



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for 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, accountability and teacher quality. If you have any questions about the AER, please contact Angela Abbott for assistance.


The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/ridgepark/> 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. You may also access the AER by clicking here: <https://goo.gl/cPr4sw>

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

Our school has not been given one of these labels.

A few key challenges for Ridge Park Charter Academy based upon the 2016-17 assessment data included the following:

- 4 out of 7 grades increased their reading scores on M-STEP in 2016-2017. The following actions will be taken to address the identified challenges: We will continue using various formative assessments (aimswebPlus, i-Ready, Interim Assessments) to gather data so teachers can identify student strengths and areas of improvement for the purpose of adjusting and individualizing classroom instruction. Teachers will continue to participate in professional development that focus on unwrapping common core standards to support rigorous assessment.
- For grades 3-8, Writing has been a challenge as identified from the state performance task requirements (MSTEP) and NHA Interim Assessments that required higher order critically thinking skills to formula and provide the appropriate thought when answering extended response questions. The following are actions that will be taken to address the identified challenges: Additional training for teachers on how to support students with the writing process. Additional training for teachers on making connects between critical thinking and creating higher level writing. Additional student practice with online as well as paper and pencil performance task.

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- All grades except for 6th show a decrease as evidenced from state assessment data (MSTEP). The following actions will be taken to address the identified challenges: We will continue using various formative assessments (Interim Assessments) to gather data so teacher can identify student strengths and areas of improvement for the purpose of adjusting and individualize classroom instruction. Teachers will continue to participate in professional development that focus on unwrapping common core standards to support rigorous assessments.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017


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, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to re-apply. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn



first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

In addition to sibling preference, children of staff members employed at the school working a regularly scheduled minimum of 20 hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.


2015-2016

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

2016-2017


<https://www.nhaschools.com/schools/ridge-park-charter-academy/en/school-operations>

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 2017, 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 (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes Data

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



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


The Ridge Park Charter Academy Staff is dedicated to the success of the students by providing intervention strategies that are researched based educational practices proven to meet individual learning needs. A few of our strategies in the following:

- NHA Classroom Framework
- NHA School-Wide Framework
- Dean Model 2.0
- Formative / Common Curriculum Assessment
- Interim Curriculum Assessments
- After-school Tutoring for ELL
- Small Group Instruction
- Paraprofessional “Push In” Support
- Special Subject “Push In” Support
- Blended Learning
- Computerized Intervention Supports (IXL, I-Ready, Launch Pad, etc.)
- Regional Teacher Training and Curriculum Planning Sessions

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

For the 2016-17 school year, Ridge Park Charter Academy’s goals were to increase its overall student proficiency results on State Assessment for Reading, Math, Science and Social Studies by 8% by June 2017. According to the 2017 M-STEP data, the goal was not met across all grades and subjects.

The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 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 the state assessment, 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.

2015-2016


<https://www.nhaschools.com/schools/ridge-park-charter-academy/en/school-operations>

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- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
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- Parent surveys
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- Programs and processes Data

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The Ridge Park Charter Academy Staff is dedicated to the success of the students by providing intervention strategies that are researched based educational practices proven to meet individual learning needs. A few of our strategies in the following:

- NHA Classroom Framework
- NHA School-Wide Framework
- Dean Model 2.0
- Critical Academic Vocabulary
- Formative / Common Curriculum Assessment
- Interim Curriculum Assessments
- NWEA DeCartes Interventions through Response To Intervention (RTI)
- State Mock Assessments
- After-school Tutoring for ELL
- After-school Homework Club
- Small Group Instruction
- Paraprofessional “Push In” Support
- Special Subject “Push In” Support
- Blended Learning
- Computerized Intervention Supports (IXL, I-Ready, Launch Pad, etc.)
- Quarterly Curriculum and Instruction Team Observation and Feedback
- High focus of NHA’s 2020 Goal (90%of students that have been with Ridge Park Charter Academy three or more years will be college ready in Reading and Math)
- Regional Teacher Training and Curriculum Planning Sessions
- Partnership with local colleges to support Rtl Model

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

For the 2015-16 school year, Ridge Park Charter Academy set goals in Reading, Math, Science and Social Studies based on district and state assessments data. Based off the 2015-16 School Improvement Plan the goals were met therefore the implementation of the overall curricular tools was effective.

The School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in spring 2016, as part of its preparation for the 2016-17 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 the state assessment, 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.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

Ridge Park Charter Academy is managed by National Heritage Academies and is authorized by Lake Superior State University. Ridge Park Charter Academy current enrollment is 568 students. For the 2018-19 School Year, the school is projected to enroll up to 654 students. See below:

| Grade | Number of Students | Number of Classrooms |
|-------------|--------------------|----------------------|
| Full Day Y5 | 21 | 1 |
| Full Day K | 75 | 3 |
| First | 78 | 3 |
| Second | 78 | 3 |
| Third | 78 | 3 |
| Fourth | 78 | 3 |
| Fifth | 78 | 3 |
| Sixth | 56 | 2 |
| Seventh | 56 | 2 |
| Eighth | 56 | 2 |

82% of Ridge Park Charter Academy students qualify for free and reduced lunch, Ridge Park parents have proven to be very 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 education in their children by reinforcing and demonstrating universal virtues such as integrity, wisdom, courage and respect.

2015-2016

Ridge Park Charter Academy is managed by National Heritage Academies and is authorized by Lake Superior State University. Ridge Park Charter Academy current enrollment is 630 students. For the 2017-18 School Year, the school is projected to enroll 679 students. See below:


| Grade | Number of Students | Number of Classrooms |
|-------------|--------------------|----------------------|
| Full Day Y5 | 21 | 1 |
| Full Day K | 100 | 4 |
| First | 78 | 3 |
| Second | 78 | 3 |
| Third | 78 | 3 |
| Fourth | 78 | 3 |
| Fifth | 78 | 3 |
| Sixth | 56 | 2 |
| Seventh | 56 | 2 |
| Eighth | 56 | 2 |

Although 76% of Ridge Park Charter Academy students qualify for free and reduced lunch, Ridge Park parents have proven to be very 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 education 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

2016-2017

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 Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and 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 Michigan Academic Standards is the addition of 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.

2015-2016

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.

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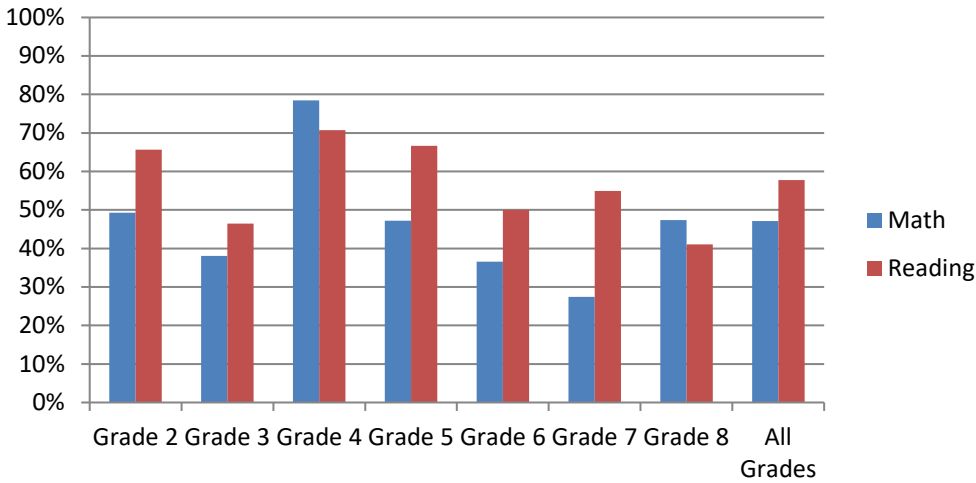
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

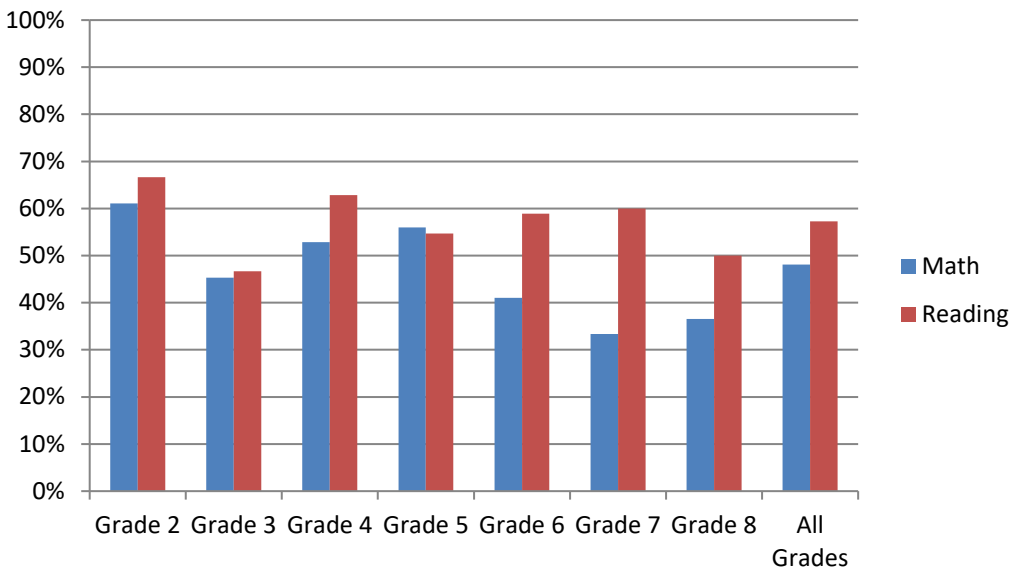
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2016 to spring 2017.

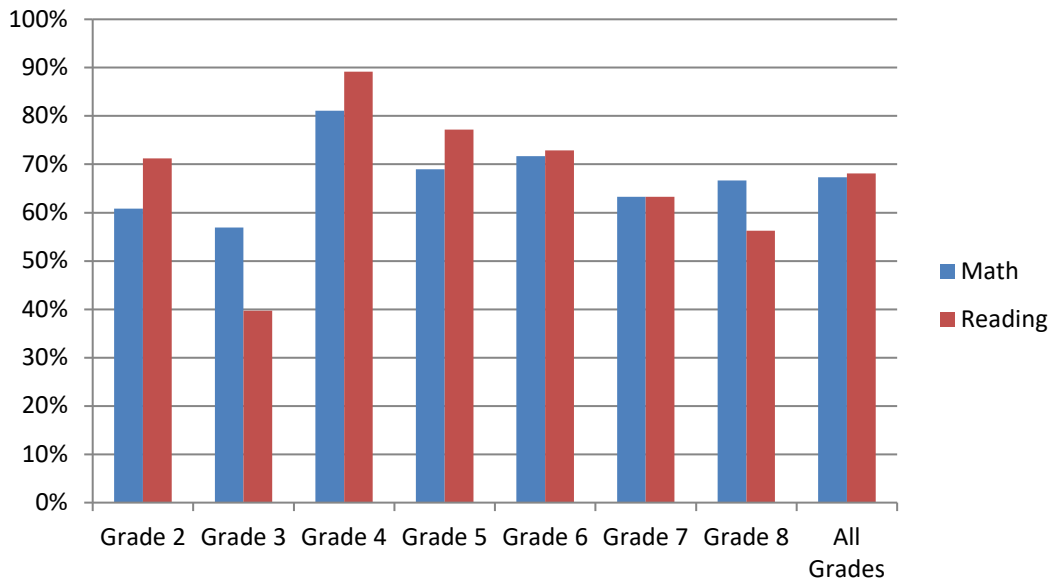


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

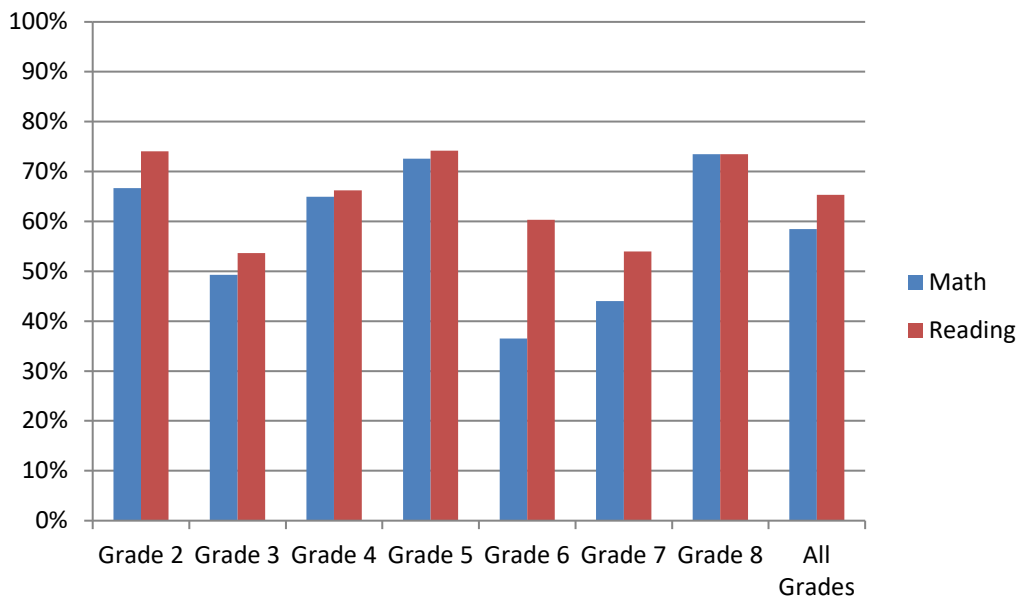


2015-2016

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2015 to spring 2016.



Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.



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

2016-2017

| Parent-Teacher Conferences | | | |
|----------------------------|--------|---------------------------|---------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2016 | K-8 | 554 | 87.8% |
| Spring 2017 | K-8 | 554 | 85.5% |

2015-2016

| Parent-Teacher Conferences | | | |
|----------------------------|--------|---------------------------|---------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2015 | K-8 | 568 | 88.9% |
| Spring 2016 | K-8 | 567 | 90.0% |

7. SCHOOL YEAR HIGHLIGHTS

- Academic Quality Measure of 87. Meaning that Ridge Park scored in the 87th percentile for student achievement measured by 2/3rds growth and 1/3rd proficiency.
- Eagle Award for Average Daily Attendance.
- 2nd place finishes in Boys & Girls Basketball and Boys Soccer.

We are looking forward to another rewarding and successful school year in 2018-19!

Sincerely,



Hector Ulloa
School Principal
Ridge Park Charter Academy
4120 Camelot Ridge Drive SE
Grand Rapids, MI 49546
616-222-0093

BOARD OF DIRECTORS:

Paul Toohey – President
Sara Webb – Vice President
Lateefah Gofoe – Treasurer
Shannon Morris – Secretary
Latesa Thomas – Director
Dorothy Stiger – Director

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 33.8% | 33.8% | 15.4% | 18.5% | 30.8% | 35.4% |
| ELA | 3rd Grade Content | All Students | 2016-17 | 44.1% | 41.3% | 41.3% | 20.0% | 21.3% | 24.0% | 34.7% |
| ELA | 3rd Grade Content | Asian | 2015-16 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Asian | 2016-17 | 63.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | 21.1% | 21.1% | 7.9% | 13.2% | 39.5% | 39.5% |
| ELA | 3rd Grade Content | Black or African American | 2016-17 | 19.9% | 40.4% | 40.4% | 17.0% | 23.4% | 19.1% | 40.4% |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 33.5% | 50.0% | 50.0% | 10.0% | 40.0% | 20.0% | 30.0% |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 32.0% | 30.0% | 30.0% | 20.0% | 10.0% | 40.0% | 30.0% |
| ELA | 3rd Grade Content | Two or More Races | 2015-16 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2016-17 | 41.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2015-16 | 53.9% | 50.0% | 50.0% | 35.7% | 14.3% | 21.4% | 28.6% |
| ELA | 3rd Grade Content | White | 2016-17 | 51.7% | 66.7% | 66.7% | 33.3% | 33.3% | 16.7% | 16.7% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 38.7% | 38.7% | 22.6% | 16.1% | 29.0% | 32.3% |
| ELA | 3rd Grade Content | Female | 2016-17 | 47.7% | 42.4% | 42.4% | 18.2% | 24.2% | 27.3% | 30.3% |
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 29.4% | 29.4% | 8.8% | 20.6% | 32.4% | 38.2% |
| ELA | 3rd Grade Content | Male | 2016-17 | 40.7% | 40.5% | 40.5% | 21.4% | 19.0% | 21.4% | 38.1% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 25.0% | 25.0% | 7.7% | 17.3% | 30.8% | 44.2% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 29.1% | 32.8% | 32.8% | 12.1% | 20.7% | 25.9% | 41.4% |
| ELA | 3rd Grade Content | English Learners | 2015-16 | 31.9% | 38.9% | 38.9% | 5.6% | 33.3% | 33.3% | 27.8% |
| ELA | 3rd Grade Content | English Learners | 2016-17 | 34.0% | 42.1% | 42.1% | 15.8% | 26.3% | 26.3% | 31.6% |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2016-17 | 19.6% | 30.0% | 30.0% | 0.0% | 30.0% | 30.0% | 40.0% |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 53.3% | 53.3% | 30.7% | 22.7% | 24.0% | 22.7% |
| ELA | 4th Grade Content | All Students | 2016-17 | 44.2% | 48.6% | 48.6% | 31.4% | 17.1% | 20.0% | 31.4% |
| ELA | 4th Grade Content | Asian | 2015-16 | 67.8% | <10 | <10 | <10 | <10 | <10 | <10 |

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| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | 41.5% | 41.5% | 22.0% | 19.5% | 29.3% | 29.3% |
| ELA | 4th Grade Content | Black or African American | 2016-17 | 19.2% | 38.3% | 38.3% | 19.1% | 19.1% | 23.4% | 38.3% |
| ELA | 4th Grade Content | Hispanic of Any Race | 2015-16 | 34.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Hispanic of Any Race | 2016-17 | 32.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Two or More Races | 2015-16 | 43.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Two or More Races | 2016-17 | 40.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | White | 2015-16 | 53.9% | 76.2% | 76.2% | 38.1% | 38.1% | 23.8% | 0.0% |
| ELA | 4th Grade Content | White | 2016-17 | 51.5% | 72.7% | 72.7% | 63.6% | 9.1% | 9.1% | 18.2% |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 47.6% | 47.6% | 31.0% | 16.7% | 26.2% | 26.2% |
| ELA | 4th Grade Content | Female | 2016-17 | 48.6% | 44.4% | 44.4% | 27.8% | 16.7% | 30.6% | 25.0% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 60.6% | 60.6% | 30.3% | 30.3% | 21.2% | 18.2% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 4th Grade Content | Male | 2016-17 | 39.9% | 52.9% | 52.9% | 35.3% | 17.6% | 8.8% | 38.2% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 45.8% | 45.8% | 25.4% | 20.3% | 27.1% | 27.1% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2016-17 | 28.6% | 44.8% | 44.8% | 24.1% | 20.7% | 20.7% | 34.5% |
| ELA | 4th Grade Content | English Learners | 2015-16 | 24.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | English Learners | 2016-17 | 22.9% | 60.0% | 60.0% | 10.0% | 50.0% | 10.0% | 30.0% |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | 30.0% | 30.0% | 0.0% | 30.0% | 20.0% | 50.0% |
| ELA | 4th Grade Content | Students With Disabilities | 2016-17 | 15.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 58.1% | 58.1% | 11.3% | 46.8% | 21.0% | 21.0% |
| ELA | 5th Grade Content | All Students | 2016-17 | 51.1% | 56.0% | 56.0% | 25.3% | 30.7% | 21.3% | 22.7% |
| ELA | 5th Grade Content | Asian | 2015-16 | 74.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Asian | 2016-17 | 73.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | 41.7% | 41.7% | 2.8% | 38.9% | 25.0% | 33.3% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | Black or African American | 2016-17 | 24.8% | 46.5% | 46.5% | 18.6% | 27.9% | 25.6% | 27.9% |
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 38.4% | 81.8% | 81.8% | 9.1% | 72.7% | 9.1% | 9.1% |
| ELA | 5th Grade Content | Hispanic of Any Race | 2016-17 | 39.4% | 50.0% | 50.0% | 20.0% | 30.0% | 20.0% | 30.0% |
| ELA | 5th Grade Content | Two or More Races | 2015-16 | 49.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2016-17 | 48.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2015-16 | 58.1% | 83.3% | 83.3% | 33.3% | 50.0% | 16.7% | 0.0% |
| ELA | 5th Grade Content | White | 2016-17 | 58.6% | 78.9% | 78.9% | 36.8% | 42.1% | 15.8% | 5.3% |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 61.5% | 61.5% | 17.9% | 43.6% | 17.9% | 20.5% |
| ELA | 5th Grade Content | Female | 2016-17 | 56.0% | 54.8% | 54.8% | 23.8% | 31.0% | 26.2% | 19.0% |
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 52.2% | 52.2% | 0.0% | 52.2% | 26.1% | 21.7% |
| ELA | 5th Grade Content | Male | 2016-17 | 46.2% | 57.6% | 57.6% | 27.3% | 30.3% | 15.2% | 27.3% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 53.2% | 53.2% | 10.6% | 42.6% | 23.4% | 23.4% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | Economically Disadvantaged | 2016-17 | 35.3% | 48.3% | 48.3% | 20.0% | 28.3% | 25.0% | 26.7% |
| ELA | 5th Grade Content | English Learners | 2015-16 | 23.1% | 60.0% | 60.0% | 0.0% | 60.0% | 30.0% | 10.0% |
| ELA | 5th Grade Content | English Learners | 2016-17 | 24.5% | 60.0% | 60.0% | 30.0% | 30.0% | 10.0% | 30.0% |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | 27.3% | 27.3% | 0.0% | 27.3% | 18.2% | 54.5% |
| ELA | 5th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2015-16 | 45.0% | 30.6% | 30.6% | 8.1% | 22.6% | 35.5% | 33.9% |
| ELA | 6th Grade Content | All Students | 2016-17 | 43.6% | 46.3% | 46.3% | 11.1% | 35.2% | 31.5% | 22.2% |
| ELA | 6th Grade Content | Asian | 2015-16 | 70.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Asian | 2016-17 | 69.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2015-16 | 19.2% | 24.3% | 24.3% | 0.0% | 24.3% | 35.1% | 40.5% |
| ELA | 6th Grade Content | Black or African American | 2016-17 | 19.3% | 34.4% | 34.4% | 6.3% | 28.1% | 34.4% | 31.3% |
| ELA | 6th Grade Content | Hispanic of Any Race | 2015-16 | 31.7% | 25.0% | 25.0% | 8.3% | 16.7% | 50.0% | 25.0% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Hispanic of Any Race | 2016-17 | 31.6% | 60.0% | 60.0% | 0.0% | 60.0% | 20.0% | 20.0% |
| ELA | 6th Grade Content | Two or More Races | 2015-16 | 42.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Two or More Races | 2016-17 | 40.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | White | 2015-16 | 51.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | White | 2016-17 | 50.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Female | 2015-16 | 49.8% | 38.9% | 38.9% | 11.1% | 27.8% | 33.3% | 27.8% |
| ELA | 6th Grade Content | Female | 2016-17 | 48.7% | 41.9% | 41.9% | 9.7% | 32.3% | 38.7% | 19.4% |
| ELA | 6th Grade Content | Male | 2015-16 | 40.4% | 19.2% | 19.2% | 3.8% | 15.4% | 38.5% | 42.3% |
| ELA | 6th Grade Content | Male | 2016-17 | 38.7% | 52.2% | 52.2% | 13.0% | 39.1% | 21.7% | 26.1% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2015-16 | 28.3% | 24.5% | 24.5% | 4.1% | 20.4% | 36.7% | 38.8% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2016-17 | 27.1% | 36.6% | 36.6% | 9.8% | 26.8% | 36.6% | 26.8% |
| ELA | 6th Grade Content | English Learners | 2015-16 | 15.0% | 7.1% | 7.1% | 0.0% | 7.1% | 21.4% | 71.4% |
| ELA | 6th Grade Content | English Learners | 2016-17 | 14.0% | 38.5% | 38.5% | 0.0% | 38.5% | 38.5% | 23.1% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Students With Disabilities | 2015-16 | 10.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Students With Disabilities | 2016-17 | 10.9% | 20.0% | 20.0% | 0.0% | 20.0% | 40.0% | 40.0% |
| ELA | 7th Grade Content | All Students | 2015-16 | 47.1% | 30.0% | 30.0% | 4.0% | 26.0% | 28.0% | 42.0% |
| ELA | 7th Grade Content | All Students | 2016-17 | 44.8% | 51.8% | 51.8% | 12.5% | 39.3% | 26.8% | 21.4% |
| ELA | 7th Grade Content | Asian | 2016-17 | 70.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Black or African American | 2015-16 | 21.5% | 9.7% | 9.7% | 0.0% | 9.7% | 38.7% | 51.6% |
| ELA | 7th Grade Content | Black or African American | 2016-17 | 21.1% | 39.3% | 39.3% | 3.6% | 35.7% | 28.6% | 32.1% |
| ELA | 7th Grade Content | Hispanic of Any Race | 2015-16 | 35.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Hispanic of Any Race | 2016-17 | 32.2% | 58.3% | 58.3% | 8.3% | 50.0% | 33.3% | 8.3% |
| ELA | 7th Grade Content | Two or More Races | 2015-16 | 44.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Two or More Races | 2016-17 | 42.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | White | 2015-16 | 53.7% | 90.9% | 90.9% | 9.1% | 81.8% | 9.1% | 0.0% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 7th Grade Content | White | 2016-17 | 51.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Female | 2015-16 | 53.8% | 29.6% | 29.6% | 3.7% | 25.9% | 29.6% | 40.7% |
| ELA | 7th Grade Content | Female | 2016-17 | 50.9% | 53.1% | 53.1% | 12.5% | 40.6% | 25.0% | 21.9% |
| ELA | 7th Grade Content | Male | 2015-16 | 40.6% | 30.4% | 30.4% | 4.3% | 26.1% | 26.1% | 43.5% |
| ELA | 7th Grade Content | Male | 2016-17 | 39.1% | 50.0% | 50.0% | 12.5% | 37.5% | 29.2% | 20.8% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2015-16 | 30.7% | 21.6% | 21.6% | 2.7% | 18.9% | 29.7% | 48.6% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2016-17 | 28.4% | 46.5% | 46.5% | 4.7% | 41.9% | 27.9% | 25.6% |
| ELA | 7th Grade Content | English Learners | 2015-16 | 17.5% | 26.7% | 26.7% | 0.0% | 26.7% | 6.7% | 66.7% |
| ELA | 7th Grade Content | English Learners | 2016-17 | 15.8% | 31.3% | 31.3% | 6.3% | 25.0% | 25.0% | 43.8% |
| ELA | 7th Grade Content | Students With Disabilities | 2015-16 | 11.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Students With Disabilities | 2016-17 | 10.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | All Students | 2015-16 | 48.9% | 45.8% | 45.8% | 6.3% | 39.6% | 37.5% | 16.7% |
| ELA | 8th Grade Content | All Students | 2016-17 | 48.0% | 26.8% | 26.8% | 7.3% | 19.5% | 43.9% | 29.3% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | Asian | 2015-16 | 73.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Black or African American | 2015-16 | 24.4% | 32.3% | 32.3% | 0.0% | 32.3% | 48.4% | 19.4% |
| ELA | 8th Grade Content | Black or African American | 2016-17 | 24.0% | 10.3% | 10.3% | 0.0% | 10.3% | 55.2% | 34.5% |
| ELA | 8th Grade Content | Hispanic of Any Race | 2015-16 | 35.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Hispanic of Any Race | 2016-17 | 36.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Two or More Races | 2015-16 | 47.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | White | 2015-16 | 55.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | White | 2016-17 | 53.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Female | 2015-16 | 54.9% | 58.3% | 58.3% | 0.0% | 58.3% | 25.0% | 16.7% |
| ELA | 8th Grade Content | Female | 2016-17 | 54.9% | 25.0% | 25.0% | 10.0% | 15.0% | 40.0% | 35.0% |
| ELA | 8th Grade Content | Male | 2015-16 | 43.0% | 33.3% | 33.3% | 12.5% | 20.8% | 50.0% | 16.7% |
| ELA | 8th Grade Content | Male | 2016-17 | 41.4% | 28.6% | 28.6% | 4.8% | 23.8% | 47.6% | 23.8% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | Economically Disadvantaged | 2015-16 | 32.5% | 40.5% | 40.5% | 7.1% | 33.3% | 40.5% | 19.0% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2016-17 | 31.8% | 25.8% | 25.8% | 6.5% | 19.4% | 48.4% | 25.8% |
| ELA | 8th Grade Content | English Learners | 2015-16 | 17.3% | 0.0% | 0.0% | 0.0% | 0.0% | 70.0% | 30.0% |
| ELA | 8th Grade Content | English Learners | 2016-17 | 21.5% | 22.2% | 22.2% | 5.6% | 16.7% | 44.4% | 33.3% |
| ELA | 8th Grade Content | Students With Disabilities | 2015-16 | 10.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Students With Disabilities | 2016-17 | 10.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 44.6% | 44.6% | 10.8% | 33.8% | 24.6% | 30.8% |
| Mathematics | 3rd Grade Content | All Students | 2016-17 | 46.8% | 36.8% | 36.8% | 14.5% | 22.4% | 25.0% | 38.2% |
| Mathematics | 3rd Grade Content | Asian | 2015-16 | 73.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Asian | 2016-17 | 73.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | 34.2% | 34.2% | 2.6% | 31.6% | 34.2% | 31.6% |
| Mathematics | 3rd Grade Content | Black or African American | 2016-17 | 20.6% | 29.8% | 29.8% | 12.8% | 17.0% | 25.5% | 44.7% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 31.6% | 60.0% | 60.0% | 10.0% | 50.0% | 20.0% | 20.0% |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 33.6% | 30.0% | 30.0% | 10.0% | 20.0% | 20.0% | 50.0% |
| Mathematics | 3rd Grade Content | Two or More Races | 2015-16 | 40.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2016-17 | 41.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | White | 2015-16 | 53.2% | 57.1% | 57.1% | 28.6% | 28.6% | 7.1% | 35.7% |
| Mathematics | 3rd Grade Content | White | 2016-17 | 54.8% | 75.0% | 75.0% | 25.0% | 50.0% | 16.7% | 8.3% |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 45.2% | 45.2% | 16.1% | 29.0% | 22.6% | 32.3% |
| Mathematics | 3rd Grade Content | Female | 2016-17 | 45.0% | 29.4% | 29.4% | 14.7% | 14.7% | 20.6% | 50.0% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 44.1% | 44.1% | 5.9% | 38.2% | 26.5% | 29.4% |
| Mathematics | 3rd Grade Content | Male | 2016-17 | 48.5% | 42.9% | 42.9% | 14.3% | 28.6% | 28.6% | 28.6% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 38.5% | 38.5% | 5.8% | 32.7% | 25.0% | 36.5% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 31.5% | 31.0% | 31.0% | 8.6% | 22.4% | 27.6% | 41.4% |
| Mathematics | 3rd Grade Content | English Learners | 2015-16 | 37.8% | 66.7% | 66.7% | 5.6% | 61.1% | 16.7% | 16.7% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | English Learners | 2016-17 | 41.7% | 42.1% | 42.1% | 10.5% | 31.6% | 15.8% | 42.1% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2016-17 | 23.4% | 30.0% | 30.0% | 0.0% | 30.0% | 10.0% | 60.0% |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 53.3% | 53.3% | 34.7% | 18.7% | 37.3% | 9.3% |
| Mathematics | 4th Grade Content | All Students | 2016-17 | 42.0% | 44.9% | 44.9% | 29.0% | 15.9% | 34.8% | 20.3% |
| Mathematics | 4th Grade Content | Asian | 2015-16 | 71.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Asian | 2016-17 | 72.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | 43.9% | 43.9% | 26.8% | 17.1% | 46.3% | 9.8% |
| Mathematics | 4th Grade Content | Black or African American | 2016-17 | 14.6% | 32.6% | 32.6% | 17.4% | 15.2% | 41.3% | 26.1% |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2015-16 | 30.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2016-17 | 29.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Two or More Races | 2015-16 | 39.1% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 4th Grade Content | Two or More Races | 2016-17 | 36.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2015-16 | 52.3% | 71.4% | 71.4% | 47.6% | 23.8% | 28.6% | 0.0% |
| Mathematics | 4th Grade Content | White | 2016-17 | 49.7% | 72.7% | 72.7% | 63.6% | 9.1% | 9.1% | 18.2% |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 45.2% | 45.2% | 31.0% | 14.3% | 45.2% | 9.5% |
| Mathematics | 4th Grade Content | Female | 2016-17 | 39.6% | 36.1% | 36.1% | 27.8% | 8.3% | 41.7% | 22.2% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 63.6% | 63.6% | 39.4% | 24.2% | 27.3% | 9.1% |
| Mathematics | 4th Grade Content | Male | 2016-17 | 44.2% | 54.5% | 54.5% | 30.3% | 24.2% | 27.3% | 18.2% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 42.4% | 42.4% | 27.1% | 15.3% | 45.8% | 11.9% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2016-17 | 25.8% | 40.4% | 40.4% | 24.6% | 15.8% | 40.4% | 19.3% |
| Mathematics | 4th Grade Content | English Learners | 2015-16 | 27.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | English Learners | 2016-17 | 25.5% | 50.0% | 50.0% | 30.0% | 20.0% | 40.0% | 10.0% |
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | 10.0% | 10.0% | 0.0% | 10.0% | 60.0% | 30.0% |
| Mathematics | 4th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 45.2% | 45.2% | 29.0% | 16.1% | 27.4% | 27.4% |
| Mathematics | 5th Grade Content | All Students | 2016-17 | 35.0% | 37.7% | 37.7% | 22.1% | 15.6% | 26.0% | 36.4% |
| Mathematics | 5th Grade Content | Asian | 2015-16 | 63.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Asian | 2016-17 | 65.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | 38.9% | 38.9% | 22.2% | 16.7% | 27.8% | 33.3% |
| Mathematics | 5th Grade Content | Black or African American | 2016-17 | 9.4% | 27.9% | 27.9% | 18.6% | 9.3% | 30.2% | 41.9% |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 19.2% | 45.5% | 45.5% | 27.3% | 18.2% | 36.4% | 18.2% |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2016-17 | 20.8% | 30.0% | 30.0% | 20.0% | 10.0% | 10.0% | 60.0% |
| Mathematics | 5th Grade Content | Two or More Races | 2015-16 | 30.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2016-17 | 29.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | White | 2015-16 | 41.0% | 58.3% | 58.3% | 50.0% | 8.3% | 16.7% | 25.0% |
| Mathematics | 5th Grade Content | White | 2016-17 | 42.4% | 63.2% | 63.2% | 31.6% | 31.6% | 26.3% | 10.5% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 41.0% | 41.0% | 17.9% | 23.1% | 33.3% | 25.6% |
| Mathematics | 5th Grade Content | Female | 2016-17 | 32.6% | 34.9% | 34.9% | 16.3% | 18.6% | 25.6% | 39.5% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 52.2% | 52.2% | 47.8% | 4.3% | 17.4% | 30.4% |
| Mathematics | 5th Grade Content | Male | 2016-17 | 37.4% | 41.2% | 41.2% | 29.4% | 11.8% | 26.5% | 32.4% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 40.4% | 40.4% | 23.4% | 17.0% | 29.8% | 29.8% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2016-17 | 18.8% | 29.5% | 29.5% | 18.0% | 11.5% | 27.9% | 42.6% |
| Mathematics | 5th Grade Content | English Learners | 2015-16 | 12.8% | 30.0% | 30.0% | 10.0% | 20.0% | 30.0% | 40.0% |
| Mathematics | 5th Grade Content | English Learners | 2016-17 | 15.3% | 27.3% | 27.3% | 27.3% | 0.0% | 45.5% | 27.3% |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | 9.1% | 9.1% | 9.1% | 0.0% | 18.2% | 72.7% |
| Mathematics | 5th Grade Content | Students With Disabilities | 2016-17 | 11.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2015-16 | 32.8% | 12.7% | 12.7% | 6.3% | 6.3% | 34.9% | 52.4% |
| Mathematics | 6th Grade Content | All Students | 2016-17 | 34.2% | 37.7% | 37.7% | 22.6% | 15.1% | 34.0% | 28.3% |
| Mathematics | 6th Grade Content | Asian | 2015-16 | 64.5% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | Asian | 2016-17 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2015-16 | 8.2% | 8.1% | 8.1% | 0.0% | 8.1% | 37.8% | 54.1% |
| Mathematics | 6th Grade Content | Black or African American | 2016-17 | 9.3% | 32.3% | 32.3% | 12.9% | 19.4% | 29.0% | 38.7% |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2015-16 | 18.8% | 16.7% | 16.7% | 8.3% | 8.3% | 33.3% | 50.0% |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2016-17 | 20.5% | 50.0% | 50.0% | 30.0% | 20.0% | 30.0% | 20.0% |
| Mathematics | 6th Grade Content | Two or More Races | 2015-16 | 29.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Two or More Races | 2016-17 | 29.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | White | 2015-16 | 39.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | White | 2016-17 | 41.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Female | 2015-16 | 31.4% | 13.5% | 13.5% | 8.1% | 5.4% | 29.7% | 56.8% |
| Mathematics | 6th Grade Content | Female | 2016-17 | 33.1% | 30.0% | 30.0% | 16.7% | 13.3% | 50.0% | 20.0% |
| Mathematics | 6th Grade Content | Male | 2015-16 | 34.1% | 11.5% | 11.5% | 3.8% | 7.7% | 42.3% | 46.2% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | Male | 2016-17 | 35.2% | 47.8% | 47.8% | 30.4% | 17.4% | 13.0% | 39.1% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2015-16 | 16.8% | 6.0% | 6.0% | 2.0% | 4.0% | 36.0% | 58.0% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2016-17 | 18.0% | 30.0% | 30.0% | 17.5% | 12.5% | 35.0% | 35.0% |
| Mathematics | 6th Grade Content | English Learners | 2015-16 | 10.7% | 0.0% | 0.0% | 0.0% | 0.0% | 20.0% | 80.0% |
| Mathematics | 6th Grade Content | English Learners | 2016-17 | 13.4% | 23.1% | 23.1% | 7.7% | 15.4% | 46.2% | 30.8% |
| Mathematics | 6th Grade Content | Students With Disabilities | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Students With Disabilities | 2016-17 | 8.1% | 10.0% | 10.0% | 10.0% | 0.0% | 30.0% | 60.0% |
| Mathematics | 7th Grade Content | All Students | 2015-16 | 35.3% | 25.5% | 25.5% | 8.5% | 17.0% | 17.0% | 57.4% |
| Mathematics | 7th Grade Content | All Students | 2016-17 | 36.2% | 19.6% | 19.6% | 12.5% | 7.1% | 39.3% | 41.1% |
| Mathematics | 7th Grade Content | Asian | 2016-17 | 67.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Black or African American | 2015-16 | 10.4% | 3.6% | 3.6% | 0.0% | 3.6% | 21.4% | 75.0% |
| Mathematics | 7th Grade Content | Black or African American | 2016-17 | 10.8% | 14.3% | 14.3% | 7.1% | 7.1% | 35.7% | 50.0% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | Hispanic of Any Race | 2015-16 | 20.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Hispanic of Any Race | 2016-17 | 21.2% | 16.7% | 16.7% | 8.3% | 8.3% | 41.7% | 41.7% |
| Mathematics | 7th Grade Content | Two or More Races | 2015-16 | 31.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Two or More Races | 2016-17 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | White | 2015-16 | 41.6% | 81.8% | 81.8% | 36.4% | 45.5% | 18.2% | 0.0% |
| Mathematics | 7th Grade Content | White | 2016-17 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Female | 2015-16 | 34.5% | 24.0% | 24.0% | 4.0% | 20.0% | 24.0% | 52.0% |
| Mathematics | 7th Grade Content | Female | 2016-17 | 35.1% | 18.8% | 18.8% | 12.5% | 6.3% | 34.4% | 46.9% |
| Mathematics | 7th Grade Content | Male | 2015-16 | 36.1% | 27.3% | 27.3% | 13.6% | 13.6% | 9.1% | 63.6% |
| Mathematics | 7th Grade Content | Male | 2016-17 | 37.3% | 20.8% | 20.8% | 12.5% | 8.3% | 45.8% | 33.3% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2015-16 | 18.7% | 14.7% | 14.7% | 5.9% | 8.8% | 17.6% | 67.6% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2016-17 | 19.0% | 16.3% | 16.3% | 9.3% | 7.0% | 32.6% | 51.2% |
| Mathematics | 7th Grade Content | English Learners | 2015-16 | 13.0% | 6.7% | 6.7% | 0.0% | 6.7% | 20.0% | 73.3% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | English Learners | 2016-17 | 13.0% | 25.0% | 25.0% | 12.5% | 12.5% | 25.0% | 50.0% |
| Mathematics | 7th Grade Content | Students With Disabilities | 2015-16 | 7.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Students With Disabilities | 2016-17 | 7.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | All Students | 2015-16 | 32.7% | 26.5% | 26.5% | 12.2% | 14.3% | 30.6% | 42.9% |
| Mathematics | 8th Grade Content | All Students | 2016-17 | 33.5% | 11.9% | 11.9% | 2.4% | 9.5% | 26.2% | 61.9% |
| Mathematics | 8th Grade Content | Asian | 2015-16 | 67.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Black or African American | 2015-16 | 9.9% | 16.1% | 16.1% | 3.2% | 12.9% | 25.8% | 58.1% |
| Mathematics | 8th Grade Content | Black or African American | 2016-17 | 10.1% | 3.3% | 3.3% | 0.0% | 3.3% | 20.0% | 76.7% |
| Mathematics | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Hispanic of Any Race | 2016-17 | 19.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Two or More Races | 2015-16 | 29.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | White | 2015-16 | 38.3% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 8th Grade Content | White | 2016-17 | 39.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Female | 2015-16 | 34.1% | 37.5% | 37.5% | 8.3% | 29.2% | 25.0% | 37.5% |
| Mathematics | 8th Grade Content | Female | 2016-17 | 35.2% | 9.5% | 9.5% | 0.0% | 9.5% | 28.6% | 61.9% |
| Mathematics | 8th Grade Content | Male | 2015-16 | 31.4% | 16.0% | 16.0% | 16.0% | 0.0% | 36.0% | 48.0% |
| Mathematics | 8th Grade Content | Male | 2016-17 | 31.8% | 14.3% | 14.3% | 4.8% | 9.5% | 23.8% | 61.9% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2015-16 | 16.7% | 23.3% | 23.3% | 11.6% | 11.6% | 32.6% | 44.2% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.9% | 12.9% | 12.9% | 0.0% | 12.9% | 25.8% | 61.3% |
| Mathematics | 8th Grade Content | English Learners | 2015-16 | 11.8% | 0.0% | 0.0% | 0.0% | 0.0% | 27.3% | 72.7% |
| Mathematics | 8th Grade Content | English Learners | 2016-17 | 14.2% | 15.8% | 15.8% | 0.0% | 15.8% | 31.6% | 52.6% |
| Mathematics | 8th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Students With Disabilities | 2016-17 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 22.1% | 22.1% | 11.7% | 10.4% | 32.5% | 45.5% |
| Science | 4th Grade Content | All Students | 2016-17 | 14.6% | 23.2% | 23.2% | 13.0% | 10.1% | 29.0% | 47.8% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 4th Grade Content | Asian | 2015-16 | 28.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Asian | 2016-17 | 27.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | 20.9% | 20.9% | 9.3% | 11.6% | 25.6% | 53.5% |
| Science | 4th Grade Content | Black or African American | 2016-17 | 2.8% | 13.0% | 13.0% | 8.7% | 4.3% | 28.3% | 58.7% |
| Science | 4th Grade Content | Hispanic of Any Race | 2015-16 | 6.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Hispanic of Any Race | 2016-17 | 6.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2015-16 | 12.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2016-17 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2015-16 | 18.4% | 33.3% | 33.3% | 19.0% | 14.3% | 38.1% | 28.6% |
| Science | 4th Grade Content | White | 2016-17 | 18.2% | 45.5% | 45.5% | 36.4% | 9.1% | 36.4% | 18.2% |
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 14.3% | 14.3% | 4.8% | 9.5% | 33.3% | 52.4% |
| Science | 4th Grade Content | Female | 2016-17 | 12.6% | 25.0% | 25.0% | 16.7% | 8.3% | 16.7% | 58.3% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 31.4% | 31.4% | 20.0% | 11.4% | 31.4% | 37.1% |
| Science | 4th Grade Content | Male | 2016-17 | 16.5% | 21.2% | 21.2% | 9.1% | 12.1% | 42.4% | 36.4% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 18.0% | 18.0% | 8.2% | 9.8% | 26.2% | 55.7% |
| Science | 4th Grade Content | Economically Disadvantaged | 2016-17 | 6.8% | 15.8% | 15.8% | 7.0% | 8.8% | 33.3% | 50.9% |
| Science | 4th Grade Content | English Learners | 2015-16 | 2.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | English Learners | 2016-17 | 4.3% | 0.0% | 0.0% | 0.0% | 0.0% | 70.0% | 30.0% |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | 10.0% | 10.0% | 10.0% | 0.0% | 10.0% | 80.0% |
| Science | 4th Grade Content | Students With Disabilities | 2016-17 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | All Students | 2015-16 | 23.9% | 14.0% | 14.0% | 2.0% | 12.0% | 30.0% | 56.0% |
| Science | 7th Grade Content | All Students | 2016-17 | 22.7% | 9.1% | 9.1% | 5.5% | 3.6% | 29.1% | 61.8% |
| Science | 7th Grade Content | Asian | 2016-17 | 41.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Black or African American | 2015-16 | 5.4% | 3.2% | 3.2% | 0.0% | 3.2% | 25.8% | 71.0% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | Black or African American | 2016-17 | 5.1% | 0.0% | 0.0% | 0.0% | 0.0% | 21.4% | 78.6% |
| Science | 7th Grade Content | Hispanic of Any Race | 2015-16 | 12.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Hispanic of Any Race | 2016-17 | 11.8% | 16.7% | 16.7% | 0.0% | 16.7% | 25.0% | 58.3% |
| Science | 7th Grade Content | Two or More Races | 2015-16 | 21.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Two or More Races | 2016-17 | 21.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | White | 2015-16 | 28.9% | 45.5% | 45.5% | 9.1% | 36.4% | 36.4% | 18.2% |
| Science | 7th Grade Content | White | 2016-17 | 27.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Female | 2015-16 | 22.6% | 11.1% | 11.1% | 0.0% | 11.1% | 25.9% | 63.0% |
| Science | 7th Grade Content | Female | 2016-17 | 21.2% | 6.3% | 6.3% | 6.3% | 0.0% | 28.1% | 65.6% |
| Science | 7th Grade Content | Male | 2015-16 | 25.1% | 17.4% | 17.4% | 4.3% | 13.0% | 34.8% | 47.8% |
| Science | 7th Grade Content | Male | 2016-17 | 24.3% | 13.0% | 13.0% | 4.3% | 8.7% | 30.4% | 56.5% |
| Science | 7th Grade Content | Economically Disadvantaged | 2015-16 | 11.7% | 8.1% | 8.1% | 2.7% | 5.4% | 32.4% | 59.5% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | Economically Disadvantaged | 2016-17 | 10.5% | 7.1% | 7.1% | 4.8% | 2.4% | 23.8% | 69.0% |
| Science | 7th Grade Content | English Learners | 2015-16 | 3.5% | 6.7% | 6.7% | 0.0% | 6.7% | 33.3% | 60.0% |
| Science | 7th Grade Content | English Learners | 2016-17 | 3.4% | 0.0% | 0.0% | 0.0% | 0.0% | 12.5% | 87.5% |
| Science | 7th Grade Content | Students With Disabilities | 2015-16 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Students With Disabilities | 2016-17 | 5.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 11.3% | 11.3% | 1.6% | 9.7% | 74.2% | 14.5% |
| Social Studies | 5th Grade Content | All Students | 2016-17 | 21.6% | 16.9% | 16.9% | 1.3% | 15.6% | 57.1% | 26.0% |
| Social Studies | 5th Grade Content | Asian | 2015-16 | 35.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Asian | 2016-17 | 38.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | 8.3% | 8.3% | 0.0% | 8.3% | 72.2% | 19.4% |
| Social Studies | 5th Grade Content | Black or African American | 2016-17 | 4.8% | 7.0% | 7.0% | 0.0% | 7.0% | 55.8% | 37.2% |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 10.3% | 0.0% | 0.0% | 0.0% | 0.0% | 90.9% | 9.1% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2016-17 | 11.4% | 0.0% | 0.0% | 0.0% | 0.0% | 80.0% | 20.0% |
| Social Studies | 5th Grade Content | Two or More Races | 2015-16 | 17.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2016-17 | 18.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | White | 2015-16 | 23.0% | 16.7% | 16.7% | 8.3% | 8.3% | 83.3% | 0.0% |
| Social Studies | 5th Grade Content | White | 2016-17 | 26.7% | 42.1% | 42.1% | 5.3% | 36.8% | 57.9% | 0.0% |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 7.7% | 7.7% | 2.6% | 5.1% | 79.5% | 12.8% |
| Social Studies | 5th Grade Content | Female | 2016-17 | 19.3% | 14.0% | 14.0% | 0.0% | 14.0% | 58.1% | 27.9% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 17.4% | 17.4% | 0.0% | 17.4% | 65.2% | 17.4% |
| Social Studies | 5th Grade Content | Male | 2016-17 | 23.9% | 20.6% | 20.6% | 2.9% | 17.6% | 55.9% | 23.5% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 8.5% | 8.5% | 0.0% | 8.5% | 74.5% | 17.0% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2016-17 | 10.0% | 11.5% | 11.5% | 1.6% | 9.8% | 59.0% | 29.5% |
| Social Studies | 5th Grade Content | English Learners | 2015-16 | 3.7% | 10.0% | 10.0% | 0.0% | 10.0% | 80.0% | 10.0% |
| Social Studies | 5th Grade Content | English Learners | 2016-17 | 4.6% | 9.1% | 9.1% | 0.0% | 9.1% | 72.7% | 18.2% |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | 0.0% | 0.0% | 0.0% | 72.7% | 27.3% |
| Social Studies | 5th Grade Content | Students With Disabilities | 2016-17 | 6.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | All Students | 2015-16 | 29.3% | 14.3% | 14.3% | 2.0% | 12.2% | 55.1% | 30.6% |
| Social Studies | 8th Grade Content | All Students | 2016-17 | 31.4% | 9.5% | 9.5% | 0.0% | 9.5% | 42.9% | 47.6% |
| Social Studies | 8th Grade Content | Asian | 2015-16 | 53.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Black or African American | 2015-16 | 9.3% | 9.7% | 9.7% | 0.0% | 9.7% | 48.4% | 41.9% |
| Social Studies | 8th Grade Content | Black or African American | 2016-17 | 9.0% | 0.0% | 0.0% | 0.0% | 0.0% | 43.3% | 56.7% |
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2016-17 | 19.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Two or More Races | 2015-16 | 28.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2015-16 | 34.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2016-17 | 37.1% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 8th Grade Content | Female | 2015-16 | 26.0% | 8.3% | 8.3% | 0.0% | 8.3% | 54.2% | 37.5% |
| Social Studies | 8th Grade Content | Female | 2016-17 | 28.6% | 9.5% | 9.5% | 0.0% | 9.5% | 33.3% | 57.1% |
| Social Studies | 8th Grade Content | Male | 2015-16 | 32.6% | 20.0% | 20.0% | 4.0% | 16.0% | 56.0% | 24.0% |
| Social Studies | 8th Grade Content | Male | 2016-17 | 34.0% | 9.5% | 9.5% | 0.0% | 9.5% | 52.4% | 38.1% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2015-16 | 15.8% | 14.0% | 14.0% | 2.3% | 11.6% | 53.5% | 32.6% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.4% | 9.7% | 9.7% | 0.0% | 9.7% | 38.7% | 51.6% |
| Social Studies | 8th Grade Content | English Learners | 2015-16 | 7.2% | 0.0% | 0.0% | 0.0% | 0.0% | 63.6% | 36.4% |
| Social Studies | 8th Grade Content | English Learners | 2016-17 | 7.8% | 10.5% | 10.5% | 0.0% | 10.5% | 42.1% | 47.4% |
| Social Studies | 8th Grade Content | Students With Disabilities | 2015-16 | 7.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Students With Disabilities | 2016-17 | 8.1% | <10 | <10 | <10 | <10 | <10 | <10 |



05/11/2018

Annual Education Report

Ridge Park Charter Academy (08652)

SAT

| Location Name | School Year | Subject | Student Group | Mean SAT Score | Benchmark | Met or Exceeded | % Met or Exceeded | Did Not Meet | % Did Not Meet | Number Assessed |
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|

No Data to Display

Annual Education Report
Ridge Park Charter Academy (08652)

MI -Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
| ELA | 3rd Grade Content | All Students | 2015-16 | 86.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 64.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 82.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 59.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Female | 2015-16 | 85.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 61.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Male | 2015-16 | 86.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 66.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 85.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 65.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | English Learners | 2015-16 | 73.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | English Learners | 2015-16 | 51.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2016-17 | 82.7% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

MI-Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
| Mathematics | 4th Grade Content | All Students | 2016-17 | 68.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2016-17 | 54.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2016-17 | 77.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2016-17 | 61.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2016-17 | 45.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2016-17 | 85.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2016-17 | 65.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Female | 2016-17 | 54.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Male | 2016-17 | 81.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Male | 2016-17 | 69.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Male | 2016-17 | 54.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Economically Disadvantaged | 2016-17 | 83.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2016-17 | 69.4% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

MI -Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
| Science | 4th Grade Content | Economically Disadvantaged | 2016-17 | 55.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | English Learners | 2016-17 | 78.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | English Learners | 2016-17 | 54.5% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | English Learners | 2016-17 | 38.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2015-16 | 80.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 59.5% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 37.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 85.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 67.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 43.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Male | 2015-16 | 80.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Male | 2015-16 | 62.9% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Male | 2015-16 | 39.1% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

MI -Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 82.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 60.3% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 38.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | English Learners | 2015-16 | 78.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | English Learners | 2015-16 | 54.7% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | English Learners | 2015-16 | 26.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2015-16 | 84.5% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2016-17 | 76.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2015-16 | 68.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2016-17 | 52.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2015-16 | 79.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2015-16 | 59.5% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Hispanic of Any Race | 2016-17 | 77.0% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Ridge Park Charter Academy (08652)

MI -Access Functional Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2016-17 | 59.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Female | 2015-16 | 85.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Female | 2015-16 | 68.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Male | 2016-17 | 76.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Male | 2016-17 | 53.8% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Economically Disadvantaged | 2016-17 | 77.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2016-17 | 51.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | English Learners | 2016-17 | 71.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | English Learners | 2016-17 | 54.4% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report

Ridge Park Charter Academy (08652)

MI -Access Supported Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report

Ridge Park Charter Academy (08652)

MI-Access Participation

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report

Ridge Park Charter Academy (08652)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| All Students | ELA | 98.6% | 49.5% | 100.0% | 47.5% | 100.0% | 47.5% |
| All Students | Mathematics | 98.7% | 39.1% | 99.2% | 34.6% | 99.2% | 34.6% |
| All Students | Science | 97.9% | 24.9% | 99.2% | 18.8% | 99.2% | 18.8% |
| All Students | Social Studies | 97.8% | 33.7% | 100.0% | 14.0% | 100.0% | 14.0% |
| Bottom 30% | ELA | N/A | 3.8% | N/A | 1.9% | N/A | 1.9% |
| Bottom 30% | Mathematics | N/A | 1.5% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Science | N/A | 0.4% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Social Studies | N/A | 0.6% | N/A | 0.0% | N/A | 0.0% |
| American Indian or Alaska Native | ELA | 97.6% | 40.5% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Mathematics | 97.8% | 28.8% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Science | 96.8% | 19.1% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Social Studies | 96.4% | 28.9% | N/A | N/A | N/A | N/A |
| Asian | ELA | 99.1% | 70.5% | <30 | <30 | <30 | <30 |
| Asian | Mathematics | 99.3% | 68.9% | <30 | <30 | <30 | <30 |
| Asian | Science | 99.1% | 41.4% | <30 | <30 | <30 | <30 |
| Asian | Social Studies | 98.9% | 51.9% | <30 | <30 | <30 | <30 |
| Black or African American | ELA | 97.6% | 25.0% | 100.0% | 37.6% | 100.0% | 37.6% |
| Black or African American | Mathematics | 97.5% | 14.2% | 99.1% | 25.1% | 99.1% | 25.1% |
| Black or African American | Science | 96.0% | 7.0% | 98.7% | 9.7% | 98.7% | 9.7% |
| Black or African American | Social Studies | 95.9% | 11.2% | 100.0% | 4.2% | 100.0% | 4.2% |
| Hispanic of Any Race | ELA | 98.6% | 36.9% | 100.0% | 50.9% | 100.0% | 50.9% |
| Hispanic of Any Race | Mathematics | 98.7% | 25.1% | 100.0% | 38.2% | 100.0% | 38.2% |

Annual Education Report

Ridge Park Charter Academy (08652)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|---|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| Hispanic of Any Race | Science | 97.7% | 13.5% | <30 | <30 | <30 | <30 |
| Hispanic of Any Race | Social Studies | 97.8% | 21.1% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | ELA | 97.7% | 54.8% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Mathematics | 98.1% | 43.4% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Science | 97.6% | 28.3% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 98.1% | 38.8% | N/A | N/A | N/A | N/A |
| Two or More Races | ELA | 98.7% | 46.6% | <30 | <30 | <30 | <30 |
| Two or More Races | Mathematics | 98.6% | 35.1% | <30 | <30 | <30 | <30 |
| Two or More Races | Science | 97.7% | 21.9% | <30 | <30 | <30 | <30 |
| Two or More Races | Social Studies | 97.7% | 29.7% | <30 | <30 | <30 | <30 |
| White | ELA | 98.9% | 56.1% | 100.0% | 82.8% | 100.0% | 82.8% |
| White | Mathematics | 99.0% | 45.6% | 98.4% | 64.9% | 98.4% | 64.9% |
| White | Science | 98.4% | 29.7% | <30 | <30 | <30 | <30 |
| White | Social Studies | 98.3% | 39.7% | <30 | <30 | <30 | <30 |
| Economically Disadvantaged | ELA | 98.2% | 33.5% | 100.0% | 41.2% | 100.0% | 41.2% |
| Economically Disadvantaged | Mathematics | 98.3% | 23.3% | 99.0% | 29.4% | 99.0% | 29.4% |
| Economically Disadvantaged | Science | 97.2% | 13.0% | 99.0% | 14.0% | 99.0% | 14.0% |
| Economically Disadvantaged | Social Studies | 97.0% | 18.3% | 100.0% | 10.1% | 100.0% | 10.1% |

Annual Education Report
 Ridge Park Charter Academy (08652)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| English Learners | ELA | 98.6% | 24.0% | 100.0% | 38.8% | 100.0% | 38.8% |
| English Learners | Mathematics | 99.0% | 23.0% | 98.9% | 31.0% | 98.9% | 31.0% |
| English Learners | Science | 98.4% | 5.0% | <30 | <30 | <30 | <30 |
| English Learners | Social Studies | 98.2% | 7.8% | 100.0% | <30 | 100.0% | <30 |
| Students With Disabilities | ELA | 97.5% | 26.0% | 100.0% | 29.3% | 100.0% | 29.3% |
| Students With Disabilities | Mathematics | 97.9% | 20.7% | 100.0% | 26.8% | 100.0% | 26.8% |
| Students With Disabilities | Science | 96.9% | 15.8% | <30 | <30 | <30 | <30 |
| Students With Disabilities | Social Studies | 95.9% | 14.2% | <30 | <30 | <30 | <30 |

Annual Education Report
 Ridge Park Charter Academy (08652)

Accountability Details Graduation Data

| Student Group | Statewide | District | School |
|---|-----------|----------|--------|
| All Students | 79.65% | N/A | N/A |
| American Indian or Alaska Native | 66.57% | N/A | N/A |
| Asian | 90.20% | N/A | N/A |
| Black or African American | 67.36% | N/A | N/A |
| Hispanic of Any Race | 72.60% | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | 77.68% | N/A | N/A |
| Two or More Races | 73.67% | N/A | N/A |
| White | 83.38% | N/A | N/A |
| Female | 83.46% | N/A | N/A |
| Male | 76.04% | N/A | N/A |
| Economically Disadvantaged | 67.10% | N/A | N/A |
| English Learners | 72.11% | N/A | N/A |
| Students With Disabilities | 55.35% | N/A | N/A |
| Bottom 30% | N/A | N/A | N/A |

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

Annual Education Report
Ridge Park Charter Academy (08652)

Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 84.41% | 81.74% | 81.74% |

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

Annual Education Report

Ridge Park Charter Academy (08652)

Accountability Index Data

| School Name | Proficiency Index Value | Growth Index Value | Graduation Rate Index Value | EL Progress Index Value | School Quality/Student Success Index Value | General Participation Index Value | EL Participation Index Value | Overall Index Value |
|----------------------------|-------------------------|--------------------|-----------------------------|-------------------------|--|-----------------------------------|------------------------------|---------------------|
| Ridge Park Charter Academy | 71.27 | 82.12 | N/A | 75.94 | 85.10 | 100.00 | 96.22 | 78.95 |

Annual Education Report
 Ridge Park Charter Academy (08652)

Teacher Quality - Qualification

| | Other | B.A. | M.A. | P.H.D. |
|--|-------|------|------|--------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 0 | 24 | 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

Teacher Quality - Class

| | School Aggregate | High-Poverty Schools | Low-Poverty Schools |
|---|------------------|----------------------|---------------------|
| Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers | 0.0% | 0.0% | N/A |

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 9.8% |

Annual Education Report
Ridge Park Charter Academy (08652)

NAEP Grade 4 Math

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

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

Annual Education Report
Ridge Park Charter Academy (08652)

NAEP Grade 8 Math

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

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

Annual Education Report
Ridge Park Charter Academy (08652)

NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Ridge Park Charter Academy (08652)

NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
 Ridge Park Charter Academy (08652)

NAEP Participation Data

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