



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 Lansing 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 Angie Bass for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/lansing/> 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/2HfWChU>.

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.

The primary academic challenges for the school based upon 2017-2018 assessment data shows that student proficiency needs to increase in both mathematics and reading. The initiatives being taken to accelerate student achievement and close persistent gaps in achievement include:



Mathematics:

- Disaggregate math assessment data from M-Step
- Benchmark testing with AimsWeb, NWEA Interim assessments, and progress monitoring
- Small group math intervention rotations daily
- Small group ELA intervention rotations daily
- Weekly meetings between and among classroom teachers, interventionists and Deans
- Ongoing professional development for teachers, interventionists, and Deans to improve instructional efficacy
- Utilization of Service Center Curriculum and Instructional coaches
- A Family Literacy and Content night designed and implemented to provide students and families literacy and math knowledge and activities
- Additional Math supplies, resources, materials and technology including Accelerated Math and Chrome Books

Reading and Writing:

- Disaggregate reading assessment data from M-Step
- Benchmark testing with AimsWeb, NWEA Interim assessments, and progress monitoring
- Small group math intervention sessions daily
- Weekly meetings between and among classroom teachers, interventionists and instructional coaches
- A Family Literacy and Content night designed and implemented to provide students and families literacy and math knowledge and activities
- Sustained professional development for teachers, interventionists, and coaches to improve instructional efficacy
- Utilization of Service Center Curriculum and instructional coaches
- Reading Street and Reading Mastery text, guides and materials, balanced literacy framework


State law requires that we report the following additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2017-2018

Lansing 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

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

2017-2018

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

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 - Parent surveys
 - Staff Surveys and teacher quality information
 - Programs and Processes Data

Personnel: Install and support the strongest possible turnaround specialists, school leaders, and teachers.

- LCA's Leadership Team - consisting of a Director of School Quality and Senior Director of School Quality in collaboration with a new Principal, who will continue to direct oversight and improvement of the school, its academic programs, curriculum, and increased student achievement.
- Attendance by Leadership at a two-day leadership summit based upon specific professional needs.
- Focus on recruitment and retention of highly qualified instructional staff and support staff.
- Utilization of sustained, on-going research-based best practices and professional development opportunities in whole group, small group and embedded contexts.
- Stipends provided for staff to attend workshops and conferences off-site as needed
- Performance-based bonuses for high-performing teachers positively impacting performance of at-risk students.


School Quality: Commit to systems and routine for ensuring school quality.

- Frequent progress-monitoring and formative assessments administered consistently to facilitate informed, and improved, instructional decision-making.
- Continued enhancement and intensity of systematic approach to assessment and intervention.
- Instructional Support positions added
- After school programs

As a result of the School improvement Team will review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year:

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

In order to evaluate the efficacy of the SIP, the School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in the Spring of 2017, as part of its preparation for the 2017-2018 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 interim assessments, MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal. Student achievement did increase in certain grade-levels in both math and language arts.

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/lansing-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

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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

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- Programs and Processes Data

As a result of the School improvement Team will review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year:

- **Personnel: Install and support the strongest possible turnaround specialists, school leaders, and teachers.**
 - LCA's Leadership Team - consisting of a the Director of School Quality and Senior Director of School Quality in collaboration with a new Principal, who will continue to direct oversight and improvement of the school, its academic programs, curriculum, and increased student achievement.
 - Attendance by Leadership at a two-day leadership summit based upon specific professional needs.
 - Focus on recruitment and retention of highly qualified instructional staff and support staff.

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- Utilization of sustained, on-going research-based best practices and professional development opportunities in whole group, small group and embedded contexts.
 - Stipends provided for staff to attend workshops and conferences off-site as needed
 - Performance-based bonuses for high-performing teachers positively impacting performance of at-risk students.
 - **School Quality: Commit to systems and routine for ensuring school quality.**
 - Frequent progress-monitoring and formative assessments administered consistently to facilitate informed, and improved, instructional decision-making.
 - Continued enhancement and intensity of systematic approach to assessment and intervention.
 - Instructional Support positions added
 - Before and After school programs

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

In order to evaluate the efficacy of the SIP, the School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in the Spring of 2016, as part of its preparation for the 2016-2017 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 interim assessments, MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal. Student achievement did increase in certain grade-levels in both math and language arts.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018


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Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing 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 currently Enrolled students are given enrollment priority over children who have no such siblings.



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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.

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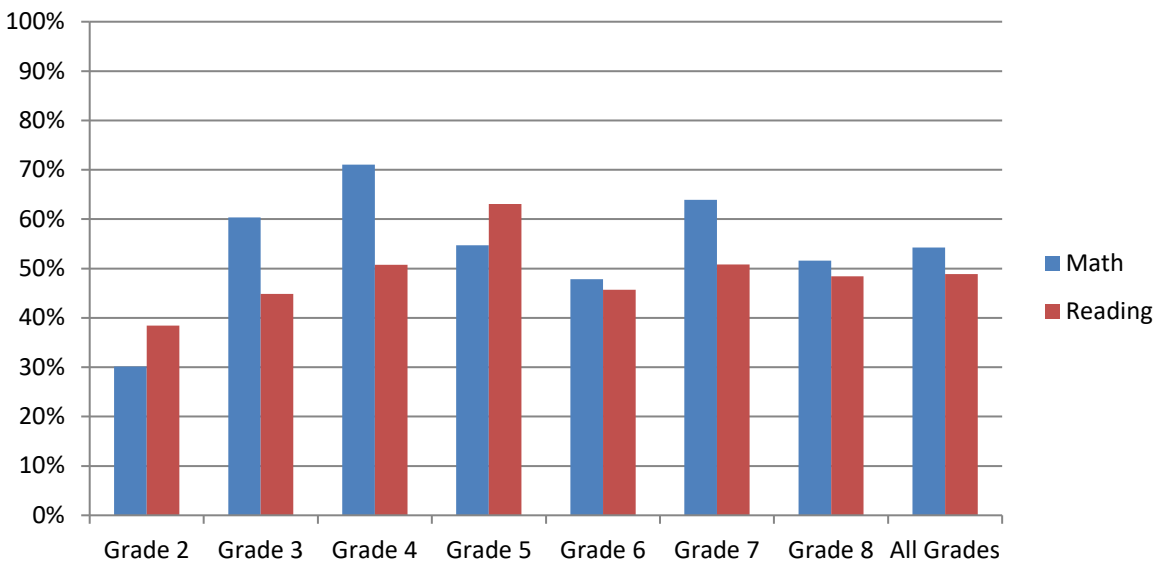
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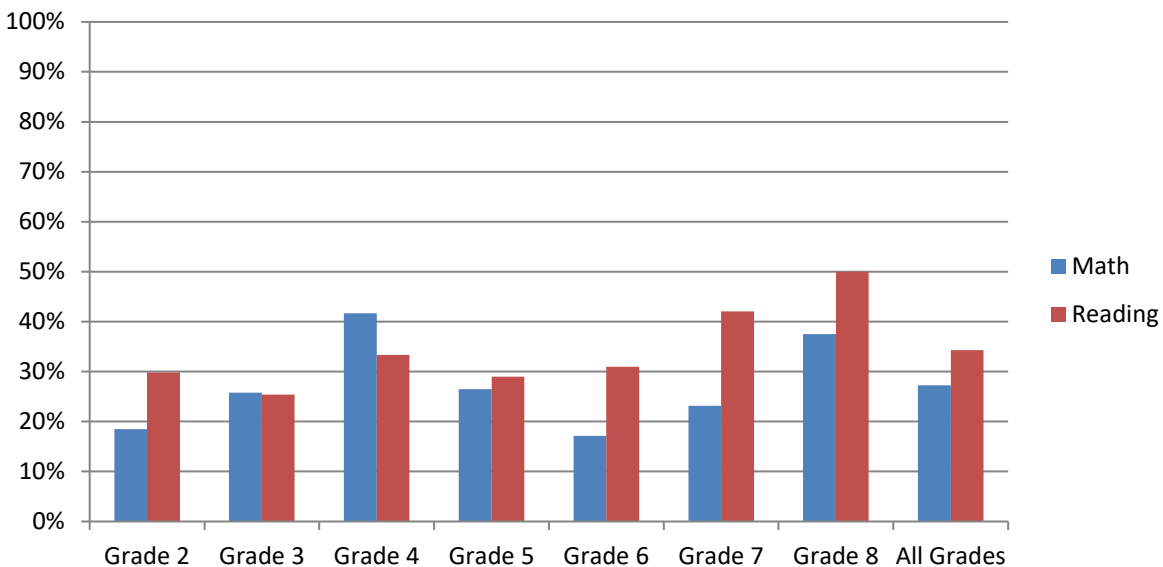
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

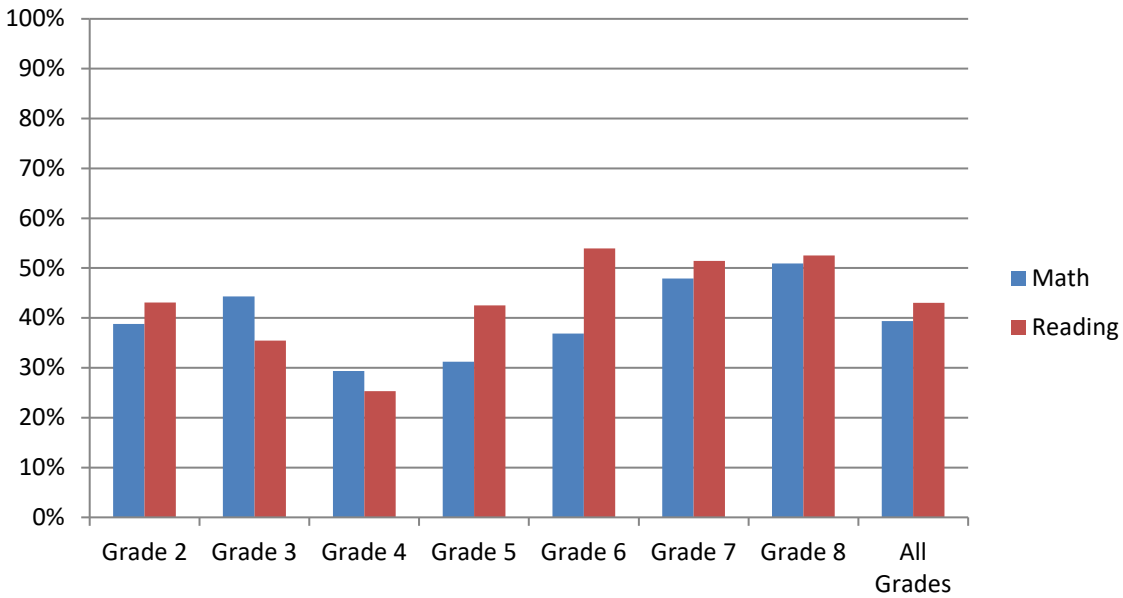


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

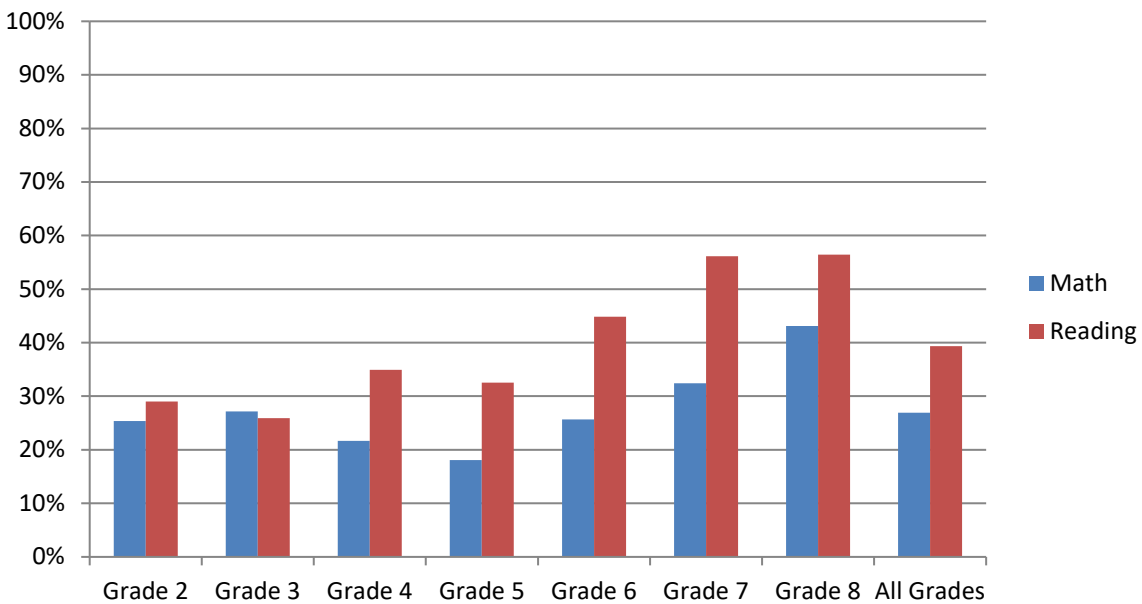


2016-2017

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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	573	91.7%
Spring 2018	K-8	434	71.4%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	623	86.2%
Spring 2017	K-8	623	86.2%

7. SCHOOL YEAR HIGHLIGHTS

- Seussical The Musical for K-2nd enjoyed excerpts through performance of their favorite Dr. Seuss books, for March Reading month.
- "The Science Experience" Night was full of excitement, technology, hands on experiments. Ranging from archeology to geography for all families and ages
- Peaceful Authority assembly for K-8th consisted of a law enforcement group from Flint, with two different programs for our school. One for grades 2-5 and then one for middle school (6-8). The group discussed Black History Month and other topics such as bullying, making good life choices, and the importance of education.

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

Sincerely,



Phobie Perkins
School Principal
Lansing Charter Academy
3300 Express Court
Lansing, MI 48910
517-882-9585

BOARD OF DIRECTORS:

Justin Plough – President
Anita Demps – Vice President and Treasurer
Melissa Boelter – Director
Kelly Christopherson – Director

New Annual Education Report Lansing Charter Academy (00111)

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	21.0%	17	21.0%	17	9.9%	8	11.1%	9	22.2%	18	56.8%	46
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	24.6%	16	24.6%	16	7.7%	5	16.9%	11	13.8%	9	61.5%	40
ELA	3rd Grade Content	Asian	2016-17	63.4%	2,184	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	14.6%	6	14.6%	6	10%	3	10%	3	22.0%	9	63.4%	26
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	17.6%	6	17.6%	6	10%	<3	*	*	14.7%	5	67.6%	23
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	50%	5	50%	5	50%	*	50%	<3	50%	<3	50%	5
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2016-17	51.7%	35,180	50%	5	50%	5	50%	<3	50%	*	50%	6	50%	3
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	7
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	18.9%	7	18.9%	7	10%	3	*	4	16.2%	6	64.9%	24
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	35.7%	10	35.7%	10	20%	3	*	7	20%	3	*	15
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	22.7%	10	22.7%	10	11.4%	5	11.4%	5	27.3%	12	50.0%	22
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	16.2%	6	16.2%	6	10%	<3	*	*	16.2%	6	67.6%	25
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	15.7%	11	15.7%	11	5.7%	4	10.0%	7	21.4%	15	62.9%	44
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	19.6%	11	19.6%	11	10%	3	*	8	16.1%	9	64.3%	36
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10

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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	English Learners	2017-18	33.2%	3,359	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	7
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	24.7%	21	24.7%	21	10.6%	9	14.1%	12	21.2%	18	54.1%	46
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	25.7%	19	25.7%	19	5.4%	4	20.3%	15	17.6%	13	56.8%	42
ELA	4th Grade Content	Asian	2016-17	66.9%	2,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2017-18	65.9%	2,318	*	*	*	*	*	*	*	*	*	*	*	*

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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	Black or African American	2016-17	19.2%	3,664	17.8%	8	17.8%	8	10%	<3	*	*	24.4%	11	57.8%	26
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	22.9%	8	22.9%	8	10%	<3	*	*	22.9%	8	54.3%	19
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	26.3%	5	26.3%	5	20%	*	20%	<3	26.3%	5	47.4%	9
ELA	4th Grade Content	White	2017-18	52.5%	35,934	43.8%	7	43.8%	7	20%	<3	*	*	20%	3	*	6
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	25.0%	8	25.0%	8	10%	3	*	5	18.8%	6	56.3%	18

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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	Female	2017-18	48.1%	24,749	17.1%	6	17.1%	6	10%	<3	*	*	20.0%	7	62.9%	22
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	24.5%	13	24.5%	13	11.3%	6	13.2%	7	22.6%	12	52.8%	28
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	33.3%	13	33.3%	13	10%	<3	*	*	15.4%	6	51.3%	20
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	22.1%	15	22.1%	15	8.8%	6	13.2%	9	19.1%	13	58.8%	40
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	21.2%	14	21.2%	14	5%	3	*	11	18.2%	12	60.6%	40
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	20%	3	20%	3	20%	<3	20%	<3	*	4	*	9
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10

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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	Students With Disabilities	2017-18	17.6%	2,158	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	25.6%	21	25.6%	21	5%	4	*	17	23.2%	19	51.2%	42
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	17.6%	12	17.6%	12	5%	<3	*	*	19.1%	13	63.2%	43
ELA	5th Grade Content	Asian	2016-17	73.2%	2,591	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Asian	2017-18	71.6%	2,598	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	24.0%	12	24.0%	12	10%	<3	*	*	24.0%	12	52.0%	26
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	11.4%	4	11.4%	4	10%	<3	*	*	22.9%	8	65.7%	23
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*

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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	Hispanic of Any Race	2017-18	36.0%	3,222	50%	3	50%	3	50%	<3	50%	*	50%	3	50%	5
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	20%	3	20%	3	20%	<3	20%	*	*	7	*	6
ELA	5th Grade Content	White	2017-18	53.8%	38,604	50%	3	50%	3	50%	<3	50%	*	50%	<3	50%	11
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	34.9%	15	34.9%	15	10%	4	*	11	25.6%	11	39.5%	17
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	20%	4	20%	4	20%	<3	20%	*	*	6	*	19
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	15.4%	6	15.4%	6	10%	<3	*	*	20.5%	8	64.1%	25
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	20.5%	8	20.5%	8	10%	<3	*	*	17.9%	7	61.5%	24

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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	Economically Disadvantaged	2016-17	35.3%	19,040	28.2%	20	28.2%	20	5%	3	*	17	19.7%	14	52.1%	37
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	11.9%	7	11.9%	7	10%	<3	*	*	18.6%	11	69.5%	41
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	8
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	31.6%	25	31.6%	25	8.9%	7	22.8%	18	27.8%	22	40.5%	32

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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	15.5%	11	15.5%	11	5%	3	*	8	31.0%	22	53.5%	38
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	246	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	22.0%	9	22.0%	9	10%	<3	*	*	26.8%	11	51.2%	21
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	10%	4	10%	4	10%	<3	10%	*	*	10	*	26
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	*	*	*	*	*	*	*	*	*	*	*	*

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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	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	59.1%	13	59.1%	13	27.3%	6	31.8%	7	*	5	20%	4
ELA	6th Grade Content	White	2017-18	48.0%	34,579	50%	4	50%	4	50%	<3	50%	*	50%	5	50%	5
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	40.5%	15	40.5%	15	13.5%	5	27.0%	10	32.4%	12	27.0%	10
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	19.4%	7	19.4%	7	10%	3	*	4	33.3%	12	47.2%	17
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	23.8%	10	23.8%	10	10%	<3	*	*	23.8%	10	52.4%	22
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	11.4%	4	11.4%	4	10%	<3	*	*	28.6%	10	60.0%	21
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	26.5%	18	26.5%	18	5.9%	4	20.6%	14	27.9%	19	45.6%	31

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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	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	14.5%	9	14.5%	9	5%	<3	*	*	30.6%	19	54.8%	34
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	3
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Homeless	2017-18	19.1%	356	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	34.2%	26	34.2%	26	5.3%	4	28.9%	22	23.7%	18	42.1%	32
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	31.9%	22	31.9%	22	5.8%	4	26.1%	18	20.3%	14	47.8%	33

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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	American Indian or Alaska Native	2017-18	35.4%	266	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Asian	2016-17	70.0%	2,607	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	22.9%	8	22.9%	8	10%	<3	*	*	25.7%	9	51.4%	18
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	20%	5	20%	5	20%	<3	20%	*	*	7	*	18
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	50%	6	50%	6	50%	3	50%	3	50%	3	50%	6
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	White	2016-17	51.0%	38,276	47.6%	10	47.6%	10	20%	<3	*	*	23.8%	5	28.6%	6
ELA	7th Grade Content	White	2017-18	49.8%	35,929	61.1%	11	61.1%	11	20%	3	*	8	20%	3	*	4
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	44.7%	17	44.7%	17	10%	3	*	14	23.7%	9	31.6%	12
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	39.4%	13	39.4%	13	10%	3	*	10	27.3%	9	33.3%	11
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	23.7%	9	23.7%	9	10%	<3	*	*	23.7%	9	52.6%	20
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	25.0%	9	25.0%	9	10%	<3	*	*	13.9%	5	61.1%	22
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	27.9%	17	27.9%	17	5%	3	*	14	26.2%	16	45.9%	28
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	28.1%	18	28.1%	18	5%	3	*	15	21.9%	14	50.0%	32

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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	English Learners	2016-17	15.8%	999	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Homeless	2017-18	21.4%	392	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	38.5%	25	38.5%	25	13.8%	9	24.6%	16	27.7%	18	33.8%	22
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	34.8%	23	34.8%	23	9.1%	6	25.8%	17	22.7%	15	42.4%	28
ELA	8th Grade Content	American Indian or Alaska Native	2016-17	39.2%	275	*	*	*	*	*	*	*	*	*	*	*	*

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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	Asian	2016-17	73.0%	2,706	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Asian	2017-18	69.2%	2,629	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	20%	5	20%	5	20%	<3	20%	*	*	10	*	13
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	20%	4	20%	4	20%	<3	20%	*	*	10	*	16
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	6
ELA	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	60.2%	53	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*

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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	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	50%	6	50%	6	50%	*	50%	<3	50%	4	50%	5
ELA	8th Grade Content	White	2017-18	48.4%	36,424	64.7%	11	64.7%	11	20%	<3	*	*	20%	<3	*	4
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	39.3%	11	39.3%	11	20%	4	*	7	35.7%	10	25.0%	7
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	41.2%	14	41.2%	14	10%	3	*	11	29.4%	10	29.4%	10
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	37.8%	14	37.8%	14	13.5%	5	24.3%	9	21.6%	8	40.5%	15
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	28.1%	9	28.1%	9	10%	3	*	6	15.6%	5	56.3%	18
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	34.0%	18	34.0%	18	11.3%	6	22.6%	12	30.2%	16	35.8%	19
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	31.5%	17	31.5%	17	10%	5	*	12	22.2%	12	46.3%	25

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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	English Learners	2016-17	21.5%	1,340	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*
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	Homeless	2017-18	18.2%	297	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	33.3%	27	33.3%	27	6.2%	5	27.2%	22	17.3%	14	49.4%	40
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	18.5%	12	18.5%	12	5%	<3	*	*	26.2%	17	55.4%	36
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	2,623	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	24.4%	10	24.4%	10	10%	<3	*	*	17.1%	7	58.5%	24

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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	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	17.6%	6	17.6%	6	10%	<3	*	*	23.5%	8	58.8%	20
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	7
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	4
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	50%	8	50%	8	50%	<3	50%	*	50%	3	50%	3
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	20%	<3	20%	*	20%	<3	20%	<3	*	7	*	7
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	37.8%	14	37.8%	14	10%	<3	*	*	16.2%	6	45.9%	17
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	28.6%	8	28.6%	8	20%	<3	*	*	20%	4	*	16

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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	3rd Grade Content	Male	2016-17	48.5%	25,939	29.5%	13	29.5%	13	10%	4	*	9	18.2%	8	52.3%	23
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	10.8%	4	10.8%	4	10%	<3	*	*	35.1%	13	54.1%	20
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	27.1%	19	27.1%	19	7.1%	5	20.0%	14	18.6%	13	54.3%	38
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	14.3%	8	14.3%	8	10%	<3	*	*	28.6%	16	57.1%	32
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	5
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	50%	5	50%	5	50%	<3	50%	*	50%	<3	50%	4
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*

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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	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	25.0%	21	25.0%	21	5%	3	*	18	38.1%	32	36.9%	31
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	32.9%	24	32.9%	24	13.7%	10	19.2%	14	26.0%	19	41.1%	30
Mathematics	4th Grade Content	Asian	2016-17	72.2%	2,643	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2017-18	71.0%	2,560	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	20.0%	9	20.0%	9	10%	<3	*	*	40.0%	18	40.0%	18
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	34.3%	12	34.3%	12	11.4%	4	22.9%	8	17.1%	6	48.6%	17
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	*	*	*	*	*	*	*	*	*	*	*	*

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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	Hispanic of Any Race	2017-18	29.1%	2,527	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	26.3%	5	26.3%	5	20%	<3	*	*	42.1%	8	31.6%	6
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	50%	6	50%	6	50%	<3	50%	*	50%	6	50%	3
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	18.8%	6	18.8%	6	10%	<3	*	*	31.3%	10	50.0%	16
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	26.5%	9	26.5%	9	11.8%	4	14.7%	5	20.6%	7	52.9%	18
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	28.8%	15	28.8%	15	10%	<3	*	*	42.3%	22	28.8%	15
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	38.5%	15	38.5%	15	15.4%	6	23.1%	9	30.8%	12	30.8%	12

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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	Economically Disadvantaged	2016-17	25.8%	14,215	25.0%	17	25.0%	17	5%	3	*	14	32.4%	22	42.6%	29
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	33.8%	22	33.8%	22	13.8%	9	20.0%	13	21.5%	14	44.6%	29
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	43.8%	7	43.8%	7	20%	3	*	4	25.0%	4	31.3%	5
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	5
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	9.8%	8	9.8%	8	*	5	5%	3	31.7%	26	58.5%	48

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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	All Students	2017-18	34.3%	37,429	10.3%	7	10.3%	7	5%	3	*	4	26.5%	18	63.2%	43
Mathematics	5th Grade Content	Asian	2016-17	65.4%	2,371	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Asian	2017-18	67.3%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	10%	3	10%	3	10%	<3	10%	<3	*	18	*	28
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	14.3%	5	14.3%	5	10%	<3	10%	*	17.1%	6	68.6%	24
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	5
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2016-17	42.4%	30,455	20%	<3	20%	*	20%	<3	20%	<3	*	4	*	10
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	11
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	16.7%	7	16.7%	7	*	*	10%	<3	26.2%	11	57.1%	24
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	20%	<3	20%	<3	20%	<3	20%	<3	*	7	*	22
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	10%	<3	10%	*	10%	<3	10%	<3	*	15	*	24
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	17.9%	7	17.9%	7	10%	3	*	4	28.2%	11	53.8%	21
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	9.9%	7	9.9%	7	*	4	5%	3	31.0%	22	59.2%	42
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	10.2%	6	10.2%	6	10%	3	10%	3	22.0%	13	67.8%	40
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*

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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	English Learners	2017-18	15.8%	1,233	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	8
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	19.5%	15	19.5%	15	9.1%	7	10.4%	8	31.2%	24	49.4%	38
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	18.1%	13	18.1%	13	6.9%	5	11.1%	8	18.1%	13	63.9%	46
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	182	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*

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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	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	10%	<3	10%	*	10%	<3	10%	<3	*	13	*	25
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	10%	4	10%	4	10%	<3	10%	*	*	9	*	28
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	52.4%	11	52.4%	11	23.8%	5	28.6%	6	23.8%	5	23.8%	5
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	50%	4	50%	4	50%	<3	50%	<3	50%	<3	50%	8

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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	25.0%	9	25.0%	9	11.1%	4	13.9%	5	30.6%	11	44.4%	16
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	19.4%	7	19.4%	7	*	4	10%	3	16.7%	6	63.9%	23
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	14.6%	6	14.6%	6	10%	3	10%	3	31.7%	13	53.7%	22
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	16.7%	6	16.7%	6	10%	<3	*	*	19.4%	7	63.9%	23
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	15.2%	10	15.2%	10	7.6%	5	7.6%	5	30.3%	20	54.5%	36
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	17.5%	11	17.5%	11	6.3%	4	11.1%	7	17.5%	11	65.1%	41
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	3
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Homeless	2017-18	13.0%	242	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	18.7%	14	18.7%	14	5.3%	4	13.3%	10	30.7%	23	50.7%	38
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	20.3%	14	20.3%	14	7.2%	5	13.0%	9	18.8%	13	60.9%	42
Mathematics	7th Grade Content	American Indian or Alaska Native	2017-18	26.6%	199	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Asian	2016-17	67.0%	2,545	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	10%	3	10%	3	10%	<3	10%	*	*	9	*	23

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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	7th Grade Content	Black or African American	2017-18	10.1%	1,850	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	22
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	8
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	30.0%	6	30.0%	6	20%	<3	20%	*	45.0%	9	25.0%	5
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	50.0%	9	50.0%	9	22.2%	4	27.8%	5	20%	3	*	6
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	15.8%	6	15.8%	6	10%	<3	*	*	39.5%	15	44.7%	17
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	27.3%	9	27.3%	9	10%	3	*	6	24.2%	8	48.5%	16

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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	7th Grade Content	Male	2016-17	37.3%	21,020	21.6%	8	21.6%	8	10%	<3	*	*	21.6%	8	56.8%	21
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	13.9%	5	13.9%	5	10%	<3	10%	*	13.9%	5	72.2%	26
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	11.7%	7	11.7%	7	10%	3	10%	4	31.7%	19	56.7%	34
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	17.2%	11	17.2%	11	5%	3	*	8	18.8%	12	64.1%	41
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*

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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	Homeless	2017-18	13.6%	250	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	17.7%	11	17.7%	11	*	*	5%	<3	27.4%	17	54.8%	34
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	21.2%	14	21.2%	14	7.6%	5	13.6%	9	24.2%	16	54.5%	36
Mathematics	8th Grade Content	American Indian or Alaska Native	2016-17	21.8%	154	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Asian	2016-17	67.0%	2,530	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Asian	2017-18	68.0%	2,606	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	20%	<3	20%	<3	20%	<3	20%	<3	*	9	*	17
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	20%	<3	20%	*	20%	<3	20%	<3	*	9	*	19

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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	Hispanic of Any Race	2016-17	19.5%	1,572	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	8
Mathematics	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	34.8%	31	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	50%	4	50%	4	50%	*	50%	<3	50%	3	50%	8
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	52.9%	9	52.9%	9	20%	3	*	6	20%	<3	*	7
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	20%	5	20%	5	20%	*	20%	<3	*	8	*	15
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	23.5%	8	23.5%	8	10%	<3	*	*	29.4%	10	47.1%	16

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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	Male	2016-17	31.8%	17,705	17.6%	6	17.6%	6	*	*	10%	<3	26.5%	9	55.9%	19
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	18.8%	6	18.8%	6	10%	3	10%	3	18.8%	6	62.5%	20
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	14.0%	7	14.0%	7	*	*	10%	<3	26.0%	13	60.0%	30
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	18.5%	10	18.5%	10	10%	3	*	7	24.1%	13	57.4%	31
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*

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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	Homeless	2017-18	9.9%	163	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	3	5%	3	5%	<3	5%	*	*	13	*	67
Science	4th Grade Content	Asian	2016-17	27.8%	1,017	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	10%	<3	10%	*	10%	<3	10%	<3	*	3	*	40
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	20%	<3	20%	*	20%	<3	20%	<3	*	4	*	14
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	<3	10%	<3	10%	<3	*	5	*	27
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	3	10%	3	10%	<3	10%	*	*	8	*	40

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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	Economically Disadvantaged	2016-17	6.8%	3,772	5%	<3	5%	*	5%	<3	5%	<3	*	9	*	56
Science	4th Grade Content	English Learners	2016-17	4.3%	364	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	10.7%	8	10.7%	8	5.3%	4	5.3%	4	17.3%	13	72.0%	54
Science	7th Grade Content	Asian	2016-17	41.3%	1,568	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	10%	<3	10%	*	10%	<3	10%	<3	<3	<3	*	32
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	50%	4	50%	4	50%	<3	50%	<3	50%	3	50%	8
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	20%	<3	20%	*	20%	<3	20%	<3	*	7	*	11

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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	7th Grade Content	Female	2016-17	21.2%	11,397	10%	<3	10%	*	10%	<3	10%	<3	*	9	*	27
Science	7th Grade Content	Male	2016-17	24.3%	13,684	16.2%	6	16.2%	6	10%	<3	*	*	10.8%	4	73.0%	27
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	10%	5	10%	5	10%	*	10%	<3	*	8	*	47
Science	7th Grade Content	English Learners	2016-17	3.4%	225	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	6.0%	5	6.0%	5	5%	<3	*	*	42.2%	35	51.8%	43
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	5%	<3	5%	*	5%	<3	5%	<3	*	26	*	41
Social Studies	5th Grade Content	Asian	2016-17	38.0%	1,377	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Asian	2017-18	35.5%	1,309	*	*	*	*	*	*	*	*	*	*	*	*

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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	Black or African American	2016-17	4.8%	923	10%	<3	10%	*	10%	<3	10%	<3	*	19	*	29
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	21
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	50%	<3	50%	<3	50%	<3	50%	<3	*	6	*	5
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	20%	<3	20%	<3	20%	<3	20%	<3	*	13	*	3
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	10
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	3	10%	3	10%	<3	10%	*	*	19	*	21

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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	Female	2017-18	16.3%	8,676	20%	<3	20%	<3	20%	<3	20%	<3	*	10	*	20
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	22
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	21
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5.6%	4	5.6%	4	5%	<3	*	*	41.7%	30	52.8%	38
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	10%	<3	10%	*	10%	<3	10%	<3	*	19	*	39
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	7

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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	Students With Disabilities	2017-18	5.4%	674	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	10
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	26.2%	16	26.2%	16	5%	3	*	13	29.5%	18	44.3%	27
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	18.2%	12	18.2%	12	5%	<3	*	*	39.4%	26	42.4%	28
Social Studies	8th Grade Content	American Indian or Alaska Native	2016-17	27.2%	192	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Asian	2016-17	53.4%	2,014	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Asian	2017-18	49.9%	1,907	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	14

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student 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	20%	<3	20%	*	20%	<3	20%	<3	*	11	*	17
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	50%	4	50%	4	50%	<3	50%	*	50%	4	50%	6
Social Studies	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	33.3%	30	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	50%	7	50%	7	50%	3	50%	4	50%	<3	50%	7
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	29.4%	5	29.4%	5	20%	<3	*	*	47.1%	8	23.5%	4

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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	Female	2016-17	28.6%	15,328	20%	5	20%	5	20%	<3	20%	*	*	10	*	13
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	17.6%	6	17.6%	6	10%	<3	*	*	47.1%	16	35.3%	12
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	33.3%	11	33.3%	11	10%	<3	*	*	24.2%	8	42.4%	14
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	18.8%	6	18.8%	6	10%	<3	*	*	31.3%	10	50.0%	16
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	24.5%	12	24.5%	12	10%	<3	*	*	28.6%	14	46.9%	23
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	16.7%	9	16.7%	9	10%	<3	*	*	37.0%	20	46.3%	25
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student 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	Homeless	2017-18	9.6%	157	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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
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No Data to Display

New Annual Education Report Lansing Charter Academy (00111)

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	5th Grade Content	All Students	2016-17	81.8%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	40.6%	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2016-17	90.1%	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
ELA	5th Grade Content	Male	2016-17	80.4%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	76.9%	*	*	*	*	*
ELA	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	72.0%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	6th Grade Content	White	2016-17	54.3%	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	78.3%	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	49.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2016-17	53.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	55.6%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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
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No Data to Display

New Annual Education Report Lansing Charter Academy (00111)

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
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No Data to Display

New Annual Education Report Lansing Charter Academy (00111)

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	415	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	17	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	206	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	62	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	34	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	95	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	196	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	219	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	362	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	53	<10	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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)	English Learners	2017-18	49	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	366	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	415	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	51	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	364	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	13	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	402	<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	415	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	415	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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)	Asian	2017-18	17	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	207	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	62	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	33	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	95	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	195	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	220	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	362	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	53	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	49	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	366	<10	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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 Migrant	2017-18	415	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	52	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	363	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	13	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	402	<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	415	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	135	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	66	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	25	<10	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	32	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	64	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	71	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	114	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	11	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	124	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	135	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	19	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	116	<10	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	131	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	135	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	135	<10	*	*	*	*	*	*	*

New Annual Education Report Lansing Charter Academy (00111)

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%	99.3%	0.0%	N/A	99.3%	0.0%	26.09%
All Students	Mathematics	98.8%	1.2%	38.72%	99.5%	0.5%	N/A	99.5%	0.5%	21.17%
All Students	Science	97.8%	2.2%	N/A	99.3%	0.7%	N/A	99.3%	0.7%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	99.3%	0.7%	N/A	99.3%	0.7%	10.94%
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	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	100.0%	0.0%	N/A	100.0%	0.0%	37.50%
Asian	Mathematics	99.3%	0.7%	69.47%	100.0%	0.0%	N/A	100.0%	0.0%	50.00%
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	<10	<10	<10
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	<10	<10	<10
Black or African American	ELA	97.9%	0.0%	23.02%	99.5%	0.0%	N/A	99.5%	0.0%	16.24%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	15.66%
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%	4.84%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	98.4%	0.0%	N/A	98.4%	0.0%	30.19%

New Annual Education Report Lansing Charter Academy (00111)

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%	98.4%	1.6%	N/A	98.4%	1.6%	16.98%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	96.2%	3.8%	N/A	96.2%	3.8%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	96.2%	3.8%	N/A	96.2%	3.8%	17.39%
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%	100.0%	0.0%	N/A	100.0%	0.0%	26.47%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	97.1%	2.9%	N/A	97.1%	2.9%	18.18%
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	98.9%	0.0%	N/A	98.9%	0.0%	43.33%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	31.87%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	16.13%
Female	ELA	98.8%	0.1%	51.36%	99.5%	0.0%	N/A	99.5%	0.0%	29.83%

New Annual Education Report Lansing Charter Academy (00111)

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%	99.5%	0.5%	N/A	99.5%	0.5%	22.10%
Female	Science	98.0%	2.0%	N/A	98.4%	1.6%	N/A	98.4%	1.6%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	98.4%	1.6%	N/A	98.4%	1.6%	9.84%
Male	ELA	98.6%	0.1%	43.47%	99.1%	0.0%	N/A	99.1%	0.0%	22.86%
Male	Mathematics	98.7%	1.3%	40.26%	99.5%	0.5%	N/A	99.5%	0.5%	20.38%
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%	11.94%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	99.2%	0.0%	N/A	99.2%	0.0%	22.12%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.4%	0.6%	N/A	99.4%	0.6%	19.71%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.1%	0.9%	N/A	99.1%	0.9%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	99.1%	0.9%	N/A	99.1%	0.9%	10.19%
English Learners	ELA	98.4%	1.8%	23.27%	98.0%	0.0%	N/A	98.0%	0.0%	26.09%
English Learners	Mathematics	98.9%	1.1%	23.08%	98.0%	2.0%	N/A	98.0%	2.0%	26.09%
English Learners	Science	98.1%	1.9%	N/A	91.7%	8.3%	N/A	91.7%	8.3%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	91.7%	8.3%	N/A	91.7%	8.3%	18.18%
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 Lansing Charter Academy (00111)

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%	98.1%	0.0%	N/A	98.1%	0.0%	4.17%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	2.04%
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%	100.0%	0.0%	N/A	100.0%	0.0%	30.00%
Homeless	Mathematics	96.2%	3.8%	17.34%	100.0%	0.0%	N/A	100.0%	0.0%	30.00%
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
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	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
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 Lansing Charter Academy (00111)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

New Annual Education Report Lansing Charter Academy (00111)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	34.43%	49.27%	50.69%	52.12%

New Annual Education Report Lansing Charter Academy (00111)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	62.07%

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

New Annual Education Report Lansing Charter Academy (00111)

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%	26.09%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	22.12%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	26.09%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	4.17%	37.15%	46.29%	60.00%
African American	ELA	23.26%	16.24%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Asian	ELA	70.34%	37.50%	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	30.19%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	26.47%	52.64%	55.59%	60.00%
White	ELA	56.05%	43.33%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	21.17%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	19.71%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	26.09%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	2.04%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	15.66%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Asian	Mathematics	68.19%	50.00%	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	16.98%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	18.18%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	31.87%	45.55%	46.35%	47.55%

New Annual Education Report Lansing Charter Academy (00111)

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
Lansing Charter Academy	40.22	46.17	N/A	58.10	68.10	100.00	91.94	50.69	N/A	N/A

New Annual Education Report Lansing Charter Academy (00111)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Lansing Charter Academy (00111)	0	19	15	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

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
Lansing Charter Academy (00111)	34.01	20.00	58.8%	20.00	58.8%	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
Lansing Charter Academy (00111)	5.01	2.00	39.9%	2.00	39.9%	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
Lansing Charter Academy (00111)	34.01	0.00	0.0%	0.00	0.0%	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
Lansing Charter Academy (00111)	34.01	0.50	1.5%	0.50	1.5%	N/A	N/A

New Annual Education Report Lansing Charter Academy (00111)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

New Annual Education Report Lansing Charter Academy (00111)

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 Lansing Charter Academy (00111)

NAEP Grade 8 Math

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

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

New Annual Education Report Lansing Charter Academy (00111)

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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	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 Lansing Charter Academy (00111)

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					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

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

New Annual Education Report Lansing Charter Academy (00111)

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