



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Lansing Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Angie Bass for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/lansing/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/k8fMrY>.


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

Our school has not been given one of these labels.

The primary academic challenges for the school based upon 2016-2017 assessment data shows that student proficiency needs to increase in both mathematics and reading. The initiatives being taken to accelerate student achievement and close persistent gaps in achievement include:

Mathematics:

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



Reading and Writing:

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

State law requires that we report the following additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2016-2017

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

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

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

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



In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

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

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


2015-2016

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

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

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

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to re-apply. However, they will be requested to



complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

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

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

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


2016-2017

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

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

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2017, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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



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


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

The school's School Improvement Team reviews data formally and informally throughout the school year as part of its continuous school improvement process. In Spring 2016, 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 (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 will review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year:

- **Personnel: Install and support the strongest possible turnaround specialists, school leaders, and teachers.**
 - LCA's Leadership Team - consisting of a the Director of School Quality and Senior Director of School Quality in collaboration with a new Principal, who will continue to direct oversight and improvement of the school, its academic programs, curriculum, and increased student achievement.
 - Attendance by Leadership at a two-day leadership summit based upon specific professional needs.
 - Focus on recruitment and retention of highly qualified instructional staff and support staff.
 - Utilization of sustained, on-going research-based best practices and professional development opportunities in whole group, small group and embedded contexts.
 - Stipends provided for staff to attend workshops and conferences off-site as needed
 - Performance-based bonuses for high-performing teachers positively impacting performance of at-risk students.
- **School Quality: Commit to systems and routine for ensuring school quality.**
 - Frequent progress-monitoring and formative assessments administered consistently to facilitate informed, and improved, instructional decision-making.

- 
- Continued enhancement and intensity of systematic approach to assessment and intervention.
 - Instructional Support positions added
 - Before and After school programs

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

In order to evaluate the efficacy of the SIP, the School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in the Spring of 2016, as part of its preparation for the 2016-2017 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through interim assessments, MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal. Student achievement did increase in certain grade-levels in both math and language arts.


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

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

See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science, and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.



2015-2016

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

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

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2016, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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


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

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

The school's School Improvement Team reviews data formally and informally throughout the school year as part of its continuous school improvement process. In Spring 2016, 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:

- 
- **Personnel: Install and support the strongest possible turnaround specialists, school leaders, and teachers.**
 - LCA's Leadership Team - consisting of a the Director of School Quality and Senior Director of School Quality in collaboration with a new Principal, who will continue to direct oversight and improvement of the school, its academic programs, curriculum, and increased student achievement.
 - Attendance by Leadership at a two-day leadership summit based upon specific professional needs.
 - Focus on recruitment and retention of highly qualified instructional staff and support staff.
 - Utilization of sustained, on-going research-based best practices and professional development opportunities in whole group, small group and embedded contexts.
 - Stipends provided for staff to attend workshops and conferences off-site as needed
 - Performance-based bonuses for high-performing teachers positively impacting performance of at-risk students.
 - **School Quality: Commit to systems for ensuring school quality.**
 - Frequent progress-monitoring and formative assessments administered consistently to facilitate informed, and improved, instructional decision-making.
 - Continued enhancement and intensity of systematic approach to assessment and intervention.
 - Instructional Support positions added
 - Before and After school tutors

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

In order to evaluate the efficacy of the SIP, the School Improvement Team formally reviewed progress against its 2013-14 SIP goals and objectives in the Spring of 2015, as part of its preparation for the 2015-2016 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal. Student achievement did increase in certain grade-levels in both math and language arts.

The School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in spring 2016, as part of its preparation for the 2016-17 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.



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

See A and C above. Additionally, the School Improvement Team's evaluation of data, as part of its continuous school improvement process, revealed key focus areas for improvement. Identified through the process were specific student performance targets in English language arts, mathematics, science, and social studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL


2016-2017

Lansing Charter Academy is a state funded, Kindergarten through Grade 8, public school academy. Therefore, there is no coast to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

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

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

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to reenter the random selection process.



However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period.

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered 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 minimum of 20 hours per week (at least 0.5 FTE) or children of current board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.


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

2015-2016

Lansing Charter Academy is a state funded, Kindergarten through Grade 8, public school academy. Therefore, there is no coast to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

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

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



names are selected to establish waiting list priority. Applications received after the open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

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

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered 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 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.

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

2016-2017

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

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress



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

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


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

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

2015-2016

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

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational



programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

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.

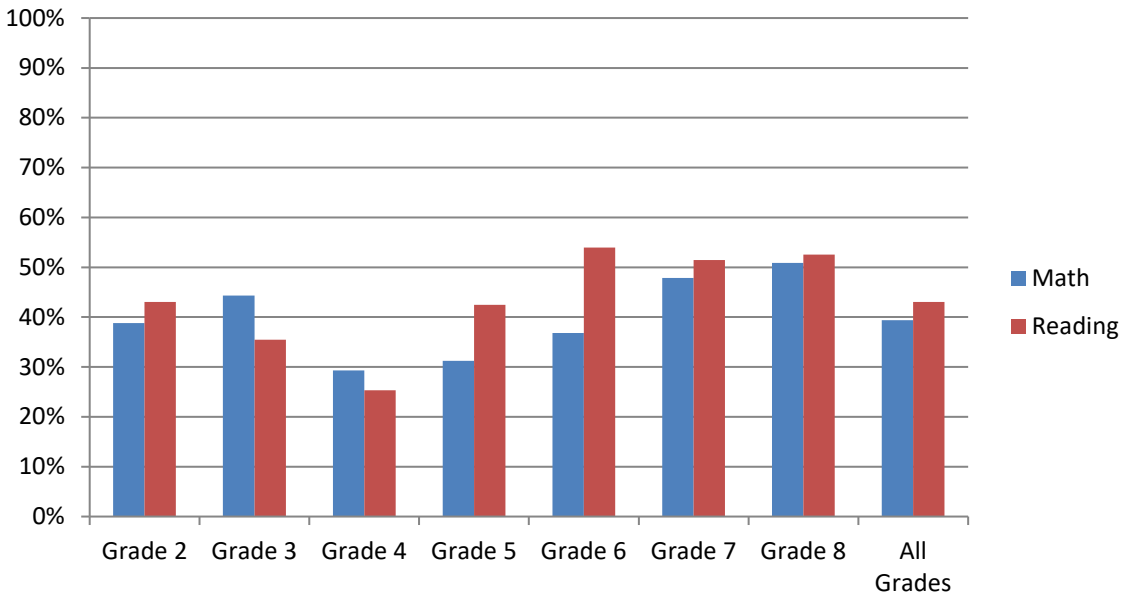
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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

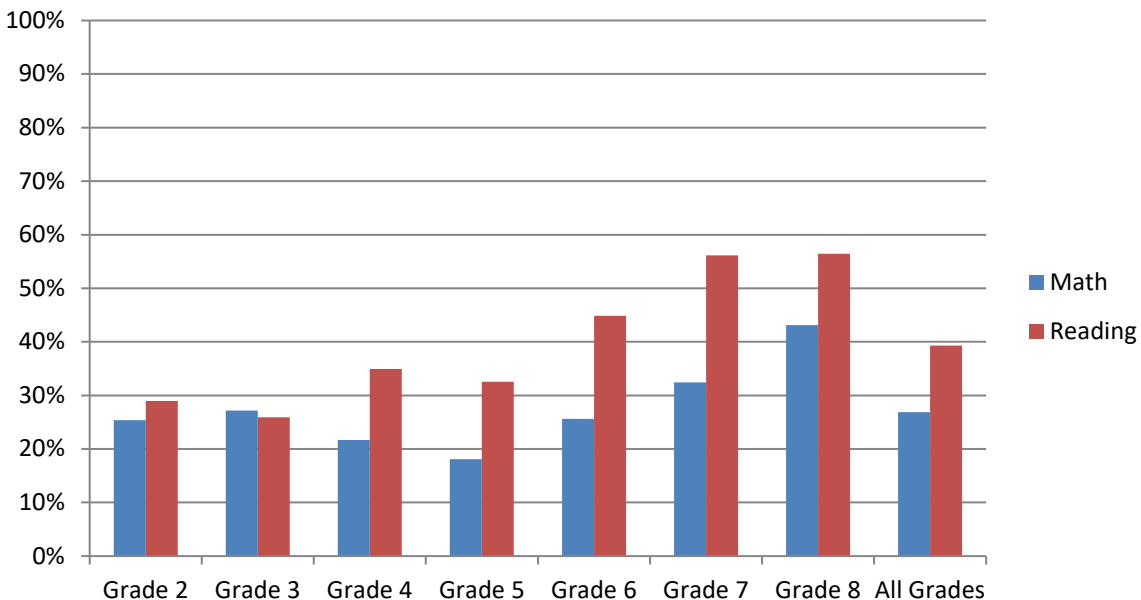
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

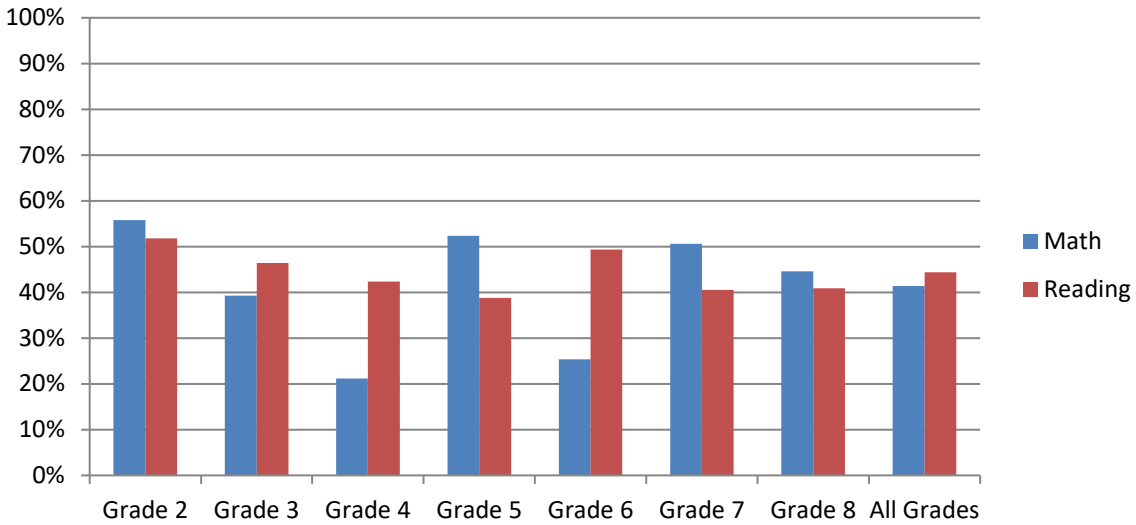


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

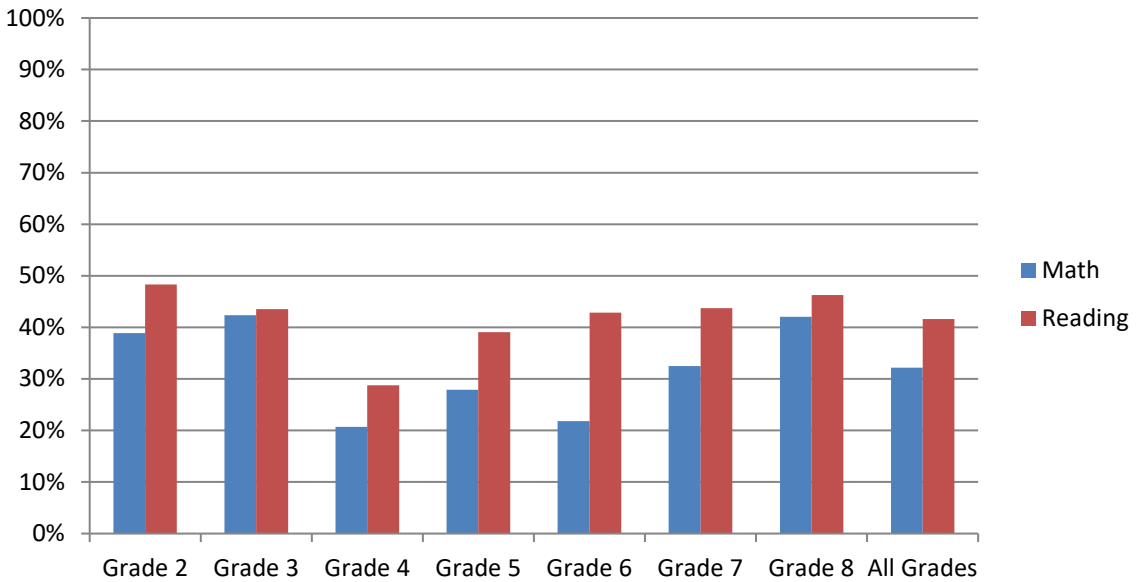


2015-2016

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



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



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

2016-2017

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

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	611	80.9%
Spring 2016	K-8	615	82.1%

7. SCHOOL YEAR HIGHLIGHTS

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



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

Sincerely,



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

BOARD OF DIRECTORS:

Justin Plough – Vice President
Anita Demps – Treasurer
Dwayne Gill – Director

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	29.4%	29.4%	12.9%	16.5%	34.1%	36.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	21.0%	21.0%	9.9%	11.1%	22.2%	56.8%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	26.8%	26.8%	4.9%	22.0%	29.3%	43.9%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	14.6%	14.6%	7.3%	7.3%	22.0%	63.4%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	27.3%	27.3%	27.3%	0.0%	45.5%	27.3%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	33.3%	33.3%	8.3%	25.0%	25.0%	41.7%
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	41.7%	41.7%	25.0%	16.7%	16.7%	41.7%
ELA	3rd Grade Content	White	2015-16	53.9%	31.6%	31.6%	21.1%	10.5%	47.4%	21.1%
ELA	3rd Grade Content	White	2016-17	51.7%	35.7%	35.7%	7.1%	28.6%	42.9%	21.4%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Female	2015-16	49.5%	24.2%	24.2%	12.1%	12.1%	36.4%	39.4%
ELA	3rd Grade Content	Female	2016-17	47.7%	18.9%	18.9%	8.1%	10.8%	16.2%	64.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	32.7%	32.7%	13.5%	19.2%	32.7%	34.6%
ELA	3rd Grade Content	Male	2016-17	40.7%	22.7%	22.7%	11.4%	11.4%	27.3%	50.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	26.6%	26.6%	7.8%	18.8%	32.8%	40.6%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15.7%	15.7%	5.7%	10.0%	21.4%	62.9%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	14.3%	14.3%	14.3%	0.0%	14.3%	71.4%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	7.7%	7.7%	0.0%	7.7%	46.2%	46.2%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	10.0%	10.0%	10.0%	0.0%	30.0%	60.0%
ELA	4th Grade Content	All Students	2015-16	46.3%	21.8%	21.8%	10.3%	11.5%	17.2%	60.9%
ELA	4th Grade Content	All Students	2016-17	44.2%	24.7%	24.7%	10.6%	14.1%	21.2%	54.1%
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	17.4%	17.4%	4.3%	13.0%	13.0%	69.6%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	17.8%	17.8%	4.4%	13.3%	24.4%	57.8%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	53.8%	53.8%	38.5%	15.4%	23.1%	23.1%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	20.0%	20.0%	0.0%	20.0%	10.0%	70.0%
ELA	4th Grade Content	White	2015-16	53.9%	18.8%	18.8%	6.3%	12.5%	12.5%	68.8%
ELA	4th Grade Content	White	2016-17	51.5%	26.3%	26.3%	15.8%	10.5%	26.3%	47.4%
ELA	4th Grade Content	Female	2015-16	50.9%	28.6%	28.6%	19.0%	9.5%	21.4%	50.0%
ELA	4th Grade Content	Female	2016-17	48.6%	25.0%	25.0%	9.4%	15.6%	18.8%	56.3%
ELA	4th Grade Content	Male	2015-16	41.8%	15.6%	15.6%	2.2%	13.3%	13.3%	71.1%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Male	2016-17	39.9%	24.5%	24.5%	11.3%	13.2%	22.6%	52.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	19.7%	19.7%	9.2%	10.5%	14.5%	65.8%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	22.1%	22.1%	8.8%	13.2%	19.1%	58.8%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	15.4%	15.4%	7.7%	7.7%	7.7%	76.9%
ELA	5th Grade Content	All Students	2015-16	50.6%	29.1%	29.1%	11.6%	17.4%	37.2%	33.7%
ELA	5th Grade Content	All Students	2016-17	51.1%	25.6%	25.6%	4.9%	20.7%	23.2%	51.2%
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2016-17	73.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	17.8%	17.8%	4.4%	13.3%	42.2%	40.0%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Black or African American	2016-17	24.8%	24.0%	24.0%	4.0%	20.0%	24.0%	52.0%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	66.7%	66.7%	28.6%	38.1%	23.8%	9.5%
ELA	5th Grade Content	White	2016-17	58.6%	18.8%	18.8%	0.0%	18.8%	43.8%	37.5%
ELA	5th Grade Content	Female	2015-16	55.8%	34.1%	34.1%	14.6%	19.5%	48.8%	17.1%
ELA	5th Grade Content	Female	2016-17	56.0%	34.9%	34.9%	9.3%	25.6%	25.6%	39.5%
ELA	5th Grade Content	Male	2015-16	45.5%	24.4%	24.4%	8.9%	15.6%	26.7%	48.9%
ELA	5th Grade Content	Male	2016-17	46.2%	15.4%	15.4%	0.0%	15.4%	20.5%	64.1%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	25.7%	25.7%	9.5%	16.2%	37.8%	36.5%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	28.2%	28.2%	4.2%	23.9%	19.7%	52.1%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	27.3%	72.7%
ELA	6th Grade Content	All Students	2015-16	45.0%	26.3%	26.3%	7.9%	18.4%	27.6%	46.1%
ELA	6th Grade Content	All Students	2016-17	43.6%	31.6%	31.6%	8.9%	22.8%	27.8%	40.5%
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2016-17	69.5%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	10.8%	10.8%	0.0%	10.8%	40.5%	48.6%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Black or African American	2016-17	19.3%	22.0%	22.0%	0.0%	22.0%	26.8%	51.2%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	46.2%	46.2%	23.1%	23.1%	7.7%	46.2%
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	52.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	35.3%	35.3%	11.8%	23.5%	23.5%	41.2%
ELA	6th Grade Content	White	2016-17	50.3%	59.1%	59.1%	27.3%	31.8%	22.7%	18.2%
ELA	6th Grade Content	Female	2015-16	49.8%	33.3%	33.3%	8.3%	25.0%	30.6%	36.1%
ELA	6th Grade Content	Female	2016-17	48.7%	40.5%	40.5%	13.5%	27.0%	32.4%	27.0%
ELA	6th Grade Content	Male	2015-16	40.4%	20.0%	20.0%	7.5%	12.5%	25.0%	55.0%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Male	2016-17	38.7%	23.8%	23.8%	4.8%	19.0%	23.8%	52.4%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	27.0%	27.0%	6.3%	20.6%	30.2%	42.9%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	26.5%	26.5%	5.9%	20.6%	27.9%	45.6%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Learners	2016-17	14.0%	20.0%	20.0%	0.0%	20.0%	50.0%	30.0%
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	36.7%	36.7%	13.9%	22.8%	25.3%	38.0%
ELA	7th Grade Content	All Students	2016-17	44.8%	34.2%	34.2%	5.3%	28.9%	23.7%	42.1%
ELA	7th Grade Content	American Indian or Alaska Native	2015-16	41.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Black or African American	2015-16	21.5%	25.0%	25.0%	2.8%	22.2%	22.2%	52.8%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	22.9%	22.9%	0.0%	22.9%	25.7%	51.4%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	40.0%	40.0%	20.0%	20.0%	20.0%	40.0%
ELA	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	55.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	41.2%	41.2%	23.5%	17.6%	29.4%	29.4%
ELA	7th Grade Content	White	2016-17	51.0%	47.6%	47.6%	0.0%	47.6%	23.8%	28.6%
ELA	7th Grade Content	Female	2015-16	53.8%	42.5%	42.5%	12.5%	30.0%	27.5%	30.0%
ELA	7th Grade Content	Female	2016-17	50.9%	44.7%	44.7%	7.9%	36.8%	23.7%	31.6%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Male	2015-16	40.6%	30.8%	30.8%	15.4%	15.4%	23.1%	46.2%
ELA	7th Grade Content	Male	2016-17	39.1%	23.7%	23.7%	2.6%	21.1%	23.7%	52.6%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	33.3%	33.3%	11.1%	22.2%	30.2%	36.5%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	27.9%	27.9%	4.9%	23.0%	26.2%	45.9%
ELA	7th Grade Content	English Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Learners	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	40.0%	40.0%	6.2%	33.8%	32.3%	27.7%
ELA	8th Grade Content	All Students	2016-17	48.0%	38.5%	38.5%	13.8%	24.6%	27.7%	33.8%
ELA	8th Grade Content	American Indian or Alaska Native	2016-17	39.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Asian	2016-17	73.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	32.4%	32.4%	8.8%	23.5%	29.4%	38.2%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	17.9%	17.9%	0.0%	17.9%	35.7%	46.4%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	20.0%	20.0%	10.0%	10.0%	60.0%	20.0%
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	60.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	75.0%	75.0%	0.0%	75.0%	16.7%	8.3%
ELA	8th Grade Content	White	2016-17	53.9%	40.0%	40.0%	33.3%	6.7%	26.7%	33.3%
ELA	8th Grade Content	Female	2015-16	54.9%	36.4%	36.4%	9.1%	27.3%	36.4%	27.3%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Female	2016-17	54.9%	39.3%	39.3%	14.3%	25.0%	35.7%	25.0%
ELA	8th Grade Content	Male	2015-16	43.0%	43.8%	43.8%	3.1%	40.6%	28.1%	28.1%
ELA	8th Grade Content	Male	2016-17	41.4%	37.8%	37.8%	13.5%	24.3%	21.6%	40.5%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	36.4%	36.4%	5.5%	30.9%	32.7%	30.9%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	34.0%	34.0%	11.3%	22.6%	30.2%	35.8%
ELA	8th Grade Content	English Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2016-17	21.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	24.7%	24.7%	4.7%	20.0%	41.2%	34.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	33.3%	33.3%	6.2%	27.2%	17.3%	49.4%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	26.8%	26.8%	4.9%	22.0%	36.6%	36.6%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	24.4%	24.4%	0.0%	24.4%	17.1%	58.5%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	27.3%	27.3%	0.0%	27.3%	45.5%	27.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	30.0%	30.0%	10.0%	20.0%	0.0%	70.0%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	16.7%	16.7%	8.3%	8.3%	58.3%	25.0%
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	41.7%	41.7%	16.7%	25.0%	25.0%	33.3%
Mathematics	3rd Grade Content	White	2015-16	53.2%	21.1%	21.1%	5.3%	15.8%	42.1%	36.8%
Mathematics	3rd Grade Content	White	2016-17	54.8%	57.1%	57.1%	7.1%	50.0%	21.4%	21.4%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	18.2%	18.2%	3.0%	15.2%	45.5%	36.4%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	37.8%	37.8%	2.7%	35.1%	16.2%	45.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	28.8%	28.8%	5.8%	23.1%	38.5%	32.7%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	29.5%	29.5%	9.1%	20.5%	18.2%	52.3%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	21.9%	21.9%	4.7%	17.2%	37.5%	40.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	27.1%	27.1%	7.1%	20.0%	18.6%	54.3%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	14.3%	14.3%	7.1%	7.1%	21.4%	64.3%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	0.0%	0.0%	0.0%	0.0%	38.5%	61.5%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	50.0%	50.0%	0.0%	50.0%	10.0%	40.0%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	17.2%	17.2%	4.6%	12.6%	33.3%	49.4%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	25.0%	25.0%	3.6%	21.4%	38.1%	36.9%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	10.9%	10.9%	0.0%	10.9%	34.8%	54.3%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	20.0%	20.0%	2.2%	17.8%	40.0%	40.0%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	38.5%	38.5%	15.4%	23.1%	30.8%	30.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	12.5%	12.5%	0.0%	12.5%	43.8%	43.8%
Mathematics	4th Grade Content	White	2016-17	49.7%	26.3%	26.3%	0.0%	26.3%	42.1%	31.6%
Mathematics	4th Grade Content	Female	2015-16	42.1%	23.8%	23.8%	9.5%	14.3%	28.6%	47.6%
Mathematics	4th Grade Content	Female	2016-17	39.6%	18.8%	18.8%	3.1%	15.6%	31.3%	50.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	11.1%	11.1%	0.0%	11.1%	37.8%	51.1%
Mathematics	4th Grade Content	Male	2016-17	44.2%	28.8%	28.8%	3.8%	25.0%	42.3%	28.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	14.5%	14.5%	2.6%	11.8%	28.9%	56.6%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	25.0%	25.0%	4.4%	20.6%	32.4%	42.6%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	15.4%	15.4%	7.7%	7.7%	46.2%	38.5%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	17.4%	17.4%	8.1%	9.3%	34.9%	47.7%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	9.8%	9.8%	6.1%	3.7%	31.7%	58.5%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2016-17	65.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.7%	6.7%	4.4%	2.2%	33.3%	60.0%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	6.1%	6.1%	2.0%	4.1%	36.7%	57.1%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	42.9%	42.9%	23.8%	19.0%	33.3%	23.8%
Mathematics	5th Grade Content	White	2016-17	42.4%	12.5%	12.5%	6.3%	6.3%	25.0%	62.5%
Mathematics	5th Grade Content	Female	2015-16	31.7%	22.0%	22.0%	9.8%	12.2%	39.0%	39.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	16.7%	16.7%	11.9%	4.8%	26.2%	57.1%
Mathematics	5th Grade Content	Male	2015-16	35.8%	13.3%	13.3%	6.7%	6.7%	31.1%	55.6%
Mathematics	5th Grade Content	Male	2016-17	37.4%	2.5%	2.5%	0.0%	2.5%	37.5%	60.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	14.9%	14.9%	6.8%	8.1%	35.1%	50.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	9.9%	9.9%	5.6%	4.2%	31.0%	59.2%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	All Students	2015-16	32.8%	13.2%	13.2%	5.3%	7.9%	35.5%	51.3%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	19.5%	19.5%	9.1%	10.4%	31.2%	49.4%
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2016-17	65.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	5.4%	5.4%	0.0%	5.4%	29.7%	64.9%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	5.0%	5.0%	2.5%	2.5%	32.5%	62.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	15.4%	15.4%	7.7%	7.7%	46.2%	38.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	23.5%	23.5%	11.8%	11.8%	41.2%	35.3%
Mathematics	6th Grade Content	White	2016-17	41.0%	52.4%	52.4%	23.8%	28.6%	23.8%	23.8%
Mathematics	6th Grade Content	Female	2015-16	31.4%	13.9%	13.9%	5.6%	8.3%	33.3%	52.8%
Mathematics	6th Grade Content	Female	2016-17	33.1%	25.0%	25.0%	11.1%	13.9%	30.6%	44.4%
Mathematics	6th Grade Content	Male	2015-16	34.1%	12.5%	12.5%	5.0%	7.5%	37.5%	50.0%
Mathematics	6th Grade Content	Male	2016-17	35.2%	14.6%	14.6%	7.3%	7.3%	31.7%	53.7%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	11.1%	11.1%	4.8%	6.3%	34.9%	54.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	15.2%	15.2%	7.6%	7.6%	30.3%	54.5%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	10.0%	10.0%	10.0%	0.0%	60.0%	30.0%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	All Students	2015-16	35.3%	20.3%	20.3%	10.1%	10.1%	34.2%	45.6%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	18.7%	18.7%	5.3%	13.3%	30.7%	50.7%
Mathematics	7th Grade Content	American Indian or Alaska Native	2015-16	26.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	5.6%	5.6%	0.0%	5.6%	41.7%	52.8%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	8.6%	8.6%	0.0%	8.6%	25.7%	65.7%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	26.7%	26.7%	6.7%	20.0%	20.0%	53.3%
Mathematics	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	34.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	35.3%	35.3%	23.5%	11.8%	17.6%	47.1%
Mathematics	7th Grade Content	White	2016-17	42.9%	30.0%	30.0%	10.0%	20.0%	45.0%	25.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	15.0%	15.0%	10.0%	5.0%	40.0%	45.0%
Mathematics	7th Grade Content	Female	2016-17	35.1%	15.8%	15.8%	5.3%	10.5%	39.5%	44.7%
Mathematics	7th Grade Content	Male	2015-16	36.1%	25.6%	25.6%	10.3%	15.4%	28.2%	46.2%
Mathematics	7th Grade Content	Male	2016-17	37.3%	21.6%	21.6%	5.4%	16.2%	21.6%	56.8%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	19.0%	19.0%	7.9%	11.1%	33.3%	47.6%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	11.7%	11.7%	5.0%	6.7%	31.7%	56.7%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	All Students	2015-16	32.7%	17.5%	17.5%	4.8%	12.7%	22.2%	60.3%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	17.7%	17.7%	14.5%	3.2%	27.4%	54.8%
Mathematics	8th Grade Content	American Indian or Alaska Native	2016-17	21.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	15.2%	15.2%	3.0%	12.1%	18.2%	66.7%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	0.0%	0.0%	0.0%	0.0%	34.6%	65.4%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	20.0%	20.0%	10.0%	10.0%	20.0%	60.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	34.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	16.7%	16.7%	8.3%	8.3%	33.3%	50.0%
Mathematics	8th Grade Content	White	2016-17	39.2%	26.7%	26.7%	26.7%	0.0%	20.0%	53.3%
Mathematics	8th Grade Content	Female	2015-16	34.1%	15.6%	15.6%	0.0%	15.6%	25.0%	59.4%
Mathematics	8th Grade Content	Female	2016-17	35.2%	17.9%	17.9%	14.3%	3.6%	28.6%	53.6%
Mathematics	8th Grade Content	Male	2015-16	31.4%	19.4%	19.4%	9.7%	9.7%	19.4%	61.3%
Mathematics	8th Grade Content	Male	2016-17	31.8%	17.6%	17.6%	14.7%	2.9%	26.5%	55.9%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	13.0%	13.0%	3.7%	9.3%	22.2%	64.8%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	14.0%	14.0%	12.0%	2.0%	26.0%	60.0%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	All Students	2015-16	14.7%	4.7%	4.7%	2.3%	2.3%	16.3%	79.1%
Science	4th Grade Content	All Students	2016-17	14.6%	3.6%	3.6%	0.0%	3.6%	15.7%	80.7%
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	2.2%	2.2%	0.0%	2.2%	15.6%	82.2%
Science	4th Grade Content	Black or African American	2016-17	2.8%	2.3%	2.3%	0.0%	2.3%	6.8%	90.9%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	15.4%	15.4%	7.7%	7.7%	30.8%	53.8%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	0.0%	0.0%	0.0%	0.0%	18.8%	81.3%
Science	4th Grade Content	White	2016-17	18.2%	5.3%	5.3%	0.0%	5.3%	21.1%	73.7%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Female	2015-16	13.0%	7.3%	7.3%	4.9%	2.4%	17.1%	75.6%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	15.6%	84.4%
Science	4th Grade Content	Male	2015-16	16.4%	2.2%	2.2%	0.0%	2.2%	15.6%	82.2%
Science	4th Grade Content	Male	2016-17	16.5%	5.9%	5.9%	0.0%	5.9%	15.7%	78.4%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	2.7%	2.7%	0.0%	2.7%	14.7%	82.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3.0%	3.0%	0.0%	3.0%	13.4%	83.6%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Science	7th Grade Content	All Students	2015-16	23.9%	13.9%	13.9%	7.6%	6.3%	19.0%	67.1%
Science	7th Grade Content	All Students	2016-17	22.7%	10.7%	10.7%	5.3%	5.3%	17.3%	72.0%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	American Indian or Alaska Native	2015-16	17.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2016-17	41.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Science	7th Grade Content	Black or African American	2016-17	5.1%	2.9%	2.9%	0.0%	2.9%	5.7%	91.4%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	26.7%	26.7%	13.3%	13.3%	20.0%	53.3%
Science	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	17.7%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2016-17	21.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	35.3%	35.3%	23.5%	11.8%	5.9%	58.8%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	White	2016-17	27.5%	10.0%	10.0%	5.0%	5.0%	35.0%	55.0%
Science	7th Grade Content	Female	2015-16	22.6%	7.5%	7.5%	5.0%	2.5%	20.0%	72.5%
Science	7th Grade Content	Female	2016-17	21.2%	5.3%	5.3%	5.3%	0.0%	23.7%	71.1%
Science	7th Grade Content	Male	2015-16	25.1%	20.5%	20.5%	10.3%	10.3%	17.9%	61.5%
Science	7th Grade Content	Male	2016-17	24.3%	16.2%	16.2%	5.4%	10.8%	10.8%	73.0%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	12.7%	12.7%	4.8%	7.9%	19.0%	68.3%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	8.3%	8.3%	5.0%	3.3%	13.3%	78.3%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	4.7%	4.7%	1.2%	3.5%	61.2%	34.1%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	6.0%	6.0%	0.0%	6.0%	42.2%	51.8%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2016-17	38.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	56.8%	43.2%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	4.0%	4.0%	0.0%	4.0%	38.0%	58.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	14.3%	14.3%	4.8%	9.5%	71.4%	14.3%
Social Studies	5th Grade Content	White	2016-17	26.7%	0.0%	0.0%	0.0%	0.0%	81.3%	18.8%
Social Studies	5th Grade Content	Female	2015-16	16.7%	4.9%	4.9%	2.4%	2.4%	63.4%	31.7%
Social Studies	5th Grade Content	Female	2016-17	19.3%	7.0%	7.0%	0.0%	7.0%	44.2%	48.8%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Male	2015-16	21.0%	4.5%	4.5%	0.0%	4.5%	59.1%	36.4%
Social Studies	5th Grade Content	Male	2016-17	23.9%	5.0%	5.0%	0.0%	5.0%	40.0%	55.0%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	4.1%	4.1%	1.4%	2.7%	61.6%	34.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5.6%	5.6%	0.0%	5.6%	41.7%	52.8%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	0.0%	0.0%	0.0%	0.0%	41.7%	58.3%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	22.2%	22.2%	3.2%	19.0%	33.3%	44.4%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	26.2%	26.2%	4.9%	21.3%	29.5%	44.3%
Social Studies	8th Grade Content	American Indian or Alaska Native	2016-17	27.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Asian	2016-17	53.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	18.8%	18.8%	0.0%	18.8%	28.1%	53.1%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	4.0%	4.0%	0.0%	4.0%	40.0%	56.0%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	10.0%	10.0%	10.0%	0.0%	60.0%	30.0%
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	33.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	50.0%	50.0%	0.0%	50.0%	16.7%	33.3%
Social Studies	8th Grade Content	White	2016-17	37.1%	46.7%	46.7%	20.0%	26.7%	6.7%	46.7%
Social Studies	8th Grade Content	Female	2015-16	26.0%	18.8%	18.8%	0.0%	18.8%	34.4%	46.9%

Annual Education Report
Lansing Charter Academy (00111)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Female	2016-17	28.6%	17.9%	17.9%	3.6%	14.3%	35.7%	46.4%
Social Studies	8th Grade Content	Male	2015-16	32.6%	25.8%	25.8%	6.5%	19.4%	32.3%	41.9%
Social Studies	8th Grade Content	Male	2016-17	34.0%	33.3%	33.3%	6.1%	27.3%	24.2%	42.4%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	20.8%	20.8%	3.8%	17.0%	32.1%	47.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	24.5%	24.5%	2.0%	22.4%	28.6%	46.9%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10



05/11/2018

Annual Education Report
Lansing Charter Academy (00111)

SAT

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

No Data to Display

Annual Education Report
Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	90.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	All Students	2016-17	76.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2016-17	72.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	71.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	54.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2016-17	49.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2016-17	53.8%	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2016-17	52.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2016-17	55.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2016-17	54.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	66.0%	<10	<10	<10	<10	<10

Annual Education Report
 Lansing Charter Academy (00111)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10

Annual Education Report
Lansing Charter Academy (00111)

MI -Access Supported Independence

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

No Data to Display

Annual Education Report
Lansing Charter Academy (00111)

MI -Access Participation

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

No Data to Display

Annual Education Report Lansing Charter Academy (00111)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.0%	29.8%	99.0%	29.8%
All Students	Mathematics	98.7%	39.1%	97.7%	21.9%	97.7%	21.9%
All Students	Science	97.9%	24.9%	97.5%	7.5%	97.5%	7.5%
All Students	Social Studies	97.8%	33.7%	96.0%	14.4%	96.0%	14.4%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	<30	<30
Asian	ELA	99.1%	70.5%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	<30	<30
Black or African American	ELA	97.6%	25.0%	98.4%	20.7%	98.4%	20.7%
Black or African American	Mathematics	97.5%	14.2%	96.8%	11.7%	96.8%	11.7%
Black or African American	Science	96.0%	7.0%	97.5%	2.8%	97.5%	2.8%
Black or African American	Social Studies	95.9%	11.2%	95.0%	2.8%	95.0%	2.8%
Hispanic of Any Race	ELA	98.6%	36.9%	98.2%	34.6%	98.2%	34.6%
Hispanic of Any Race	Mathematics	98.7%	25.1%	96.4%	25.9%	96.4%	25.9%

Annual Education Report

Lansing Charter Academy (00111)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	<30	<30	<30
Two or More Races	ELA	98.7%	46.6%	100.0%	30.8%	100.0%	30.8%
Two or More Races	Mathematics	98.6%	35.1%	97.4%	18.4%	97.4%	18.4%
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	100.0%	40.6%	100.0%	40.6%
White	Mathematics	99.0%	45.6%	100.0%	37.6%	100.0%	37.6%
White	Science	98.4%	29.7%	97.5%	8.6%	97.5%	8.6%
White	Social Studies	98.3%	39.7%	100.0%	<30	100.0%	<30
Economically Disadvantaged	ELA	98.2%	33.5%	98.8%	26.1%	98.8%	26.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	97.5%	18.4%	97.5%	18.4%
Economically Disadvantaged	Science	97.2%	13.0%	97.7%	6.0%	97.7%	6.0%
Economically Disadvantaged	Social Studies	97.0%	18.3%	95.3%	12.8%	95.3%	12.8%

Annual Education Report
 Lansing Charter Academy (00111)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	100.0%	22.2%	100.0%	22.2%
English Learners	Mathematics	99.0%	23.0%	100.0%	13.3%	100.0%	13.3%
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	100.0%	9.4%	100.0%	9.4%
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	17.0%	100.0%	17.0%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

Annual Education Report
 Lansing Charter Academy (00111)

Accountability Details Graduation Data

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

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

Annual Education Report
Lansing Charter Academy (00111)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	69.10%	69.10%

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

Annual Education Report
Lansing Charter Academy (00111)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Lansing Charter Academy	43.89	50.51	N/A	78.48	76.17	100.00	95.12	57.07

Annual Education Report Lansing Charter Academy (00111)

Teacher Quality - Qualification

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

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	47.9%

Annual Education Report
Lansing Charter Academy (00111)

NAEP Grade 4 Math

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

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

Annual Education Report
Lansing Charter Academy (00111)

NAEP Grade 8 Math

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

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

Annual Education Report
Lansing Charter Academy (00111)

NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
Lansing Charter Academy (00111)

NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
Lansing Charter Academy (00111)

NAEP Participation Data

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