



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 East Arbor Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Angel Brown for assistance.

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

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.

In an effort to close the achievement gap, several schoolwide initiatives have been put in place. These include a focus on Professional Learning Committees (PLCs), wing and grade level data analysis, systematic intervention, and a focus on intentionally designed lessons and formative assessments. Additionally, reading instruction has moved to a literacy block model in K-2. One factor that continues to be a challenge for East Arbor is our attrition and resulting student turnover. At this time last year (2017-2018 school year), the rate of attrition was 7.2%. For the 2018-2019 school year, the rate is 10%, YTD. There has also been a significant increase in our free and reduced lunch population. In the 2016-2017 school year, our FRL population made up for 40% of our student body. In the 2018-2019 school year, 52% of our students are in the FRL subgroup.



Additionally, it is common for new students to come to us from neighboring public districts below or far below grade level. Although the data shows we are very adept at growing our students academically, helping them reach grade level is difficult when they are so far below grade level when they enroll at East Arbor.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2017-2018

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

By law, 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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establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

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

2017-2018

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

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2018, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes data


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

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

As listed on the 2017-2018 School Improvement Plan, the objectives identified were as follows:

1) By June 30, 2019, the Hispanic population will increase in proficiency in both reading and math by 20 percentage points, as measured by the state assessment. 2) By June 30, 2019, the Free and Reduced subgroup population will increase in proficiency both reading and math by 17 percentage points, as measured by the state assessment. 3) By June 30, 2019, the IEP subgroup population will increase in proficiency both reading and math by 10 percentage points, as measured by the state assessment.

In order to meet these objectives, a schoolwide focus on data analysis, systematic intervention, and the K-2 literacy block were put in place. In the beginning of the year, professional development was provided to the staff on building strong relationships with students. This training was revisited during wing meetings and discussed at one-on-one meetings after classroom observations took place. Additionally, grade level and cross-grade level data analysis meetings were held during which staff examined assessment data. We restructured the intervention team and schedule to allow for more consistent servicing to take place in every grade level, as well as, implemented the use of Reading Mastery in the literacy block schedule



for K-2. Training on the use of the program was provided in the beginning of the year in addition to being revisited at various points throughout the school year. There has also been a greater emphasis on promoting regular student attendance as a company-wide initiative.

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

Yes, we made some notable progress toward our goals in the SIP. We continued to focus on the needs of our most at-risk students while still finding ways to support the students who are slightly below grade level in an effort to increase overall proficiency. Implementation of the K-2 literacy block, fluency benchmarking, and regular progress monitoring for all K-2 students and 38 students who are in reading intervention has also been put in place. Additionally, the staff participated in a school-wide book study and attended PLC meetings each month. The deans continued to review data and coach teachers each week during one-on-one meetings. This year, a full time Academic and Behavior Support Specialist joined our staff in addition to having the ability to add a Dean of Intervention to the leadership team. We will continue to work with all of our stake holders to do what is in the best interest of our changing demographic.

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/east-arbor-charter-academy/en/school-operations>

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- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
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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

As listed on the 2016-2017 School Improvement Plan, the objectives identified were as follows:

1) The Free and Reduced Lunch subgroups will increase in proficiency by 12% in Math as measured by the state assessment by June 30, 2018. 2) The Free Lunch subgroup will increase in proficiency by 12% in **Reading** as measured by the state assessment by June 30, 2018. 3) The Free and Reduced Lunch subgroups will increase in proficiency by 15% in **Science** as measured by the state assessment by June 30, 2018. 4) The EL subgroup will increase in proficiency by 25% in **Social Studies** as measured by the state assessment by June 30, 2018.

In order to meet these objectives, a schoolwide focus on data analysis, student engagement and systematic intervention was placed. In the beginning of the year, professional development was provided to the staff on building strong relationships with students. This training was revisited during wing meetings and discussed at one-on-one meetings after classroom observations took place. Additionally, grade level and cross-grade level data analysis meetings were held during which staff examined assessment data. We restructured the intervention team and schedule to allow for more consistent servicing to take place in every grade level. There was a continued schoolwide push to help the classroom teachers serve as the first point of intervention for their students and they would service the tier one students in the classroom through the use of differentiated instruction. We also made changes to the IAT process which



included simplification of paperwork and the identification process in order to better service the students in a shorter amount of time. The IAT team meetings were held more regularly, as well.

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

Yes, we made some notable progress toward our goals in the SIP. We continued to focus on the needs of our most at-risk students. We added additional instructional staff to the Intervention team and a new progress monitoring tool. We also made several adjustments to our workshop model, which included more technology and student incentives. The staff received professional development throughout the school year to help increase student engagement. We provided training on how to use multiple data points to improve instruction. Additionally, the staff participated in a school-wide book study and attended PLC meetings each month. The deans continued to review data and coach teachers each week during one-on-one meetings. We will continue to work with all of our stake holders to do what is in the best interest of our changing demographic.

The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018

East Arbor Charter Academy, located in Ypsilanti Twp., MI is managed by National Heritage Academies, and offers a college preparatory academic program, moral focus curriculum and strong parent involvement. East Arbor Charter Academy opened in the fall of 2011 with 483 students in kindergarten through sixth grade. In 2012, East Arbor Charter Academy added 7th grade and increased our enrollment to 676 students. During the 2013-14 school year, our enrollment increased to include 771 students from kindergarten through eighth grade. The 2018-2019 school year data shows that our average daily attendance rate was 94.5% which is .4% less than this time last year. The school has seen a 12% increase in the FRL population since the 2016-2017 school year. East Arbor has increased the size of its intervention team to accommodate the changing student population. The number of after school organizations and clubs that the students can choose to participate in has increased over the years. Some of those programs include Spanish, chess club, Green Team, Bricks for Kids, National Junior Honor Society, Science Club, Science Olympiad, and Student Council. There is also after school tutoring available to all qualifying students and EL tutoring offered to qualifying EL students.

2016-2017

East Arbor Charter Academy, located in Ypsilanti Twp., MI is managed by National Heritage Academies, and offers a college preparatory academic program, moral focus curriculum and strong parent involvement. East Arbor Charter Academy opened in the fall of 2011 with 483 students in kindergarten through sixth grade. In 2012, East Arbor Charter Academy added 7th grade and increased our enrollment to 676 students. During the 2013-14 school year, our enrollment increased to include 771 students from kindergarten through eighth grade. The 2014-2015 and 2015-2016 school years average daily attendance was 776 students. The 2016-2017 school year data shows that our average daily attendance rate was 94.6%. The school has seen an increase in both EL students and students who are eligible for free and/or reduced lunch. East Arbor has increased the size of its intervention team to accommodate the changing student population. The number of after school organizations and clubs that the students can choose to participate in has increased over the years. Some of those programs include YMCA, chess club, Green Team, Bricks for Kids, National Junior Honor Society, Science Club, Science Olympiad, and Student Council.



4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2017-2018

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

The only variance in our curriculum when compared to the Michigan Academic Standards is the addition of a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues, such as compassion, respect, and integrity. This Moral Focus program is explicit and integrated with the school's core curriculum. A different virtue is featured each month of the school year. Teachers model behavior that exemplifies the virtue and recognize and praise students when they do the same. A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.



2016-2017

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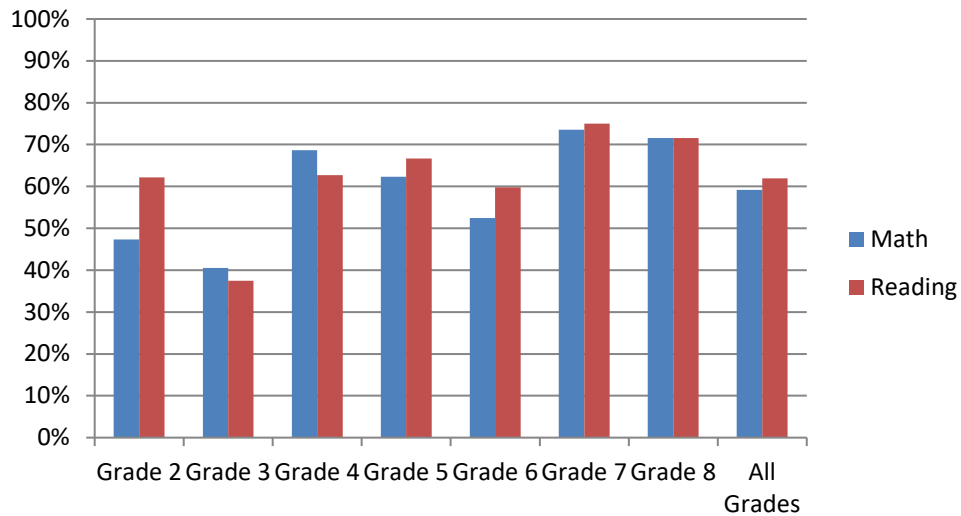
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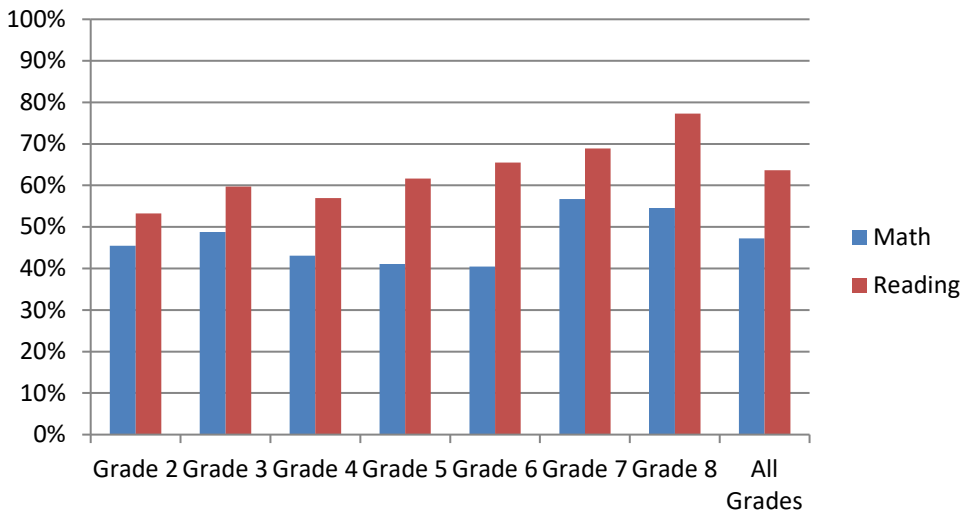
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

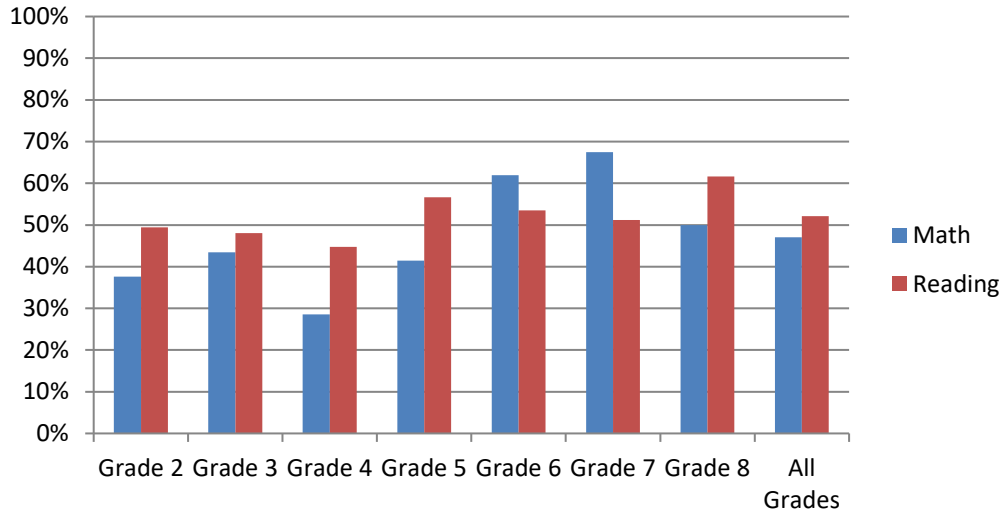


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

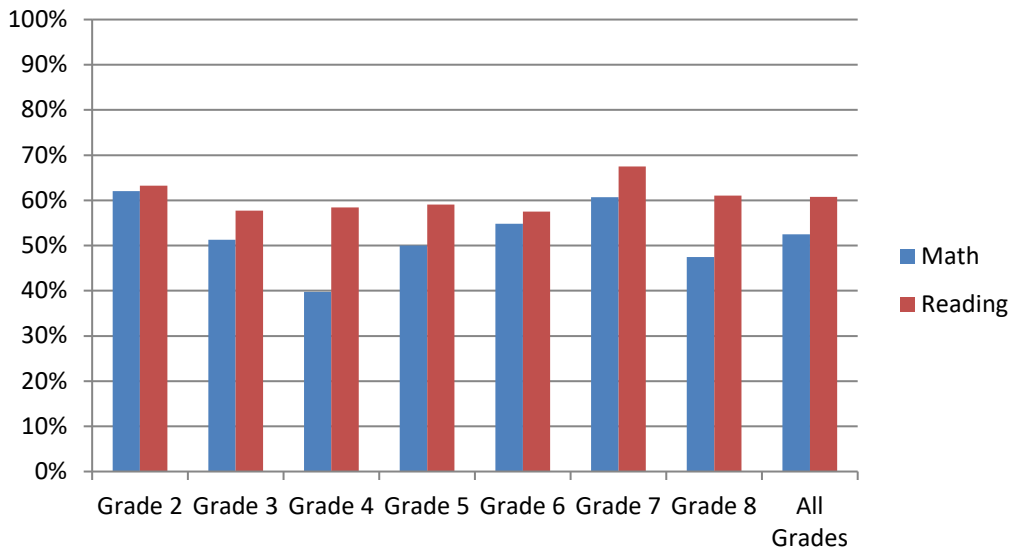


2016-2017

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



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



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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	710	96.3%
Spring 2017	K-8	711	97.8%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	741	96.2%
Spring 2017	K-8	730	96.6%

7. SCHOOL YEAR HIGHLIGHTS

- In grades 3-8, there was an overall proficiency rating increase of 5% from interim 1 to interim 2 in ELA.
- According to state assessment data, East Arbor outperformed our local district by an average of 14% in the spring of 2016-2017.
- We consistently hold parent involvement events (i.e., Daddy-Daughter Dance, Goodies with Grandparents, Donuts with Dads, Muffins with Moms, etc.). Our first mother-son dance was also held in the 2018-2019 school year.
- One of our paraprofessionals was a finalist for the Teacher of Excellence Award.
- We won 1st place in the GVSU photo contest for Learning in Action.
- There has been an increase in celebrations for both staff and students (i.e., interim proficiency, NWEA growth, positive behavior choices, Moral Focus Marvels, Green Shirt Days, Wing celebrations, etc.)

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

Sincerely,



Tanesha Newby
School Principal
East Arbor Charter Academy
6885 Merritt Road
Ypsilanti, MI 48197
734-484-5506

BOARD OF DIRECTORS:

Taisha Fountain – President
DeShaun Harris – Vice President
Greta Bower – Treasurer
Jennifer Richmond –Secretary

New Annual Education Report East Arbor Charter Academy (00838)

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	50.6%	39	50.6%	39	26.0%	20	24.7%	19	15.6%	12	33.8%	26
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	47.0%	39	47.0%	39	25.3%	21	21.7%	18	28.9%	24	24.1%	20
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	39.3%	11	39.3%	11	20%	4	*	7	20%	4	*	13
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	30.0%	9	30.0%	9	20%	6	20%	3	30.0%	9	40.0%	12
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	*	*	*	*	*	*	*	*	*	*	*	*
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%	6
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	65.7%	23	65.7%	23	37.1%	13	28.6%	10	17.1%	6	17.1%	6

New Annual Education Report East Arbor Charter Academy (00838)

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	2017-18	52.3%	34,541	61.0%	25	61.0%	25	34.1%	14	26.8%	11	26.8%	11	12.2%	5
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	55.8%	24	55.8%	24	32.6%	14	23.3%	10	16.3%	7	27.9%	12
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	47.6%	20	47.6%	20	31.0%	13	16.7%	7	28.6%	12	23.8%	10
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	44.1%	15	44.1%	15	17.6%	6	26.5%	9	14.7%	5	41.2%	14
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	46.3%	19	46.3%	19	19.5%	8	26.8%	11	29.3%	12	24.4%	10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	39.4%	13	39.4%	13	18.2%	6	21.2%	7	18.2%	6	42.4%	14
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	29.4%	10	29.4%	10	17.6%	6	11.8%	4	32.4%	11	38.2%	13
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	2
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	50%	8	50%	8	50%	4	50%	4	50%	<3	50%	0

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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	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	43.0%	34	43.0%	34	24.1%	19	19.0%	15	22.8%	18	34.2%	27
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	52.8%	38	52.8%	38	26.4%	19	26.4%	19	18.1%	13	29.2%	21
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	26.7%	8	26.7%	8	20%	*	20%	<3	26.7%	8	46.7%	14
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	53.8%	14	53.8%	14	20%	4	*	10	20%	5	*	7
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	*	*	*	*	*	*	*	*	*	*	*	*

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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	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	50%	6	50%	6	50%	*	50%	<3	50%	<3	50%	6
ELA	4th Grade Content	White	2016-17	51.5%	36,664	55.6%	20	55.6%	20	27.8%	10	27.8%	10	22.2%	8	22.2%	8
ELA	4th Grade Content	White	2017-18	52.5%	35,934	60.0%	18	60.0%	18	33.3%	10	26.7%	8	20%	5	*	7
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	48.6%	18	48.6%	18	21.6%	8	27.0%	10	18.9%	7	32.4%	12
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	56.4%	22	56.4%	22	25.6%	10	30.8%	12	17.9%	7	25.6%	10
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	38.1%	16	38.1%	16	26.2%	11	11.9%	5	26.2%	11	35.7%	15
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	48.5%	16	48.5%	16	27.3%	9	21.2%	7	18.2%	6	33.3%	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
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	28.6%	8	28.6%	8	20%	5	20%	3	20%	4	*	16
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	50.0%	18	50.0%	18	16.7%	6	33.3%	12	13.9%	5	36.1%	13
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	57.3%	47	57.3%	47	19.5%	16	37.8%	31	19.5%	16	23.2%	19
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	45.2%	33	45.2%	33	17.8%	13	27.4%	20	20.5%	15	34.2%	25

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ELA	5th Grade Content	American Indian or Alaska Native	2017-18	34.9%	247	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Asian	2016-17	73.2%	2,591	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	48.6%	17	48.6%	17	10%	<3	*	*	20.0%	7	31.4%	11
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	34.4%	11	34.4%	11	15.6%	5	18.8%	6	18.8%	6	46.9%	15
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	50%	8	50%	8	50%	5	50%	3	50%	<3	50%	1
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	5th Grade Content	White	2016-17	58.6%	41,947	56.7%	17	56.7%	17	23.3%	7	33.3%	10	20%	6	*	7
ELA	5th Grade Content	White	2017-18	53.8%	38,604	58.6%	17	58.6%	17	27.6%	8	31.0%	9	20%	4	*	8
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	60.9%	28	60.9%	28	21.7%	10	39.1%	18	19.6%	9	19.6%	9
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	48.7%	19	48.7%	19	15.4%	6	33.3%	13	25.6%	10	25.6%	10
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	52.8%	19	52.8%	19	16.7%	6	36.1%	13	19.4%	7	27.8%	10
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	41.2%	14	41.2%	14	20.6%	7	20.6%	7	14.7%	5	44.1%	15
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	37.5%	15	37.5%	15	10%	<3	*	*	30.0%	12	32.5%	13
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	32.4%	11	32.4%	11	14.7%	5	17.6%	6	17.6%	6	50.0%	17
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*

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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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	45.8%	33	45.8%	33	22.2%	16	23.6%	17	19.4%	14	34.7%	25
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	44.6%	37	44.6%	37	12.0%	10	32.5%	27	31.3%	26	24.1%	20
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	28.1%	9	28.1%	9	10%	3	*	6	25.0%	8	46.9%	15

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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	Black or African American	2017-18	17.7%	3,379	37.5%	15	37.5%	15	10%	<3	*	*	25.0%	10	37.5%	15
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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	50%	5	50%	5	50%	*	50%	<3	50%	<3	50%	4
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	50%	7	50%	7	50%	<3	50%	*	50%	*	50%	1
ELA	6th Grade Content	White	2016-17	50.3%	36,045	68.0%	17	68.0%	17	32.0%	8	36.0%	9	20%	4	20%	4
ELA	6th Grade Content	White	2017-18	48.0%	34,579	37.5%	9	37.5%	9	20%	4	*	5	*	11	20%	4
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	50.0%	16	50.0%	16	15.6%	5	34.4%	11	18.8%	6	31.3%	10
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	48.0%	24	48.0%	24	16.0%	8	32.0%	16	32.0%	16	20.0%	10

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ELA	6th Grade Content	Male	2016-17	38.7%	21,132	42.5%	17	42.5%	17	27.5%	11	15.0%	6	20.0%	8	37.5%	15
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	39.4%	13	39.4%	13	10%	<3	*	*	30.3%	10	30.3%	10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	31.3%	10	31.3%	10	18.8%	6	12.5%	4	18.8%	6	50.0%	16
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	28.6%	12	28.6%	12	10%	<3	*	*	38.1%	16	33.3%	14
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	6th Grade Content	Foster Care	2017-18	17.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	53.0%	44	53.0%	44	7.2%	6	45.8%	38	31.3%	26	15.7%	13
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	51.4%	38	51.4%	38	17.6%	13	33.8%	25	31.1%	23	17.6%	13
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	62.2%	23	62.2%	23	10.8%	4	51.4%	19	16.2%	6	21.6%	8
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	38.1%	16	38.1%	16	10%	3	*	13	42.9%	18	19.0%	8
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	1
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	46.4%	13	46.4%	13	20%	<3	*	*	*	12	20%	3
ELA	7th Grade Content	White	2017-18	49.8%	35,929	72.7%	16	72.7%	16	31.8%	7	40.9%	9	20%	*	20%	2
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	56.5%	26	56.5%	26	10%	3	*	23	30.4%	14	13.0%	6
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	51.4%	18	51.4%	18	20.0%	7	31.4%	11	34.3%	12	14.3%	5
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	48.6%	18	48.6%	18	10%	3	*	15	32.4%	12	18.9%	7
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	51.3%	20	51.3%	20	15.4%	6	35.9%	14	28.2%	11	20.5%	8
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	48.8%	20	48.8%	20	10%	<3	*	*	31.7%	13	19.5%	8

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ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	29.0%	9	29.0%	9	10%	3	*	6	48.4%	15	22.6%	7
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	8th Grade Content	All Students	2016-17	48.0%	52,241	40.0%	30	40.0%	30	12.0%	9	28.0%	21	32.0%	24	28.0%	21
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	62.5%	55	62.5%	55	12.5%	11	50.0%	44	27.3%	24	10.2%	9
ELA	8th Grade Content	Asian	2016-17	73.0%	2,706	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Asian	2017-18	69.2%	2,629	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	32.5%	13	32.5%	13	10%	3	*	10	30.0%	12	37.5%	15
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	59.1%	26	59.1%	26	11.4%	5	47.7%	21	25.0%	11	15.9%	7
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	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	50%	9	50%	9	50%	<3	50%	*	50%	<3	50%	0
ELA	8th Grade Content	White	2016-17	53.9%	40,325	42.9%	9	42.9%	9	20%	4	*	5	*	8	20%	4

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ELA	8th Grade Content	White	2017-18	48.4%	36,424	61.5%	16	61.5%	16	20%	3	*	13	*	*	20%	1
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	53.7%	22	53.7%	22	17.1%	7	36.6%	15	31.7%	13	14.6%	6
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	73.3%	33	73.3%	33	17.8%	8	55.6%	25	*	9	10%	3
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	23.5%	8	23.5%	8	10%	<3	*	*	32.4%	11	44.1%	15
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	51.2%	22	51.2%	22	10%	3	*	19	34.9%	15	14.0%	6
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	38.5%	15	38.5%	15	10%	<3	*	*	30.8%	12	30.8%	12
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	56.9%	29	56.9%	29	11.8%	6	45.1%	23	29.4%	15	13.7%	7
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	42.9%	33	42.9%	33	10.4%	8	32.5%	25	27.3%	21	29.9%	23
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	42.7%	35	42.7%	35	14.6%	12	28.0%	23	26.8%	22	30.5%	25
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	32.1%	9	32.1%	9	20%	<3	*	*	28.6%	8	39.3%	11
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	31.0%	9	31.0%	9	20%	3	*	6	27.6%	8	41.4%	12
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*

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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	Two or More Races	2016-17	41.8%	1,920	50%	4	50%	4	50%	<3	50%	<3	50%	3	50%	5
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	57.1%	20	57.1%	20	11.4%	4	45.7%	16	28.6%	10	14.3%	5
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	58.5%	24	58.5%	24	19.5%	8	39.0%	16	19.5%	8	22.0%	9
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	44.2%	19	44.2%	19	10%	3	*	16	20.9%	9	34.9%	15
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	38.1%	16	38.1%	16	19.0%	8	19.0%	8	23.8%	10	38.1%	16
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	41.2%	14	41.2%	14	14.7%	5	26.5%	9	35.3%	12	23.5%	8
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	47.5%	19	47.5%	19	10%	4	*	15	30.0%	12	22.5%	9
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	27.3%	9	27.3%	9	10%	3	*	6	36.4%	12	36.4%	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	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	24.2%	8	24.2%	8	10%	3	*	5	21.2%	7	54.5%	18
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	50%	6	50%	6	50%	<3	50%	*	50%	<3	50%	3
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	1
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	40.5%	32	40.5%	32	17.7%	14	22.8%	18	26.6%	21	32.9%	26
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	37.5%	27	37.5%	27	15.3%	11	22.2%	16	38.9%	28	23.6%	17

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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	Black or African American	2016-17	14.6%	2,787	30.0%	9	30.0%	9	20%	3	20%	6	20%	4	*	17
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	34.6%	9	34.6%	9	20%	4	20%	5	42.3%	11	23.1%	6
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	5
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	52.8%	19	52.8%	19	27.8%	10	25.0%	9	33.3%	12	13.9%	5
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	43.3%	13	43.3%	13	20%	5	*	8	*	12	20%	5
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	32.4%	12	32.4%	12	10%	3	*	9	37.8%	14	29.7%	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
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	33.3%	13	33.3%	13	15.4%	6	17.9%	7	48.7%	19	17.9%	7
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	47.6%	20	47.6%	20	26.2%	11	21.4%	9	16.7%	7	35.7%	15
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	42.4%	14	42.4%	14	15.2%	5	27.3%	9	27.3%	9	30.3%	10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	28.6%	8	28.6%	8	20%	<3	*	*	21.4%	6	50.0%	14
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	27.8%	10	27.8%	10	10%	3	*	7	47.2%	17	25.0%	9
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	28.0%	23	28.0%	23	7.3%	6	20.7%	17	37.8%	31	34.1%	28
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	27.4%	20	27.4%	20	13.7%	10	13.7%	10	30.1%	22	42.5%	31
Mathematics	5th Grade Content	American Indian or Alaska Native	2017-18	22.3%	158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Asian	2016-17	65.4%	2,371	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	10%	3	10%	3	10%	<3	10%	*	*	15	*	17
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	15.6%	5	15.6%	5	10%	<3	10%	*	37.5%	12	46.9%	15
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*

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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	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	1
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	36.7%	11	36.7%	11	20%	4	*	7	36.7%	11	26.7%	8
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	41.4%	12	41.4%	12	20.7%	6	20.7%	6	27.6%	8	31.0%	9
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	17.4%	8	17.4%	8	10%	3	*	5	45.7%	21	37.0%	17
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	17.9%	7	17.9%	7	10%	3	*	4	38.5%	15	43.6%	17
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	41.7%	15	41.7%	15	10%	3	*	12	27.8%	10	30.6%	11
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	38.2%	13	38.2%	13	20.6%	7	17.6%	6	20.6%	7	41.2%	14

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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	Economically Disadvantaged	2016-17	18.8%	10,174	17.5%	7	17.5%	7	10%	<3	*	*	35.0%	14	47.5%	19
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	20.6%	7	20.6%	7	*	4	10%	3	26.5%	9	52.9%	18
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	33.3%	24	33.3%	24	15.3%	11	18.1%	13	38.9%	28	27.8%	20
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	30.1%	25	30.1%	25	8.4%	7	21.7%	18	42.2%	35	27.7%	23

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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	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
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	15.6%	5	15.6%	5	10%	<3	*	*	40.6%	13	43.8%	14
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	20.0%	8	20.0%	8	10%	<3	*	*	37.5%	15	42.5%	17
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	50%	3	50%	3	50%	<3	50%	*	50%	4	50%	3
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	2
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	56.0%	14	56.0%	14	32.0%	8	24.0%	6	*	*	20%	2

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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	White	2017-18	41.4%	29,843	29.2%	7	29.2%	7	20%	<3	*	*	*	14	20%	3
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	31.3%	10	31.3%	10	12.5%	4	18.8%	6	43.8%	14	25.0%	8
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	24.0%	12	24.0%	12	10%	4	*	8	50.0%	25	26.0%	13
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	35.0%	14	35.0%	14	17.5%	7	17.5%	7	35.0%	14	30.0%	12
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	39.4%	13	39.4%	13	10%	3	*	10	30.3%	10	30.3%	10
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	34.4%	11	34.4%	11	15.6%	5	18.8%	6	31.3%	10	34.4%	11
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	21.4%	9	21.4%	9	10%	<3	*	*	38.1%	16	40.5%	17
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Foster Care	2017-18	11.7%	61	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	37.3%	31	37.3%	31	14.5%	12	22.9%	19	27.7%	23	34.9%	29
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	45.9%	34	45.9%	34	14.9%	11	31.1%	23	29.7%	22	24.3%	18
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	35.1%	13	35.1%	13	13.5%	5	21.6%	8	32.4%	12	32.4%	12

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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	7th Grade Content	Black or African American	2017-18	10.1%	1,850	33.3%	14	33.3%	14	10%	<3	*	*	38.1%	16	28.6%	12
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	3
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	53.6%	15	53.6%	15	21.4%	6	32.1%	9	20%	5	*	8
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	63.6%	14	63.6%	14	31.8%	7	31.8%	7	*	5	20%	3
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	28.3%	13	28.3%	13	10%	4	*	9	37.0%	17	34.8%	16
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	42.9%	15	42.9%	15	20.0%	7	22.9%	8	34.3%	12	22.9%	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	7th Grade Content	Male	2016-17	37.3%	21,020	48.6%	18	48.6%	18	21.6%	8	27.0%	10	16.2%	6	35.1%	13
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	48.7%	19	48.7%	19	10.3%	4	38.5%	15	25.6%	10	25.6%	10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	31.7%	13	31.7%	13	10%	<3	*	*	31.7%	13	36.6%	15
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	29.0%	9	29.0%	9	10%	3	*	6	38.7%	12	32.3%	10
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	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	25.3%	19	25.3%	19	14.7%	11	10.7%	8	26.7%	20	48.0%	36
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	38.6%	34	38.6%	34	15.9%	14	22.7%	20	30.7%	27	30.7%	27
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	17.5%	7	17.5%	7	10%	4	10%	3	27.5%	11	55.0%	22
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	34.1%	15	34.1%	15	15.9%	7	18.2%	8	38.6%	17	27.3%	12
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	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	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	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	3
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	38.1%	8	38.1%	8	*	5	20%	3	20%	<3	*	11
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	46.2%	12	46.2%	12	20%	5	*	7	23.1%	6	30.8%	8
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	29.3%	12	29.3%	12	*	9	10%	3	26.8%	11	43.9%	18
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	33.3%	15	33.3%	15	10%	4	*	11	35.6%	16	31.1%	14
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	20.6%	7	20.6%	7	10%	<3	*	*	26.5%	9	52.9%	18
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	44.2%	19	44.2%	19	23.3%	10	20.9%	9	25.6%	11	30.2%	13

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	20.5%	8	20.5%	8	10%	<3	*	*	25.6%	10	53.8%	21
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	35.3%	18	35.3%	18	11.8%	6	23.5%	12	35.3%	18	29.4%	15
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	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	20.3%	16	20.3%	16	10.1%	8	10.1%	8	25.3%	20	54.4%	43
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	20%	3	20%	3	20%	<3	20%	*	20%	5	*	22

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	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	33.3%	12	33.3%	12	22.2%	8	11.1%	4	33.3%	12	33.3%	12
Science	4th Grade Content	Female	2016-17	12.6%	6,689	16.2%	6	16.2%	6	*	*	10%	<3	27.0%	10	56.8%	21
Science	4th Grade Content	Male	2016-17	16.5%	9,092	23.8%	10	23.8%	10	10%	4	*	6	23.8%	10	52.4%	22
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	20%	3	20%	3	20%	<3	20%	*	*	6	*	19
Science	4th Grade Content	English Learners	2016-17	4.3%	364	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	14.5%	12	14.5%	12	5%	<3	*	*	32.5%	27	53.0%	44

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Asian	2016-17	41.3%	1,568	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	13.5%	5	13.5%	5	10%	<3	*	*	35.1%	13	51.4%	19
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	5
Science	7th Grade Content	White	2016-17	27.5%	20,638	20%	4	20%	4	20%	<3	20%	*	*	10	*	14
Science	7th Grade Content	Female	2016-17	21.2%	11,397	10.9%	5	10.9%	5	10%	<3	10%	*	37.0%	17	52.2%	24
Science	7th Grade Content	Male	2016-17	24.3%	13,684	18.9%	7	18.9%	7	10%	<3	*	*	27.0%	10	54.1%	20
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	10%	4	10%	4	10%	<3	10%	*	*	14	*	23
Science	7th Grade Content	English Learners	2016-17	3.4%	225	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	26.3%	21	26.3%	21	5%	<3	*	*	55.0%	44	18.8%	15
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	28.8%	21	28.8%	21	5.5%	4	23.3%	17	50.7%	37	20.5%	15
Social Studies	5th Grade Content	American Indian or Alaska Native	2017-18	13.6%	96	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Asian	2016-17	38.0%	1,377	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	10%	3	10%	3	10%	<3	10%	*	*	23	*	9
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	25.0%	8	25.0%	8	10%	<3	*	*	46.9%	15	28.1%	9
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	0
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	32.1%	9	32.1%	9	20%	<3	*	*	*	15	20%	4
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	41.4%	12	41.4%	12	20%	4	*	8	*	13	20%	4
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	30.4%	14	30.4%	14	10%	<3	*	*	45.7%	21	23.9%	11
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	23.1%	9	23.1%	9	10%	<3	*	*	59.0%	23	17.9%	7
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	20.6%	7	20.6%	7	10%	<3	*	*	67.6%	23	11.8%	4
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	35.3%	12	35.3%	12	11.8%	4	23.5%	8	41.2%	14	23.5%	8

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	10%	<3	10%	*	10%	<3	10%	<3	*	25	*	11
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	29.4%	10	29.4%	10	10%	<3	*	*	44.1%	15	26.5%	9
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	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	24.0%	18	24.0%	18	5.3%	4	18.7%	14	40.0%	30	36.0%	27
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	21.6%	19	21.6%	19	5%	<3	*	*	58.0%	51	20.5%	18

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	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	20.0%	8	20.0%	8	10%	<3	*	*	40.0%	16	40.0%	16
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	18.2%	8	18.2%	8	10%	<3	*	*	54.5%	24	27.3%	12
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	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	50%	3	50%	3	50%	<3	50%	*	50%	*	50%	2
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	20%	4	20%	4	20%	<3	20%	*	*	9	*	8
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	23.1%	6	23.1%	6	20%	<3	20%	*	*	17	20%	3
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	34.1%	14	34.1%	14	10%	<3	*	*	41.5%	17	24.4%	10
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	17.8%	8	17.8%	8	10%	<3	*	*	60.0%	27	22.2%	10
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	11.8%	4	11.8%	4	10%	*	10%	<3	38.2%	13	50.0%	17
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	25.6%	11	25.6%	11	10%	<3	*	*	55.8%	24	18.6%	8
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	17.9%	7	17.9%	7	10%	<3	*	*	38.5%	15	43.6%	17
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	17.6%	9	17.6%	9	10%	<3	*	*	58.8%	30	23.5%	12

New Annual Education Report East Arbor Charter Academy (00838)

M-STEP Grades 3-11

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

New Annual Education Report East Arbor Charter Academy (00838)

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 East Arbor Charter Academy (00838)

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	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	47.8%	*	*	*	*	*
ELA	7th Grade Content	White	2016-17	88.1%	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	55.6%	*	*	*	*	*
Science	7th Grade Content	White	2016-17	56.3%	*	*	*	*	*
ELA	7th Grade Content	Male	2016-17	85.9%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	50.0%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2016-17	81.5%	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2016-17	53.6%	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	8th Grade Content	Two or More Races	2016-17	33.3%	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	58.0%	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	41.2%	*	*	*	*	*

New Annual Education Report East Arbor Charter Academy (00838)

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 East Arbor Charter Academy (00838)

MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
No Data to Display									

No Data to Display

New Annual Education Report East Arbor Charter Academy (00838)

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	473	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	214	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	21	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	57	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	172	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	250	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	223	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	228	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	245	<10	*	*	*	*	*	*	*

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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	40	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	433	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	473	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	40	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	433	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	472	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	472	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	473	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	472	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*

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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	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	213	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	21	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	57	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	172	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	250	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	222	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	227	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	245	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	40	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	432	<10	*	*	*	*	*	*	*

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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	472	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	39	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	433	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	471	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	472	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	161	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	76	<10	*	*	*	*	*	*	*

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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)	Hispanic of Any Race	2017-18	10	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	18	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	55	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	84	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	77	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	85	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	15	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	146	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	161	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	11	<10	*	*	*	*	*	*	*

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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)	Students Without Disabilities	2017-18	150	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	161	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	161	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	161	<10	*	*	*	*	*	*	*

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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%	99.8%	0.0%	N/A	99.8%	0.0%	51.21%
All Students	Mathematics	98.8%	1.2%	38.72%	99.6%	0.4%	N/A	99.6%	0.4%	37.09%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	100.0%	0.0%	N/A	100.0%	0.0%	24.84%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	<10	<10	<10
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	<10	<10	<10
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	<10	<10	<10
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%	43.28%
Black or African American	Mathematics	98.0%	2.0%	13.99%	99.1%	0.9%	N/A	99.1%	0.9%	27.86%
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%	20.55%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	100.0%	0.0%	N/A	100.0%	0.0%	26.32%

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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%	100.0%	0.0%	N/A	100.0%	0.0%	10.53%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	100.0%	0.0%	11.11%
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%	57.89%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	100.0%	0.0%	40.35%
Two or More Races	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	100.0%	0.0%	N/A	100.0%	0.0%	22.22%
White	ELA	98.9%	0.1%	53.90%	100.0%	0.0%	N/A	100.0%	0.0%	59.28%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	48.50%
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%	32.73%
Female	ELA	98.8%	0.1%	51.36%	99.6%	0.0%	N/A	99.6%	0.0%	54.85%

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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%	99.6%	0.4%	N/A	99.6%	0.4%	30.80%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	20.73%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	47.22%
Male	Mathematics	98.7%	1.3%	40.26%	99.5%	0.5%	N/A	99.5%	0.5%	43.98%
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%	29.33%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.0%	N/A	100.0%	0.0%	38.97%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.6%	0.4%	N/A	99.6%	0.4%	25.82%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	22.89%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	48.72%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	38.46%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	100.0%	0.0%	N/A	100.0%	0.0%	13.33%
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

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	10.26%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	97.5%	2.5%	N/A	97.5%	2.5%	5.13%
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%	18.18%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	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 East Arbor Charter Academy (00838)

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 East Arbor Charter Academy (00838)

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%	64.81%	49.27%	50.69%	52.12%

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	84.37%

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

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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%	51.21%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	38.97%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	48.72%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	10.26%	37.15%	46.29%	60.00%
African American	ELA	23.26%	43.28%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Asian	ELA	70.34%	<10	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	26.32%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	57.89%	52.64%	55.59%	60.00%
White	ELA	56.05%	59.28%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	37.09%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	25.82%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	38.46%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	5.13%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	27.86%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Asian	Mathematics	68.19%	<10	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	10.53%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	40.35%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	48.50%	45.55%	46.35%	47.55%

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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
East Arbor Charter Academy	70.25	87.45	N/A	100.00	88.27	100.00	100.00	83.84	N/A	N/A

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Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
East Arbor Charter Academy (00838)	0	30	13	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
East Arbor Charter Academy (00838)	43.02	23.01	53.5%	N/A	N/A	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
East Arbor Charter Academy (00838)	4.01	1.00	24.9%	N/A	N/A	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
East Arbor Charter Academy (00838)	43.02	1.00	2.3%	N/A	N/A	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
East Arbor Charter Academy (00838)	43.02	7.88	18.3%	N/A	N/A	N/A	N/A

New Annual Education Report East Arbor Charter Academy (00838)

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 East Arbor Charter Academy (00838)

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.

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NAEP Grade 8 Math

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

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

New Annual Education Report East Arbor Charter Academy (00838)
NAEP Grade 4 Reading

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

Rounds to zero

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

New Annual Education Report East Arbor Charter Academy (00838)
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.

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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