



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Flagship Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Kelli Thorn for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/flagship/> 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: <http://bit.ly/2tO9gwF>

For the 2017-18 school year, schools were identified using 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.


* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Flagship faces key challenges in attendance rates, on time rate, attrition, summer learning loss and incoming new students who are far below grade level. Our attendance rate of 90.1% is only a tenth of a percent above state goal which means, that the average student misses over 14 days of school (nearly 3 full school weeks). Our students on average also have a summer learning loss of 3-4 weeks while they are gone for the summer. Many students are tardy to school and miss entire blocks of instruction every day as well. To remedy this situation we hired a student-parent liaison whose primary job it is to meet with families and find resources to help them arrive to school on time every day and have a successful day at school. This may entail



facilitating ride sharing, after school programming, etc. The attendance liaison will also reach out to parents throughout the year to offer assistance to reduce the attrition rate so that fewer students need to move mid-year. We have found that 93% of our new students come in far below grade level, making the growth of our current students look diminished because of the new students who come in at extra low performance rates.

In the 2017-18 school year we implemented several new curricular strategies to bridge the gaps in achievement including Number Corner and Math Stories. Teachers received intensive training and receive ongoing training in both programs. Flagship was involved in NHA's Excel-eration Pilot program which divides students into two "schools". Students were instructionally leveled based on NWEA and Interim results. There are two tracks within the school; the proficient track and the excel-eration track. Students on the proficient track learn in classes with on-grade level instructional tools. Students on the excel-eration track receive instruction on their academic level. We developed this plan in hopes of closing the achievement gap. Classes on the excel-eration track also receive support from two teachers, or a lead teacher and a paraprofessional. An Academic and Behavior Specialist was also hired to be proactive with helping students with conflict resolution.

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2017-2018

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

By law, 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. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the



school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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 order to be considered in the lottery.

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.

2016-2017

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

By law, 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.



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

2017-2018

<https://www.nhaschools.com/schools/flagship-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 2018, 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

As a school, we recognize that many Flagship students have significant deficits in both Reading and Math. In order to truly bring this to light, some data from our 2017-2018 M-STEP and NWEA was used. The implementation plan for core academic improvement is to place a larger emphasis on conceptual teaching, learning through homogenous grouping of students, cooperative learning, differentiated instruction, rigorous and relevant activities, and professional development activities aligned to the plan and individual student and teacher needs. We continue to offer students more opportunities to read high interest books at their individual reading levels, and provide individualized math intervention. We have invested in technology to allow each 3rd – 8th grade student to use his or her own Chromebook during the day. We have also invested in online interventions including Accelerated Reading and Accelerated Math that are used during the day, during tutoring and at home.



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

The goal of the SIP is to provide a lens to identify areas needing improvement and to provide a set of tools to measure growth and reflect on progress. In this vein, the SIP set out what it was intended to do. We identified that our reading and math scores were areas of concern and provided additional supports in these areas resulting in our students achieving significant gains in reading and mathematics. The SIP is a continuous process through which we can flexibly address needs as they arise.

The School Improvement Team formally reviewed progress against its 2017-18 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-19 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.

The School Improvement Team formally reviewed progress against its 2017-18 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-19 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.



2016-2017

<https://www.nhaschools.com/schools/flagship-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

As a school, we recognize that many Flagship students have significant deficits in both Reading and Math. In order to truly bring this to light, some data from our 2016-2017 M-STEP and NWEA was used. The implementation plan for core academic improvement is to place a larger emphasis on conceptual teaching, learning through homogenous grouping of students, cooperative learning, differentiated instruction, rigorous and relevant activities, and professional development activities aligned to the plan and individual student and teacher needs. We continue to offer students more opportunities to read high interest books at their individual reading levels, and provide individualized math intervention. We have invested in technology to allow each 3rd – 5th grade student to use his or her own Chromebook during the day. We have also invested in online interventions that are used during the day, during after school and at home.

In the 2016-2017 school year Flagship had a team of interventionists and created a plan to provide support for novice and basic classrooms, as well as an Intervention Block for all students grades three through five. Bi-weekly support was also provided to students who were below the 10th percentile during their specials.



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

The goal of the SIP is to provide a lens to identify areas needing improvement and to provide a set of tools to measure growth and reflect on progress. In this vein, the SIP set out what it was intended to do. We identified that our reading and math scores were areas of concern and provided additional supports in these areas resulting in our students achieving significant gains in reading and mathematics. The SIP is a continuous process through which we can flexibly address needs as they arise.

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.



3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018

For the 2017-18 school year, M-Step scores slightly increased in Reading and stayed stagnant in Math from the 2016-2017 school year. As compared to similar schools in Detroit Public Schools, Flagship outperformed the district in Math and Reading and was equal to the scores for Science and Social Studies. Our students that made typical growth as measured by the NWEA Measure of Academic Progress (MAP), increased from the 2016-2017 school year at 23% in Math and 30% in Reading, to 31% in Math and 44% in Reading in the 2017-2018.

Our achievement thus far falls short of goals and expectations. The following steps are being taken to improve student achievement:

1. Infuse data into all of our discussions about student achievement – on an aggregate school level and individual student level.
2. Differentiate instruction for all students and utilize intervention software for blended learning classrooms to support growth in math and reading.
3. Continue to provide additional instructional support for students at risk of failing including small group instruction, individualized blended learning, and after school programming.
4. Continue supporting teachers in implementation of Math Stories, Balanced Literacy (Data Tracking), Kagan Cooperative Learning and Calm Classroom.

2016-2017

For the 2016-17 school year, M-Step scores slightly decreased in Reading and Math from the 2015-2016 school year. However there was a small increase in Science and Social Studies. As compared to similar schools in Detroit Public Schools, Flagship outperformed the district in Math and Reading and was equal to the scores for Science and Social Studies. Our students that made typical growth as measured by the NWEA Measure of Academic Progress (MAP), increased from the 2015-2016 school year at 42% in Math and 46% in Reading, to 52% in Math and 63% in Reading.

Our achievement thus far falls short of goals and expectations. The following steps are being taken to improve student achievement:

1. Infuse data into all of our discussions about student achievement – on an aggregate school level and individual student level.
2. Differentiate instruction for all students and utilize intervention software for blended learning classrooms to support growth in math and reading.
3. Continue to provide additional instructional support for students at risk of failing including small group instruction, individualized blended learning, after school programming and summer programming.
4. Offer summer school for those most at risk.
5. Continue supporting teachers in implementation of Gretchen Courtney Balanced Literacy, Kagan Cooperative Learning and Calm Classroom



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


2017-2018

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.

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.

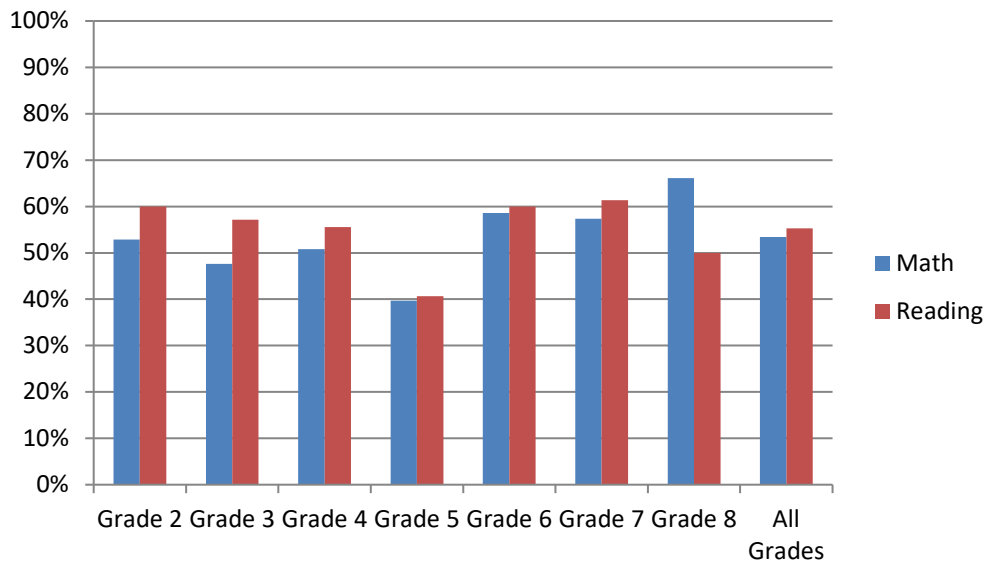
The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and GLCE goals. However, modifications/accommodations are 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.

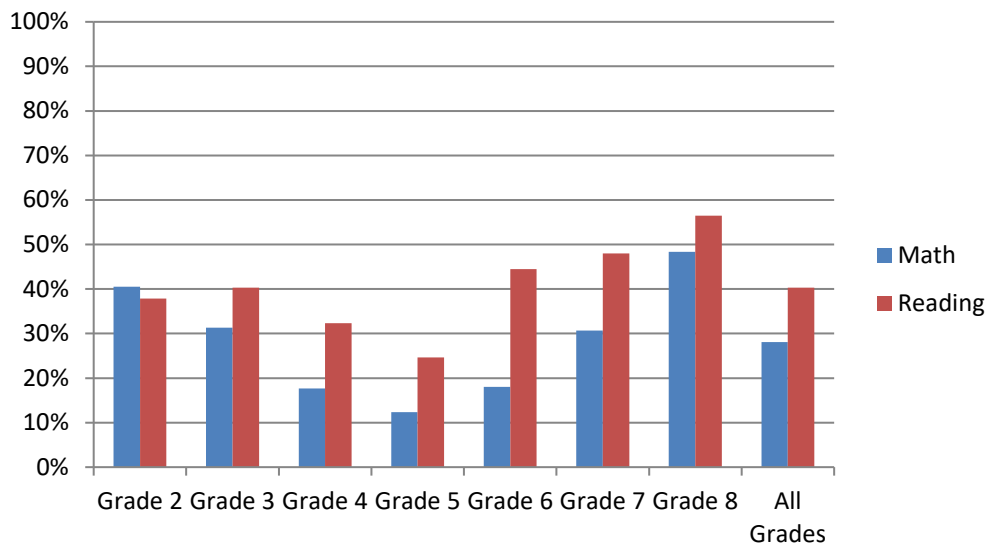
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2017 to spring 2018.

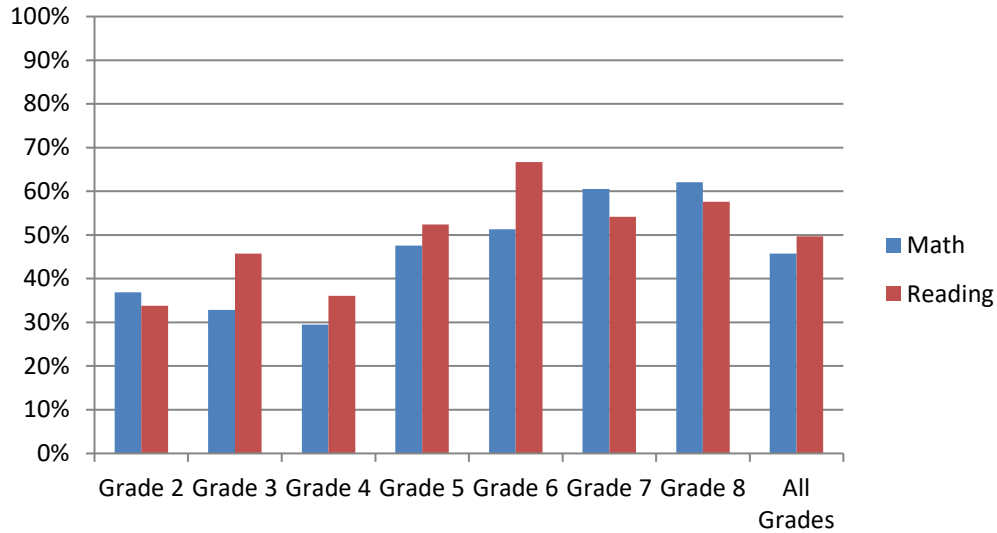


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

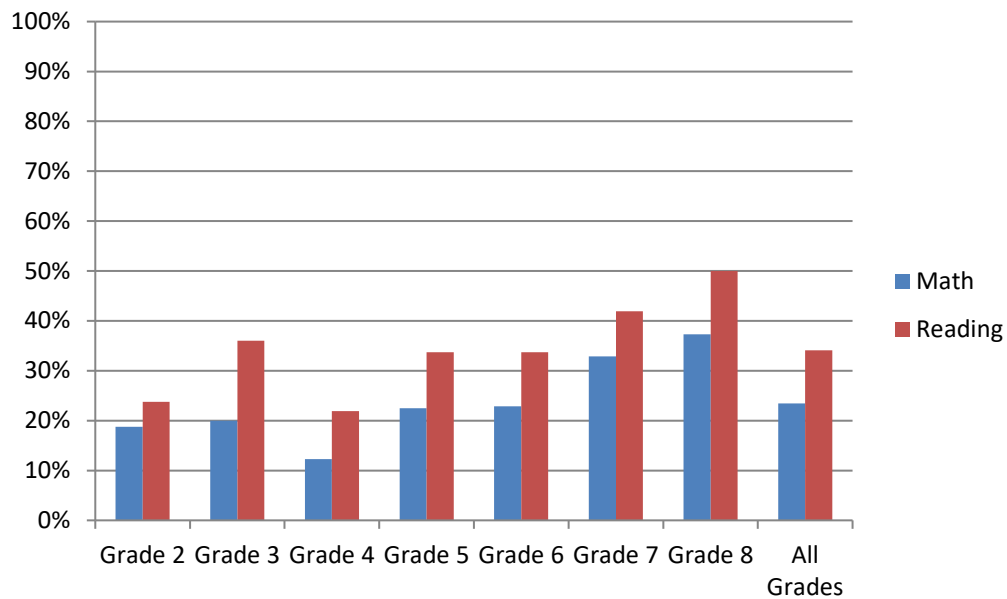


2016-2017

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.



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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	551	82.6%
Spring 2018	K-8	556	85.3%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	579	81.2%
Spring 2017	K-8	590	86.4%



7. SCHOOL YEAR HIGHLIGHTS

- Celebrated the success of our NWEA Growth in both Reading and Math.
- Beat our Detroit comparison schools on MSTEP in Math and ELA.
- The two-teacher classroom model as well as intervention workshop blocks contributed to the student achievement growth.
- Flagship partnered with Fraternities and Sororities in an Anti-Bullying Campaign
- After-School Clubs
- After School Tutoring – provided dinner for participants
- 8th Grade Students participated in a local College Tour
- Flagship Rocks – Spreading kindness initiative
- Thanksgiving Food Drive
- Hat and Mitten Tree
- Sports: Boys Basketball, Cheer, Cross-Country, Soccer
- STEM Club

We are looking forward to another rewarding and successful school year in 2019-20!

Sincerely,



Nicole Woods
School Principal
Flagship Charter Academy
13661 Wisconsin Ave
Detroit, MI 48238
313-933-7933

BOARD OF DIRECTORS:

Emanuel Haley – President
Valarie Foulks – Vice President
Arleen Bonello – Secretary
Charlene Mallory – Treasurer
Melia Howard – Director

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	21.6%	16	21.6%	16	9.5%	7	12.2%	9	13.5%	10	64.9%	48
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	22.4%	15	22.4%	15	6.0%	4	16.4%	11	34.3%	23	43.3%	29
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	21.6%	16	21.6%	16	9.5%	7	12.2%	9	13.5%	10	64.9%	48
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	22.4%	15	22.4%	15	6.0%	4	16.4%	11	34.3%	23	43.3%	29
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	22.2%	8	22.2%	8	11.1%	4	11.1%	4	16.7%	6	61.1%	22
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	29.0%	9	29.0%	9	10%	<3	*	*	41.9%	13	29.0%	9
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	21.1%	8	21.1%	8	10%	3	*	5	10.5%	4	68.4%	26
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	16.7%	6	16.7%	6	10%	<3	*	*	27.8%	10	55.6%	20
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	22.2%	16	22.2%	16	9.7%	7	12.5%	9	13.9%	10	63.9%	46

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	22.7%	15	22.7%	15	6.1%	4	16.7%	11	33.3%	22	43.9%	29
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	7.8%	5	7.8%	5	5%	<3	*	*	18.8%	12	73.4%	47
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	20.9%	14	20.9%	14	6.0%	4	14.9%	10	17.9%	12	61.2%	41
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	7.9%	5	7.9%	5	5%	<3	*	*	19.0%	12	73.0%	46
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	20.9%	14	20.9%	14	6.0%	4	14.9%	10	17.9%	12	61.2%	41
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	10%	3	10%	3	10%	<3	10%	<3	*	9	*	26
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	23.3%	7	23.3%	7	20%	<3	20%	*	20%	4	*	19
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	20%	<3	20%	*	20%	<3	20%	<3	*	3	*	21
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	18.9%	7	18.9%	7	10%	<3	*	*	21.6%	8	59.5%	22
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	6.5%	4	6.5%	4	5%	<3	5%	*	17.7%	11	75.8%	47
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	21.2%	14	21.2%	14	6.1%	4	15.2%	10	18.2%	12	60.6%	40
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	20.0%	18	20.0%	18	5%	<3	*	*	26.7%	24	53.3%	48
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	9.6%	7	9.6%	7	5%	3	*	4	20.5%	15	69.9%	51
ELA	5th Grade Content	American Indian or Alaska Native	2017-18	34.9%	247	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	20.0%	18	20.0%	18	5%	<3	*	*	26.7%	24	53.3%	48
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	8.3%	6	8.3%	6	5%	<3	*	*	20.8%	15	70.8%	51
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	29.5%	13	29.5%	13	10%	<3	*	*	29.5%	13	40.9%	18
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	10%	4	10%	4	10%	<3	10%	<3	*	13	*	24

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	10.9%	5	10.9%	5	10%	<3	*	*	23.9%	11	65.2%	30
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	10%	3	10%	3	10%	<3	10%	<3	10%	<3	*	27
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	20.9%	18	20.9%	18	5%	<3	*	*	27.9%	24	51.2%	44
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	7.4%	5	7.4%	5	5%	<3	5%	*	19.1%	13	73.5%	50
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	10.8%	9	10.8%	9	5%	<3	*	*	33.7%	28	55.4%	46

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	20.8%	15	20.8%	15	5%	<3	*	*	23.6%	17	55.6%	40
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	10.8%	9	10.8%	9	5%	<3	*	*	33.7%	28	55.4%	46
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	20.8%	15	20.8%	15	5%	<3	*	*	23.6%	17	55.6%	40
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	17.5%	7	17.5%	7	10%	<3	*	*	35.0%	14	47.5%	19
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	28.9%	11	28.9%	11	10%	<3	*	*	31.6%	12	39.5%	15
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	27
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	11.8%	4	11.8%	4	10%	<3	*	*	14.7%	5	73.5%	25
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	11.3%	9	11.3%	9	5%	<3	*	*	33.8%	27	55.0%	44

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	21.4%	15	21.4%	15	5%	<3	*	*	22.9%	16	55.7%	39
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	11
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Foster Care	2017-18	17.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	22.2%	16	22.2%	16	5%	<3	*	*	33.3%	24	44.4%	32
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	12.0%	9	12.0%	9	5%	<3	*	*	46.7%	35	41.3%	31
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	22.2%	16	22.2%	16	5%	<3	*	*	33.3%	24	44.4%	32
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	12.0%	9	12.0%	9	5%	<3	*	*	46.7%	35	41.3%	31

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	20.7%	6	20.7%	6	20%	<3	*	*	41.4%	12	37.9%	11
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	21.2%	7	21.2%	7	10%	<3	*	*	42.4%	14	36.4%	12
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	23.3%	10	23.3%	10	10%	<3	*	*	27.9%	12	48.8%	21
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	10%	<3	10%	*	10%	<3	10%	<3	*	21	*	19
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	22.1%	15	22.1%	15	5%	<3	*	*	33.8%	23	44.1%	30
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	12.5%	9	12.5%	9	5%	<3	*	*	47.2%	34	40.3%	29
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	8

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Foster Care	2017-18	18.5%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	26.7%	16	26.7%	16	10%	<3	*	*	46.7%	28	26.7%	16
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	31.1%	19	31.1%	19	5%	<3	*	*	45.9%	28	23.0%	14
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	26.7%	16	26.7%	16	10%	<3	*	*	46.7%	28	26.7%	16
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	31.1%	19	31.1%	19	5%	<3	*	*	45.9%	28	23.0%	14
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	34.5%	10	34.5%	10	20%	<3	*	*	37.9%	11	27.6%	8
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	42.9%	9	42.9%	9	20%	<3	*	*	*	9	20%	3
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	19.4%	6	19.4%	6	10%	<3	*	*	54.8%	17	25.8%	8
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	25.0%	10	25.0%	10	10%	<3	*	*	47.5%	19	27.5%	11

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	29.1%	16	29.1%	16	10%	<3	*	*	45.5%	25	25.5%	14
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	30.0%	18	30.0%	18	10%	<3	*	*	46.7%	28	23.3%	14
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Foster Care	2017-18	18.3%	91	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	16.4%	12	16.4%	12	6.8%	5	9.6%	7	15.1%	11	68.5%	50
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	17.9%	12	17.9%	12	6.0%	4	11.9%	8	32.8%	22	49.3%	33
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	16.4%	12	16.4%	12	6.8%	5	9.6%	7	15.1%	11	68.5%	50

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	17.9%	12	17.9%	12	6.0%	4	11.9%	8	32.8%	22	49.3%	33
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	13.9%	5	13.9%	5	10%	<3	*	*	22.2%	8	63.9%	23
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	12.9%	4	12.9%	4	10%	<3	10%	*	35.5%	11	51.6%	16
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	18.9%	7	18.9%	7	*	4	10%	3	10%	3	*	27
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	22.2%	8	22.2%	8	10%	3	*	5	30.6%	11	47.2%	17
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	16.9%	12	16.9%	12	7.0%	5	9.9%	7	15.5%	11	67.6%	48
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	18.2%	12	18.2%	12	6.1%	4	12.1%	8	33.3%	22	48.5%	32
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	6.3%	4	6.3%	4	5%	<3	5%	*	26.6%	17	67.2%	43
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	13.4%	9	13.4%	9	5%	3	*	6	26.9%	18	59.7%	40
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	6.3%	4	6.3%	4	5%	<3	5%	*	27.0%	17	66.7%	42
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	13.4%	9	13.4%	9	5%	3	*	6	26.9%	18	59.7%	40
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	29
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	20%	3	20%	3	20%	<3	20%	<3	*	8	*	19
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	14

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	16.2%	6	16.2%	6	10%	<3	*	*	27.0%	10	56.8%	21
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	6.5%	4	6.5%	4	5%	<3	5%	*	25.8%	16	67.7%	42
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	13.6%	9	13.6%	9	5%	3	*	6	27.3%	18	59.1%	39
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	7.8%	7	7.8%	7	5%	<3	*	*	23.3%	21	68.9%	62
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	5%	3	5%	3	5%	<3	5%	<3	*	11	*	59

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	American Indian or Alaska Native	2017-18	22.3%	158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	7.8%	7	7.8%	7	5%	<3	*	*	23.3%	21	68.9%	62
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	5%	<3	5%	*	5%	<3	5%	<3	*	11	*	59
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	10%	3	10%	3	10%	<3	10%	*	*	12	*	29
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	32
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	10%	4	10%	4	10%	<3	10%	*	*	9	*	33
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	27
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	8.1%	7	8.1%	7	5%	<3	*	*	23.3%	20	68.6%	59

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	5%	<3	5%	*	5%	<3	5%	<3	*	10	*	56
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	5%	4	5%	4	5%	<3	5%	*	*	25	*	54
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	9.7%	7	9.7%	7	5%	<3	*	*	26.4%	19	63.9%	46
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	5%	4	5%	4	5%	<3	5%	*	*	25	*	54
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	9.7%	7	9.7%	7	5%	<3	*	*	26.4%	19	63.9%	46

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	10%	<3	10%	*	10%	<3	10%	<3	*	11	*	27
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	13.2%	5	13.2%	5	10%	<3	*	*	31.6%	12	55.3%	21
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	27
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	25
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	5%	4	5%	4	5%	<3	5%	*	*	23	*	53
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	10.0%	7	10.0%	7	5%	<3	*	*	27.1%	19	62.9%	44
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Foster Care	2017-18	11.7%	61	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	15.3%	11	15.3%	11	5%	<3	*	*	25.0%	18	59.7%	43
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	6.7%	5	6.7%	5	5%	<3	*	*	34.7%	26	58.7%	44
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	15.3%	11	15.3%	11	5%	<3	*	*	25.0%	18	59.7%	43
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	6.7%	5	6.7%	5	5%	<3	*	*	34.7%	26	58.7%	44
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	20%	5	20%	5	20%	<3	20%	*	*	6	*	18
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	10%	<3	10%	*	10%	<3	10%	<3	*	12	*	19
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	14.0%	6	14.0%	6	10%	<3	10%	*	27.9%	12	58.1%	25
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	10%	3	10%	3	10%	<3	10%	<3	*	14	*	25

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	16.2%	11	16.2%	11	5%	<3	*	*	25.0%	17	58.8%	40
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	6.9%	5	6.9%	5	5%	<3	*	*	34.7%	25	58.3%	42
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	9
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Mathematics	7th Grade Content	Foster Care	2017-18	10.1%	48	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	22.0%	13	22.0%	13	10%	5	*	8	23.7%	14	54.2%	32
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	19.7%	12	19.7%	12	6.6%	4	13.1%	8	19.7%	12	60.7%	37
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	22.0%	13	22.0%	13	10%	5	*	8	23.7%	14	54.2%	32

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	19.7%	12	19.7%	12	6.6%	4	13.1%	8	19.7%	12	60.7%	37
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	21.4%	6	21.4%	6	20%	3	20%	3	28.6%	8	50.0%	14
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	23.8%	5	23.8%	5	20%	<3	20%	*	20%	<3	*	14
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	22.6%	7	22.6%	7	10%	<3	*	*	19.4%	6	58.1%	18
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	17.5%	7	17.5%	7	10%	3	10%	4	25.0%	10	57.5%	23
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	20.4%	11	20.4%	11	10%	4	*	7	24.1%	13	55.6%	30
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	20.0%	12	20.0%	12	10%	4	*	8	20.0%	12	60.0%	36
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Foster Care	2017-18	7.1%	35	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	<3	5%	<3	5%	<3	5%	<3	*	6	*	58
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	5%	<3	5%	<3	5%	<3	5%	<3	*	6	*	57
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	<3	10%	<3	10%	<3	<3	<3	*	36
Science	4th Grade Content	Male	2016-17	16.5%	9,092	20%	<3	20%	<3	20%	<3	20%	<3	*	4	*	22
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	5%	<3	5%	<3	5%	<3	5%	<3	*	6	*	56

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	6.9%	5	6.9%	5	5%	<3	*	*	16.7%	12	76.4%	55
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	6.9%	5	6.9%	5	5%	<3	*	*	16.7%	12	76.4%	55
Science	7th Grade Content	Female	2016-17	21.2%	11,397	20%	<3	20%	*	20%	<3	20%	<3	*	5	*	23
Science	7th Grade Content	Male	2016-17	24.3%	13,684	10%	4	10%	4	10%	<3	10%	*	*	7	*	32
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	7.4%	5	7.4%	5	5%	<3	*	*	16.2%	11	76.5%	52
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5%	<3	5%	<3	5%	<3	5%	<3	*	32	*	57

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	5%	<3	5%	*	5%	<3	5%	<3	*	20	*	52
Social Studies	5th Grade Content	American Indian or Alaska Native	2017-18	13.6%	96	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	5%	<3	5%	<3	5%	<3	5%	<3	*	32	*	57
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	5%	<3	5%	<3	5%	<3	5%	<3	*	20	*	52
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	<3	10%	<3	10%	<3	10%	<3	*	16	*	27
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	<3	10%	*	10%	<3	10%	<3	*	12	*	28
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	<3	10%	<3	10%	<3	*	16	*	30
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	<3	10%	<3	10%	<3	*	8	*	24

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5%	<3	5%	<3	5%	<3	5%	<3	*	31	*	54
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	5%	<3	5%	<3	5%	<3	5%	<3	*	18	*	50
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	11.9%	7	11.9%	7	10%	<3	*	*	30.5%	18	57.6%	34
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	5%	3	5%	3	5%	<3	5%	*	*	26	*	32
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	11.9%	7	11.9%	7	10%	<3	*	*	30.5%	18	57.6%	34

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	5%	3	5%	3	5%	<3	5%	*	*	26	*	32
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	20%	<3	20%	*	20%	<3	20%	<3	*	12	*	14
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	20%	<3	20%	<3	20%	<3	20%	<3	*	12	*	9
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	16.1%	5	16.1%	5	10%	<3	*	*	19.4%	6	64.5%	20
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	10%	3	10%	3	10%	<3	10%	*	*	14	*	23
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	13.0%	7	13.0%	7	10%	<3	*	*	29.6%	16	57.4%	31
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	10%	3	10%	3	10%	<3	10%	*	*	25	*	32
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Foster Care	2017-18	7.4%	36	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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

New Annual Education Report Flagship Charter Academy (09785)

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	2016-17	69.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	60.6%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	82.7%	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	81.4%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	68.3%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	66.7%	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	54.4%	*	*	*	*	*
Science	4th Grade Content	All Students	2017-18	48.5%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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	4th Grade Content	Black or African American	2016-17	77.5%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2017-18	76.3%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2017-18	60.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	45.2%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2017-18	38.0%	*	*	*	*	*
ELA	4th Grade Content	Female	2016-17	85.8%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	65.6%	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	54.0%	*	*	*	*	*
ELA	4th Grade Content	Male	2017-18	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	68.4%	*	*	*	*	*
Science	4th Grade Content	Male	2017-18	48.9%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	81.7%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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	Economically Disadvantaged	2016-17	69.4%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	67.3%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	49.7%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	32.0%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	40.6%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2017-18	26.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2017-18	31.4%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	32.6%	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	47.8%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	86.8%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	36.0%	*	*	*	*	*
ELA	7th Grade Content	Male	2016-17	85.9%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	50.0%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
ELA	8th Grade Content	All Students	2017-18	80.1%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2017-18	61.9%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2017-18	41.6%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	78.3%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2017-18	79.1%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2017-18	54.9%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2017-18	36.4%	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	58.0%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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
Social Studies	8th Grade Content	Female	2016-17	41.2%	*	*	*	*	*
ELA	8th Grade Content	Male	2017-18	78.9%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2017-18	63.4%	*	*	*	*	*
Social Studies	8th Grade Content	Male	2017-18	40.9%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2017-18	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	63.8%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	43.4%	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

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

New Annual Education Report Flagship Charter Academy (09785)

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

New Annual Education Report Flagship Charter Academy (09785)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	418	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	417	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	223	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	405	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	13	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	418	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	418	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	53	<10	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	365	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	418	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	414	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	418	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	418	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	417	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	195	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	223	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	405	<10	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	13	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	418	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	418	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	53	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	365	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	418	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	414	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	418	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	136	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	135	<10	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Female	2017-18	63	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	73	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	130	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	136	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	136	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	117	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	136	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	135	<10	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	136	<10	*	*	*	*	*	*	*

New Annual Education Report Flagship Charter Academy (09785)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	100.0%	0.0%	N/A	100.0%	0.0%	19.75%
All Students	Mathematics	98.8%	1.2%	38.72%	100.0%	0.0%	N/A	100.0%	0.0%	11.65%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	100.0%	0.0%	N/A	100.0%	0.0%	2.40%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	<10	<10	<10
Asian	ELA	98.9%	1.2%	69.51%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	100.0%	0.0%	N/A	100.0%	0.0%	19.75%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	11.65%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	100.0%	0.0%	N/A	100.0%	0.0%	2.40%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Flagship Charter Academy (09785)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	Science	97.7%	2.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.8%	1.2%	35.00%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Science	97.8%	2.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	N/A	N/A	N/A	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	N/A	N/A	N/A	N/A	N/A	N/A
White	Mathematics	99.0%	1.0%	45.19%	N/A	N/A	N/A	N/A	N/A	N/A
White	Science	98.2%	1.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	Social Studies	98.1%	1.9%	38.15%	N/A	N/A	N/A	N/A	N/A	N/A
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	25.27%

New Annual Education Report Flagship Charter Academy (09785)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	11.29%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	14.83%
Male	Mathematics	98.7%	1.3%	40.26%	100.0%	0.0%	N/A	100.0%	0.0%	11.96%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	100.0%	0.0%	N/A	100.0%	0.0%	4.41%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.0%	N/A	100.0%	0.0%	19.69%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	11.92%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	2.46%
English Learners	ELA	98.4%	1.8%	23.27%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Mathematics	98.9%	1.1%	23.08%	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Science	98.1%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Flagship Charter Academy (09785)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	12.00%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	6.00%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	ELA	95.9%	0.3%	25.16%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.2%	3.8%	17.34%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Science	93.2%	6.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	<10	<10	<10
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	<10	<10	<10
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Flagship Charter Academy (09785)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
---------------	---------------	---------------------	-------------------	-------------------	------------------

No Data to Display

New Annual Education Report Flagship Charter Academy (09785)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
---------------	---------------	---------------------	-------------------	-------------------	------------------

No Data to Display

New Annual Education Report Flagship Charter Academy (09785)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	55.19%

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

New Annual Education Report Flagship Charter Academy (09785)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	19.75%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	19.69%	44.90%	50.94%	60.00%
Students With Disabilities	ELA	18.87%	12.00%	37.15%	46.29%	60.00%
African American	ELA	23.26%	19.75%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	0.00%	49.32%	53.59%	60.00%
All Students	Mathematics	37.55%	11.65%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	11.92%	33.31%	39.01%	47.55%
Students With Disabilities	Mathematics	15.57%	6.00%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	11.65%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	0.00%	36.97%	41.20%	47.55%

New Annual Education Report Flagship Charter Academy (09785)

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	Accountability Status	Reason for Identification
Flagship Charter Academy	25.67	32.10	N/A	N/A	58.41	100.00	N/A	36.12	N/A	N/A

New Annual Education Report Flagship Charter Academy (09785)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Flagship Charter Academy (09785)	0	10	21	2

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flagship Charter Academy (09785)	33.00	9.00	27.3%	9.00	27.3%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flagship Charter Academy (09785)	5.01	3.00	59.9%	3.00	59.9%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flagship Charter Academy (09785)	33.00	2.00	6.1%	2.00	6.1%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flagship Charter Academy (09785)	33.00	4.00	12.1%	4.00	12.1%	N/A	N/A

New Annual Education Report Flagship Charter Academy (09785)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
---------------	-------------	----------------	----------------	------------------------

No Data to Display

New Annual Education Report Flagship Charter Academy (09785)

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.

New Annual Education Report Flagship Charter Academy (09785)

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
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
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.

New Annual Education Report Flagship Charter Academy (09785)
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	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
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	3	40	38	16	6
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.

New Annual Education Report Flagship Charter Academy (09785)
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
Two or More Races	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
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.

New Annual Education Report Flagship Charter Academy (09785)

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