	4.3%	0%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	92.9%	92.9%	71.4%	21.4%	7.1%	0%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10	<10
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%	98.3%	98.3%	74.6%	23.7%	1.7%	0%
English Language Arts / Reading	05	White	2010-11	100%	89%	96.3%	96.3%	68.5%	27.8%	3.7%	0%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	100%	100%	69.6%	30.4%	0%	0%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	95.8%	95.8%	66.7%	29.2%	4.2%	0%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	95.7%	95.7%	59.6%	36.2%	4.3%	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	05	Male	2010-11	100%	82.6%	97.6%	97.6%	75.6%	22%	2.4%	0%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	90.9%	90.9%	36.4%	54.5%	9.1%	0%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	88.9%	88.9%	50%	38.9%	11.1%	0%
English Language Arts / Reading	05	Limited English Proficient	2009-10	<10	61.8%	<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	2009-10	100%	87.7%	94.6%	94.6%	48.9%	45.7%	4.3%	1.1%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	95.4%	95.4%	54%	41.4%	3.4%	1.1%
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%	93.8%	93.8%	31.3%	62.5%	6.3%	0%
English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	83.3%	83.3%	38.9%	44.4%	11.1%	5.6%
English Language Arts / Reading	06	Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10

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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	Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10	<10
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%	95.3%	95.3%	50%	45.3%	3.1%	1.6%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	100%	100%	58.5%	41.5%	0%	0%
English Language Arts / Reading	06	Female	2009-10	100%	90%	96.2%	96.2%	53.8%	42.3%	3.8%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	97.8%	97.8%	56.5%	41.3%	2.2%	0%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	92.5%	92.5%	42.5%	50%	5%	2.5%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	92.7%	92.7%	51.2%	41.5%	4.9%	2.4%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	94.1%	94.1%	47.1%	47.1%	5.9%	0%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	100%	100%	27.8%	72.2%	0%	0%
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	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	96.6%	96.6%	59.8%	36.8%	3.4%	0%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	97.8%	97.8%	65.6%	32.2%	0%	2.2%

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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	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	2009-10	<10	89.9%	<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%	90%	90%	55%	35%	10%	0%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	95%	95%	55%	40%	0%	5%
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%	98.3%	98.3%	62.1%	36.2%	1.7%	0%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	98.2%	98.2%	67.3%	30.9%	0%	1.8%
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	100%	100%	65.3%	34.7%	0%	0%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	98.1%	98.1%	66.7%	31.5%	0%	1.9%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	92.1%	92.1%	52.6%	39.5%	7.9%	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	07	Male	2010-11	100%	75%	97.2%	97.2%	63.9%	33.3%	0%	2.8%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	90%	90%	60%	30%	10%	0%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	94.1%	94.1%	35.3%	58.8%	0%	5.9%
English Language Arts / Reading	07	Limited English Proficient	2009-10	<10	54.3%	<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%	97.6%	97.6%	56.6%	41%	2.4%	0%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	95.2%	95.2%	60.2%	34.9%	4.8%	0%
English Language Arts / Reading	08	American Indian or Alaska Native	2010-11	<10	75.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
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%	89.5%	89.5%	52.6%	36.8%	10.5%	0%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	94.4%	94.4%	50%	44.4%	5.6%	0%
English Language Arts / Reading	08	Hispanic or Latino	2009-10	<10	76.5%	<10	<10	<10	<10	<10	<10

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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	100%	86.9%	100%	100%	58.6%	41.4%	0%	0%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	94.4%	94.4%	63%	31.5%	5.6%	0%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	94.9%	94.9%	64.1%	30.8%	5.1%	0%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	97.9%	97.9%	64.6%	33.3%	2.1%	0%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	100%	100%	50%	50%	0%	0%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	91.4%	91.4%	54.3%	37.1%	8.6%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	92.9%	92.9%	35.7%	57.1%	7.1%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	90.5%	90.5%	66.7%	23.8%	9.5%	0%
English Language Arts / Reading	08	Limited English Proficient	2009-10	<10	61%	<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%	97.5%	97.5%	68.8%	28.7%	2.5%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	97.5%	97.5%	76.5%	21%	2.5%	0%
Mathematics	03	American Indian or Alaska Native	2010-11	<10	95.1%	<10	<10	<10	<10	<10	<10

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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%	92.3%	92.3%	53.8%	38.5%	7.7%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	100%	100%	81.8%	18.2%	0%	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%	98.4%	98.4%	71.4%	27%	1.6%	0%
Mathematics	03	White	2010-11	100%	97.1%	98.1%	98.1%	74.1%	24.1%	1.9%	0%
Mathematics	03	Female	2009-10	100%	94.8%	100%	100%	72.5%	27.5%	0%	0%
Mathematics	03	Female	2010-11	100%	95.3%	100%	100%	85.7%	14.3%	0%	0%
Mathematics	03	Male	2009-10	100%	94.8%	95%	95%	65%	30%	5%	0%
Mathematics	03	Male	2010-11	100%	95.3%	96.2%	96.2%	71.7%	24.5%	3.8%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	100%	100%	31.6%	68.4%	0%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	92.9%	92.9%	64.3%	28.6%	7.1%	0%
Mathematics	03	Limited English Proficient	2009-10	<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	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	96.3%	96.3%	73.2%	23.2%	3.7%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	96.3%	96.3%	65.4%	30.9%	3.7%	0%
Mathematics	04	American Indian or Alaska Native	2009-10	<10	89.5%	<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

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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	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%	93.3%	93.3%	60%	33.3%	6.7%	0%
Mathematics	04	Black or African American	2010-11	<10	81.2%	<10	<10	<10	<10	<10	<10
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%	96.5%	96.5%	77.2%	19.3%	3.5%	0%
Mathematics	04	White	2010-11	100%	94.3%	98.4%	98.4%	71%	27.4%	1.6%	0%
Mathematics	04	Female	2009-10	100%	92.9%	100%	100%	69.8%	30.2%	0%	0%
Mathematics	04	Female	2010-11	100%	91.6%	97.6%	97.6%	63.4%	34.1%	2.4%	0%
Mathematics	04	Male	2009-10	100%	91.6%	92.3%	92.3%	76.9%	15.4%	7.7%	0%
Mathematics	04	Male	2010-11	100%	91.3%	95%	95%	67.5%	27.5%	5%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	94.1%	94.1%	70.6%	23.5%	5.9%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	94.4%	94.4%	27.8%	66.7%	5.6%	0%
Mathematics	04	Limited English Proficient	2009-10	<10	86.6%	<10	<10	<10	<10	<10	<10
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	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	93.5%	93.5%	69.9%	23.7%	5.4%	1.1%
Mathematics	05	All Students	2010-11	100%	79.9%	96.6%	96.6%	66.3%	30.3%	3.4%	0%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10	<10
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	Black or African American	2009-10	100%	62.5%	87%	87%	56.5%	30.4%	13%	0%
Mathematics	05	Black or African American	2010-11	100%	61.3%	100%	100%	35.7%	64.3%	0%	0%
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%	96.6%	96.6%	72.9%	23.7%	1.7%	1.7%
Mathematics	05	White	2010-11	100%	85.1%	98.1%	98.1%	74.1%	24.1%	1.9%	0%
Mathematics	05	Female	2009-10	100%	79.6%	95.7%	95.7%	69.6%	26.1%	4.3%	0%
Mathematics	05	Female	2010-11	100%	80.1%	95.8%	95.8%	66.7%	29.2%	4.2%	0%
Mathematics	05	Male	2009-10	100%	79.4%	91.5%	91.5%	70.2%	21.3%	6.4%	2.1%
Mathematics	05	Male	2010-11	100%	79.7%	97.6%	97.6%	65.9%	31.7%	2.4%	0%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	95.5%	95.5%	54.5%	40.9%	4.5%	0%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	94.4%	94.4%	55.6%	38.9%	5.6%	0%
Mathematics	05	Limited English Proficient	2009-10	<10	67.6%	<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	2009-10	100%	82%	97.8%	97.8%	70.7%	27.2%	1.1%	1.1%
Mathematics	06	All Students	2010-11	100%	84.5%	97.7%	97.7%	71.3%	26.4%	2.3%	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%	93.8%	93.8%	68.8%	25%	6.3%	0%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	Black or African American	2010-11	100%	68.9%	100%	100%	61.1%	38.9%	0%	0%
Mathematics	06	Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10	<10
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%	98.4%	98.4%	68.8%	29.7%	0%	1.6%
Mathematics	06	White	2010-11	100%	88.8%	98.1%	98.1%	71.7%	26.4%	1.9%	0%
Mathematics	06	Female	2009-10	100%	83%	100%	100%	73.1%	26.9%	0%	0%
Mathematics	06	Female	2010-11	100%	86.2%	95.7%	95.7%	71.7%	23.9%	4.3%	0%
Mathematics	06	Male	2009-10	100%	81.1%	95%	95%	67.5%	27.5%	2.5%	2.5%
Mathematics	06	Male	2010-11	100%	82.9%	100%	100%	70.7%	29.3%	0%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	94.1%	94.1%	41.2%	52.9%	5.9%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	100%	100%	66.7%	33.3%	0%	0%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	95.4%	95.4%	86.2%	9.2%	4.6%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	100%	100%	90%	10%	0%	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%	95%	95%	70%	25%	5%	0%
Mathematics	07	Black or African American	2010-11	100%	68.2%	100%	100%	85%	15%	0%	0%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	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%	94.8%	94.8%	89.7%	5.2%	5.2%	0%
Mathematics	07	White	2010-11	100%	89.1%	100%	100%	92.7%	7.3%	0%	0%
Mathematics	07	Female	2009-10	100%	82.6%	93.9%	93.9%	87.8%	6.1%	6.1%	0%
Mathematics	07	Female	2010-11	100%	86.3%	100%	100%	90.7%	9.3%	0%	0%
Mathematics	07	Male	2009-10	100%	81.7%	97.4%	97.4%	84.2%	13.2%	2.6%	0%
Mathematics	07	Male	2010-11	100%	82.9%	100%	100%	88.9%	11.1%	0%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	95%	95%	80%	15%	5%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	100%	100%	88.2%	11.8%	0%	0%
Mathematics	07	Limited English Proficient	2009-10	<10	66%	<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%	95.2%	95.2%	83.1%	12%	3.6%	1.2%
Mathematics	08	All Students	2010-11	100%	78%	91.6%	91.6%	71.1%	20.5%	3.6%	4.8%
Mathematics	08	American Indian or Alaska Native	2010-11	<10	75.6%	<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%	84.2%	84.2%	57.9%	26.3%	15.8%	0%
Mathematics	08	Black or African American	2010-11	100%	56.6%	83.3%	83.3%	50%	33.3%	11.1%	5.6%
Mathematics	08	Hispanic or Latino	2009-10	<10	59.1%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	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	100%	77.1%	100%	100%	91.4%	8.6%	0%	0%
Mathematics	08	White	2010-11	100%	83.6%	92.6%	92.6%	79.6%	13%	1.9%	5.6%
Mathematics	08	Female	2009-10	100%	70.6%	92.3%	92.3%	82.1%	10.3%	5.1%	2.6%
Mathematics	08	Female	2010-11	100%	78.1%	93.8%	93.8%	72.9%	20.8%	2.1%	4.2%
Mathematics	08	Male	2009-10	100%	70%	97.7%	97.7%	84.1%	13.6%	2.3%	0%
Mathematics	08	Male	2010-11	100%	77.8%	88.6%	88.6%	68.6%	20%	5.7%	5.7%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	92.9%	92.9%	64.3%	28.6%	7.1%	0%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	90.5%	90.5%	66.7%	23.8%	4.8%	4.8%
Mathematics	08	Limited English Proficient	2009-10	<10	50.2%	<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%	91.5%	91.5%	51.1%	40.4%	7.4%	1.1%
Science	05	All Students	2010-11	100%	78.1%	90%	90%	51.1%	38.9%	10%	0%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Science	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.4%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	79.2%	79.2%	29.2%	50%	16.7%	4.2%
Science	05	Black or African American	2010-11	100%	52.8%	86.7%	86.7%	33.3%	53.3%	13.3%	0%
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%	94.9%	94.9%	62.7%	32.2%	5.1%	0%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	White	2010-11	100%	85.5%	87%	87%	57.4%	29.6%	13%	0%
Science	05	Female	2009-10	100%	81.1%	91.3%	91.3%	50%	41.3%	8.7%	0%
Science	05	Female	2010-11	100%	78.6%	95.8%	95.8%	58.3%	37.5%	4.2%	0%
Science	05	Male	2009-10	100%	80.8%	91.7%	91.7%	52.1%	39.6%	6.3%	2.1%
Science	05	Male	2010-11	100%	77.5%	83.3%	83.3%	42.9%	40.5%	16.7%	0%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	81.8%	81.8%	31.8%	50%	18.2%	0%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	83.3%	83.3%	22.2%	61.1%	16.7%	0%
Science	05	Limited English Proficient	2009-10	<10	56.7%	<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
Science	08	All Students	2009-10	100%	75.9%	97.6%	97.6%	55.3%	42.4%	2.4%	0%
Science	08	All Students	2010-11	100%	78.1%	89.2%	89.2%	37.3%	51.8%	10.8%	0%
Science	08	American Indian or Alaska Native	2010-11	<10	73.5%	<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%	94.7%	94.7%	31.6%	63.2%	5.3%	0%
Science	08	Black or African American	2010-11	100%	56.4%	83.3%	83.3%	22.2%	61.1%	16.7%	0%
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	100%	83.1%	98.3%	98.3%	64.4%	33.9%	1.7%	0%
Science	08	White	2010-11	100%	84.1%	88.9%	88.9%	40.7%	48.1%	11.1%	0%
Science	08	Female	2009-10	100%	77%	97.4%	97.4%	59%	38.5%	2.6%	0%
Science	08	Female	2010-11	100%	79.4%	91.7%	91.7%	37.5%	54.2%	8.3%	0%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	Male	2009-10	100%	74.9%	97.8%	97.8%	52.2%	45.7%	2.2%	0%
Science	08	Male	2010-11	100%	76.9%	85.7%	85.7%	37.1%	48.6%	14.3%	0%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	100%	100%	26.7%	73.3%	0%	0%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	81%	81%	33.3%	47.6%	19%	0%
Science	08	Limited English Proficient	2009-10	<10	48.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	<10	79%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2010-11	<10	72.7%	<10	<10	<10	<10	<10
Mathematics	08	Male	2010-11	<10	80.7%	<10	<10	<10	<10	<10
Science	08	All Students	2010-11	<10	44.9%	<10	<10	<10	<10	<10
Science	08	Black or African American	2010-11	<10	32.2%	<10	<10	<10	<10	<10
Science	08	Male	2010-11	<10	47.9%	<10	<10	<10	<10	<10

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	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	Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	07	All Students	2009-10	<10	52.1%	<10	<10	<10	<10	<10
Reading	07	White	2009-10	<10	55.7%	<10	<10	<10	<10	<10
Reading	07	Male	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Reading	08	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Reading	08	Hispanic or Latino	2009-10	<10	56.9%	<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	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	Male	2009-10	<10	63.6%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	47.2%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	<10	50.6%	<10	<10	<10	<10	<10
Mathematics	07	Male	2009-10	<10	49.6%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2009-10	<10	54.5%	<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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	99.6%	99%
All Students	District	Mathematics	99.6%	99.4%
All Students	School	English Language Arts / Reading	99.6%	99%
All Students	School	Mathematics	99.6%	99.4%
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	100%	100%
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	100%	100%
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	100%	100%
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	100%	100%
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	98.9%	97.5%
Black or African American	District	Mathematics	98.9%	100%
Black or African American	School	English Language Arts / Reading	98.9%	97.5%
Black or African American	School	Mathematics	98.9%	100%
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%	100%
Hispanic or Latino	District	Mathematics	100%	100%
Hispanic or Latino	School	English Language Arts / Reading	100%	100%
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 Washtenaw ISD, South Arbor Charter Academy, South Arbor Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	99.7%	99.1%
White	District	Mathematics	99.7%	99.1%
White	School	English Language Arts / Reading	99.7%	99.1%
White	School	Mathematics	99.7%	99.1%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.1%	98.9%
Economically Disadvantaged	District	Mathematics	99.1%	100%
Economically Disadvantaged	School	English Language Arts / Reading	99.1%	98.9%
Economically Disadvantaged	School	Mathematics	99.1%	100%
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	<30	<30
Students with Disabilities	District	Mathematics	<30	<30
Students with Disabilities	School	English Language Arts / Reading	<30	<30
Students with Disabilities	School	Mathematics	<30	<30

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

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor Charter Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	95.4%
All Students	School	95.4%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	97%
American Indian or Alaska Native	School	97%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	95.2%
Asian, Native Hawaiian, or Pacific Islander	School	95.2%
Black or African American	State	91.9%
Black or African American	District	96%
Black or African American	School	96%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.1%
Hispanic or Latino	School	94.1%
Two or More Races	State	94.7%
White	State	95.6%
White	District	95.3%
White	School	95.3%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	94.8%
Economically Disadvantaged	School	94.8%
Limited English Proficient	State	94.8%
Limited English Proficient	District	96.6%
Limited English Proficient	School	96.6%
Students with Disabilities	State	93.4%
Students with Disabilities	District	94.9%
Students with Disabilities	School	94.9%

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

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	A	N/A	0

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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	17	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 Washtenaw ISD, South Arbor Charter Academy, South Arbor Charter Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2%

Combined Reports Data for Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

‡ 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor 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 Washtenaw ISD, South Arbor Charter Academy, South Arbor Charter Academy

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