



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


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

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.

Flagship faces key challenges in attendance rates, on time rate, attrition, summer learning loss and incoming new students who are far below grade level. While our attendance rate of 90.7% is above the state goal, this means that the average student misses 15 days of school (nearly 3 full school weeks). Our students on average also have a summer learning loss of 3-4 weeks while they are gone for the summer. Many students are tardy to school and miss entire blocks of instruction every day as well. To remedy this situation we hired a student-parent liaison whose primary job it is to meet with families and find resources to help them arrive to school on time every day and have a successful day at school. The liaison facilitated ride sharing, after school programming, etc. The student-parent liaison also reached out to parents throughout the year to offer assistance to reduce the attrition rate. Flagship's Board of Directors held a mandatory Parent Meeting for any students with thirty or more absences. Through the direction of the Board of Directors, JC01s were filed with the Wayne County Prosecutor's Office.

In the 2016-17 school year we also implemented several new curricular strategies to bridge the gaps in achievement. Math Stories, a new curricular tool that is research based in math for grades K-2, was implemented. Teachers received intensive training and receive ongoing training in Math Stories. We invested in a literacy consultant to train teachers and coaches on balanced literacy which has proven successful in our interim assessments. In 2016-17, we also



invested in software intervention tools. For all grades, Compass Learning was used to improve math proficiency. Achieve 3000 was used as the 3-8 literacy intervention. Our classes were reorganized into homogenous ability groups. The novice group, intermediate and proficient. The novice group is purposefully smaller in size and receives push-in and pull-out support from Paraprofessionals, At Risk teachers, Academic Specialists, and Special Education teachers. A specialized academic and behavior specialist was also hired to be proactive with helping students with academics and conflict resolution. A research-based progress monitoring tool, AimsWeb, was purchased to monitor the progress of students in reading fluency and comprehension.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2016-2017

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

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

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

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



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

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


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

2015-2016

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


2016-2017

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

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

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

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

- 
- Parent surveys
 - Staff surveys and teacher quality information
 - Programs and processes Data

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

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


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

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

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

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

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



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

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

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

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

2015-2016

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


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

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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 implementation plan for core academic improvement is to place a larger emphasis on conceptual teaching, learning through homogenous grouping of students, cooperative learning, differentiated instruction, rigorous and relevant activities, and professional development activities aligned to the plan and individual student and teacher needs. We continue to offer students more opportunities to read high interest books at their individual reading levels, provide individualized math intervention, and purposeful field learning experiences. We have invested in technology to allow each 3rd – 5th grade student to use his or her own chromebook during the day. We have also invested in online interventions that are used during the day, during after school and at home.

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

The goal of the SIP is to provide a lens to identify areas needing improvement and to provide a set of tools to measure growth and reflect on progress. In this vein, the SIP set out what it was intended to do. We identified that our math was an area of concern and provided additional supports in this area resulting in our students achieving proficiency gains in mathematics.

The SIP is a continuous process through which we can flexibly address needs as they arise.

The School Improvement Team formally reviewed progress against its 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.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

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

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


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

2015-2016

For the 2015-16 school year, M-Step scores slightly declined in math and ELA from the 2014-2015 school year. However there was a small increase in science and social studies. As compared to similar schools in Detroit Public Schools Flagship outperformed the district in math and reading and was equal to the scores for science and social studies. Our percentage of proficient students, as measured by the NWEA Measure of Academic Progress (MAP) decreased slightly in reading going from 55% in the 2014-2015 to 46% in the 2015-16 school year. There was also a decline in math schools from 58% in the 2014-2015 to 42% in the 2015-2016 school year.

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

1. Infuse data into all of our discussions about student achievement – on an aggregate school level and individual student level.
2. Differentiate instruction for all students and utilize intervention software for blended learning classrooms to support growth in math and reading.
3. Continue to provide additional instructional support for students at risk of failing including small group instruction, individualized blended learning, after school programming and summer programming.
4. Offer extended day summer school for those most at risk.



5. Continue supporting teachers in implementation of Gretchen Courtney balanced literacy and Kagan Cooperative Learning and Calm Classroom

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


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

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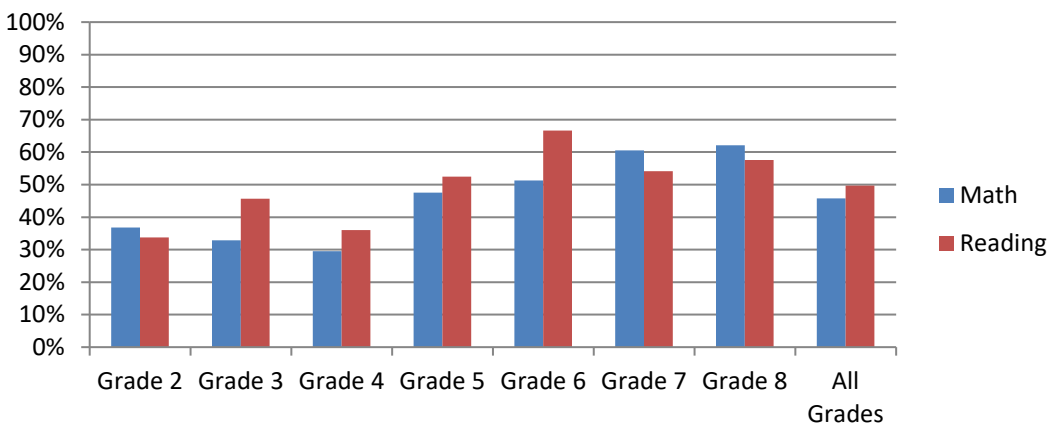
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

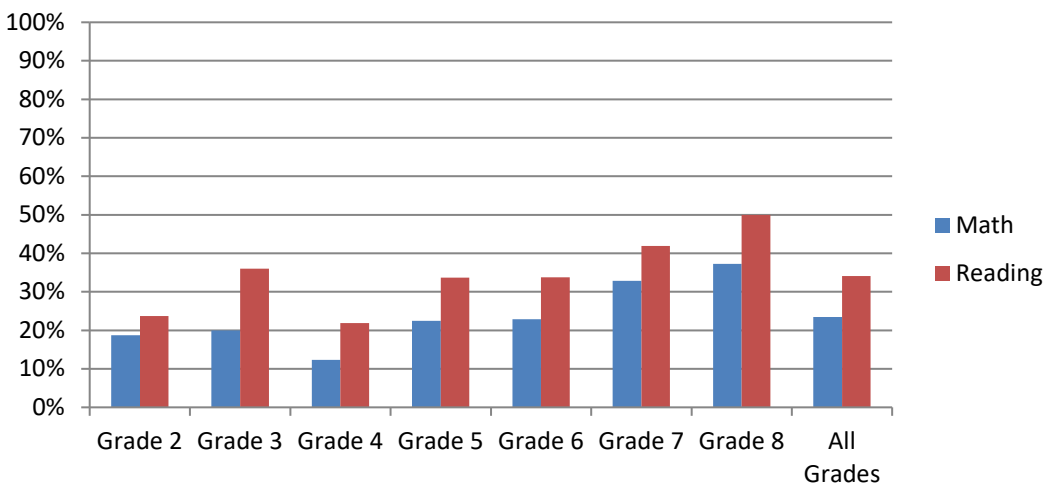
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

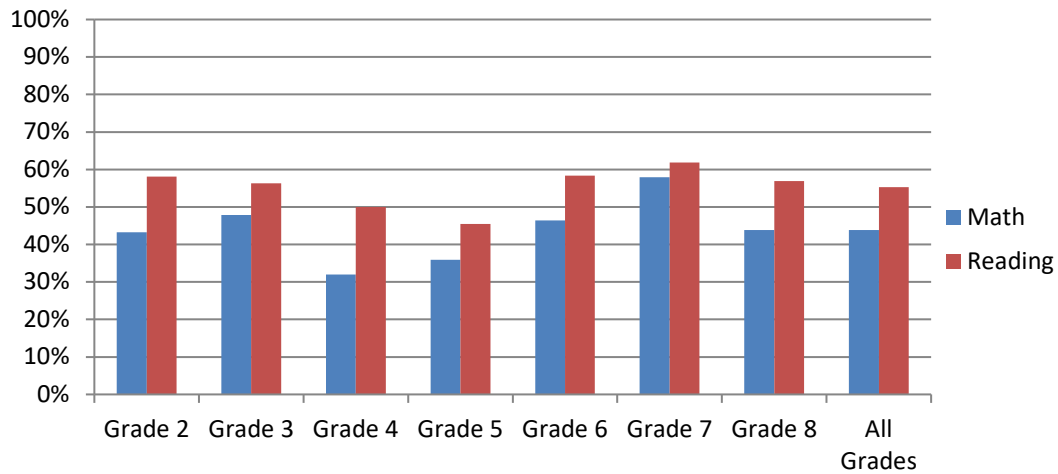


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

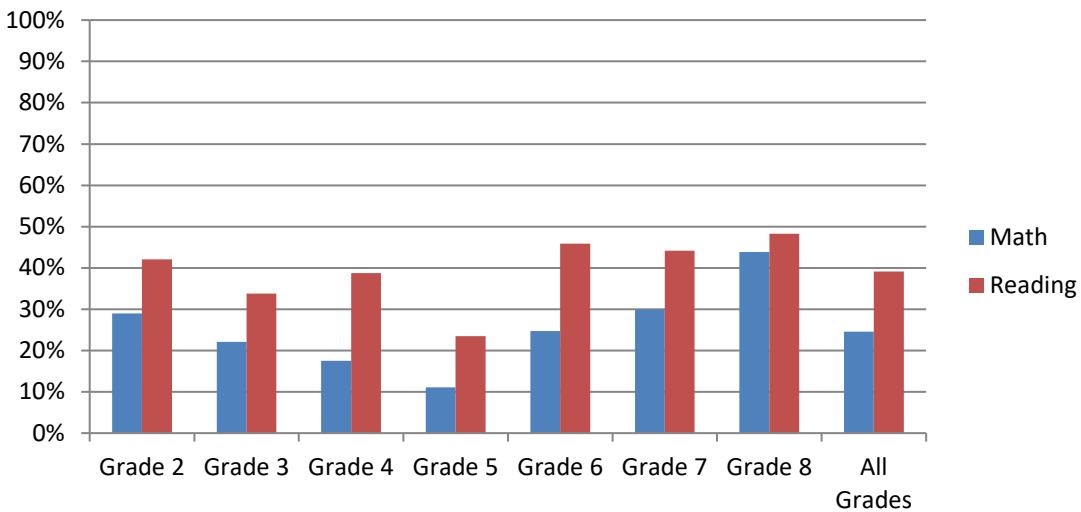


2015-2016

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	579	81.2%
Spring 2017	K-8	590	86.4%

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	657	92.7%
Spring 2016	K-8	634	91.5%



7. SCHOOL YEAR HIGHLIGHTS

- We are proud of the success of our students and staff. Our staff helped set a new record for student enrollment reaching building capacity.
- Beat our Detroit comparison schools on MSTEP in Math and ELA.
- We initiated Student Ambassadors
- Cut summer learning loss in half for those who completed summer school.
- All students participated in College & Career Day
- Co-sponsors of citywide back to school block party
- Flagship partnered with Fraternities and Sororities in an Anti-Bullying Campaign
- After-School Clubs
- After School Tutoring – provided dinner for participants
- 8th Grade Students participated in a local College Tour

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

Sincerely,



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

BOARD OF DIRECTORS:

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

Annual Education Report
Flagship Charter Academy (09785)

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%	15.8%	15.8%	9.2%	6.6%	28.9%	55.3%
ELA	3rd Grade Content	All Students	2016-17	44.1%	21.6%	21.6%	9.5%	12.2%	13.5%	64.9%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	15.8%	15.8%	9.2%	6.6%	28.9%	55.3%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	21.6%	21.6%	9.5%	12.2%	13.5%	64.9%
ELA	3rd Grade Content	Female	2015-16	49.5%	16.7%	16.7%	11.9%	4.8%	35.7%	47.6%
ELA	3rd Grade Content	Female	2016-17	47.7%	22.2%	22.2%	11.1%	11.1%	16.7%	61.1%
ELA	3rd Grade Content	Male	2015-16	42.6%	14.7%	14.7%	5.9%	8.8%	20.6%	64.7%
ELA	3rd Grade Content	Male	2016-17	40.7%	21.1%	21.1%	7.9%	13.2%	10.5%	68.4%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	12.3%	12.3%	6.8%	5.5%	30.1%	57.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	22.2%	22.2%	9.7%	12.5%	13.9%	63.9%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10

Annual Education Report
Flagship Charter Academy (09785)

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	All Students	2015-16	46.3%	20.0%	20.0%	2.5%	17.5%	26.3%	53.8%
ELA	4th Grade Content	All Students	2016-17	44.2%	7.8%	7.8%	1.6%	6.3%	18.8%	73.4%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	20.0%	20.0%	2.5%	17.5%	26.3%	53.8%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	7.9%	7.9%	1.6%	6.3%	19.0%	73.0%
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	22.0%	22.0%	2.4%	19.5%	29.3%	48.8%
ELA	4th Grade Content	Female	2016-17	48.6%	7.9%	7.9%	2.6%	5.3%	23.7%	68.4%
ELA	4th Grade Content	Male	2015-16	41.8%	17.9%	17.9%	2.6%	15.4%	23.1%	59.0%
ELA	4th Grade Content	Male	2016-17	39.9%	7.7%	7.7%	0.0%	7.7%	11.5%	80.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	21.1%	21.1%	2.6%	18.4%	27.6%	51.3%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	6.5%	6.5%	1.6%	4.8%	17.7%	75.8%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10

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ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	14.6%	14.6%	1.2%	13.4%	28.0%	57.3%
ELA	5th Grade Content	All Students	2016-17	51.1%	20.0%	20.0%	1.1%	18.9%	26.7%	53.3%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	14.6%	14.6%	1.2%	13.4%	28.0%	57.3%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	20.0%	20.0%	1.1%	18.9%	26.7%	53.3%
ELA	5th Grade Content	Female	2015-16	55.8%	21.6%	21.6%	2.7%	18.9%	37.8%	40.5%
ELA	5th Grade Content	Female	2016-17	56.0%	29.5%	29.5%	2.3%	27.3%	29.5%	40.9%
ELA	5th Grade Content	Male	2015-16	45.5%	8.9%	8.9%	0.0%	8.9%	20.0%	71.1%
ELA	5th Grade Content	Male	2016-17	46.2%	10.9%	10.9%	0.0%	10.9%	23.9%	65.2%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	14.6%	14.6%	1.2%	13.4%	28.0%	57.3%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	20.9%	20.9%	1.2%	19.8%	27.9%	51.2%
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10

Annual Education Report
Flagship Charter Academy (09785)

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	Students With Disabilities	2015-16	16.1%	8.3%	8.3%	0.0%	8.3%	0.0%	91.7%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	22.9%	22.9%	2.4%	20.5%	32.5%	44.6%
ELA	6th Grade Content	All Students	2016-17	43.6%	10.8%	10.8%	1.2%	9.6%	33.7%	55.4%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	22.0%	22.0%	2.4%	19.5%	32.9%	45.1%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	10.8%	10.8%	1.2%	9.6%	33.7%	55.4%
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	28.6%	28.6%	2.9%	25.7%	37.1%	34.3%
ELA	6th Grade Content	Female	2016-17	48.7%	17.5%	17.5%	2.5%	15.0%	35.0%	47.5%
ELA	6th Grade Content	Male	2015-16	40.4%	18.8%	18.8%	2.1%	16.7%	29.2%	52.1%
ELA	6th Grade Content	Male	2016-17	38.7%	4.7%	4.7%	0.0%	4.7%	32.6%	62.8%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	22.2%	22.2%	2.5%	19.8%	33.3%	44.4%

Annual Education Report
Flagship Charter Academy (09785)

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	Economically Disadvantaged	2016-17	27.1%	11.3%	11.3%	1.3%	10.0%	33.8%	55.0%
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%	14.3%	14.3%	0.0%	14.3%	7.1%	78.6%
ELA	7th Grade Content	All Students	2015-16	47.1%	27.6%	27.6%	0.0%	27.6%	40.8%	31.6%
ELA	7th Grade Content	All Students	2016-17	44.8%	22.2%	22.2%	1.4%	20.8%	33.3%	44.4%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	26.7%	26.7%	0.0%	26.7%	41.3%	32.0%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	22.2%	22.2%	1.4%	20.8%	33.3%	44.4%
ELA	7th Grade Content	White	2015-16	53.7%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	34.1%	34.1%	0.0%	34.1%	31.7%	34.1%
ELA	7th Grade Content	Female	2016-17	50.9%	20.7%	20.7%	0.0%	20.7%	41.4%	37.9%
ELA	7th Grade Content	Male	2015-16	40.6%	20.0%	20.0%	0.0%	20.0%	51.4%	28.6%
ELA	7th Grade Content	Male	2016-17	39.1%	23.3%	23.3%	2.3%	20.9%	27.9%	48.8%

Annual Education Report
 Flagship Charter Academy (09785)

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	Economically Disadvantaged	2015-16	30.7%	29.6%	29.6%	0.0%	29.6%	36.6%	33.8%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	22.1%	22.1%	1.5%	20.6%	33.8%	44.1%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	8.3%	8.3%	0.0%	8.3%	16.7%	75.0%
ELA	8th Grade Content	All Students	2015-16	48.9%	24.6%	24.6%	5.3%	19.3%	31.6%	43.9%
ELA	8th Grade Content	All Students	2016-17	48.0%	26.7%	26.7%	1.7%	25.0%	46.7%	26.7%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	21.8%	21.8%	3.6%	18.2%	32.7%	45.5%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	26.7%	26.7%	1.7%	25.0%	46.7%	26.7%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	35.7%	35.7%	3.6%	32.1%	25.0%	39.3%
ELA	8th Grade Content	Female	2016-17	54.9%	34.5%	34.5%	0.0%	34.5%	37.9%	27.6%
ELA	8th Grade Content	Male	2015-16	43.0%	13.8%	13.8%	6.9%	6.9%	37.9%	48.3%

Annual Education Report
Flagship Charter Academy (09785)

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	Male	2016-17	41.4%	19.4%	19.4%	3.2%	16.1%	54.8%	25.8%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	24.5%	24.5%	3.8%	20.8%	32.1%	43.4%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	29.1%	29.1%	1.8%	27.3%	45.5%	25.5%
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%	19.7%	19.7%	1.3%	18.4%	30.3%	50.0%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	16.4%	16.4%	6.8%	9.6%	15.1%	68.5%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	19.7%	19.7%	1.3%	18.4%	30.3%	50.0%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	16.4%	16.4%	6.8%	9.6%	15.1%	68.5%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	19.0%	19.0%	0.0%	19.0%	26.2%	54.8%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	13.9%	13.9%	2.8%	11.1%	22.2%	63.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	20.6%	20.6%	2.9%	17.6%	35.3%	44.1%

Annual Education Report
Flagship Charter Academy (09785)

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	Male	2016-17	48.5%	18.9%	18.9%	10.8%	8.1%	8.1%	73.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	17.8%	17.8%	0.0%	17.8%	30.1%	52.1%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	16.9%	16.9%	7.0%	9.9%	15.5%	67.6%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	13.8%	13.8%	2.5%	11.3%	48.8%	37.5%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	6.3%	6.3%	1.6%	4.7%	26.6%	67.2%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	13.8%	13.8%	2.5%	11.3%	48.8%	37.5%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	6.3%	6.3%	1.6%	4.8%	27.0%	66.7%
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	42.1%	9.8%	9.8%	2.4%	7.3%	61.0%	29.3%
Mathematics	4th Grade Content	Female	2016-17	39.6%	5.3%	5.3%	2.6%	2.6%	18.4%	76.3%

Annual Education Report
Flagship Charter Academy (09785)

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	Male	2015-16	45.8%	17.9%	17.9%	2.6%	15.4%	35.9%	46.2%
Mathematics	4th Grade Content	Male	2016-17	44.2%	7.7%	7.7%	0.0%	7.7%	38.5%	53.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	14.5%	14.5%	2.6%	11.8%	48.7%	36.8%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	6.5%	6.5%	1.6%	4.8%	25.8%	67.7%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	6.1%	6.1%	1.2%	4.9%	23.2%	70.7%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	7.8%	7.8%	1.1%	6.7%	23.3%	68.9%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.1%	6.1%	1.2%	4.9%	23.2%	70.7%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	7.8%	7.8%	1.1%	6.7%	23.3%	68.9%
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.1%	8.1%	2.7%	5.4%	21.6%	70.3%
Mathematics	5th Grade Content	Female	2016-17	32.6%	6.8%	6.8%	0.0%	6.8%	27.3%	65.9%

Annual Education Report
 Flagship Charter Academy (09785)

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	Male	2015-16	35.8%	4.4%	4.4%	0.0%	4.4%	24.4%	71.1%
Mathematics	5th Grade Content	Male	2016-17	37.4%	8.7%	8.7%	2.2%	6.5%	19.6%	71.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	6.1%	6.1%	1.2%	4.9%	23.2%	70.7%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	8.1%	8.1%	1.2%	7.0%	23.3%	68.6%
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%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	12.0%	12.0%	1.2%	10.8%	31.3%	56.6%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	4.8%	4.8%	0.0%	4.8%	30.1%	65.1%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	12.2%	12.2%	1.2%	11.0%	30.5%	57.3%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	4.8%	4.8%	0.0%	4.8%	30.1%	65.1%
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

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	Female	2015-16	31.4%	8.6%	8.6%	0.0%	8.6%	28.6%	62.9%
Mathematics	6th Grade Content	Female	2016-17	33.1%	5.0%	5.0%	0.0%	5.0%	27.5%	67.5%
Mathematics	6th Grade Content	Male	2015-16	34.1%	14.6%	14.6%	2.1%	12.5%	33.3%	52.1%
Mathematics	6th Grade Content	Male	2016-17	35.2%	4.7%	4.7%	0.0%	4.7%	32.6%	62.8%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	11.1%	11.1%	1.2%	9.9%	30.9%	58.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	5.0%	5.0%	0.0%	5.0%	28.8%	66.3%
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%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	13.2%	13.2%	2.6%	10.5%	28.9%	57.9%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	15.3%	15.3%	2.8%	12.5%	25.0%	59.7%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	13.3%	13.3%	2.7%	10.7%	29.3%	57.3%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	15.3%	15.3%	2.8%	12.5%	25.0%	59.7%

Annual Education Report
 Flagship Charter Academy (09785)

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	White	2015-16	41.6%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	9.8%	9.8%	2.4%	7.3%	31.7%	58.5%
Mathematics	7th Grade Content	Female	2016-17	35.1%	17.2%	17.2%	0.0%	17.2%	20.7%	62.1%
Mathematics	7th Grade Content	Male	2015-16	36.1%	17.1%	17.1%	2.9%	14.3%	25.7%	57.1%
Mathematics	7th Grade Content	Male	2016-17	37.3%	14.0%	14.0%	4.7%	9.3%	27.9%	58.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	14.1%	14.1%	2.8%	11.3%	26.8%	59.2%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	16.2%	16.2%	2.9%	13.2%	25.0%	58.8%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	16.1%	16.1%	7.1%	8.9%	21.4%	62.5%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	22.0%	22.0%	8.5%	13.6%	23.7%	54.2%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	13.0%	13.0%	5.6%	7.4%	22.2%	64.8%

Annual Education Report
Flagship Charter Academy (09785)

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	Black or African American	2016-17	10.1%	22.0%	22.0%	8.5%	13.6%	23.7%	54.2%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	34.1%	22.2%	22.2%	7.4%	14.8%	18.5%	59.3%
Mathematics	8th Grade Content	Female	2016-17	35.2%	21.4%	21.4%	10.7%	10.7%	28.6%	50.0%
Mathematics	8th Grade Content	Male	2015-16	31.4%	10.3%	10.3%	6.9%	3.4%	24.1%	65.5%
Mathematics	8th Grade Content	Male	2016-17	31.8%	22.6%	22.6%	6.5%	16.1%	19.4%	58.1%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	15.1%	15.1%	5.7%	9.4%	20.8%	64.2%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	20.4%	20.4%	7.4%	13.0%	24.1%	55.6%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	0.0%	0.0%	0.0%	0.0%	12.8%	87.2%
Science	4th Grade Content	All Students	2016-17	14.6%	0.0%	0.0%	0.0%	0.0%	9.4%	90.6%

Annual Education Report
Flagship Charter Academy (09785)

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	Black or African American	2015-16	2.4%	0.0%	0.0%	0.0%	0.0%	12.8%	87.2%
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	0.0%	0.0%	0.0%	9.5%	90.5%
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	4th Grade Content	Female	2016-17	12.6%	0.0%	0.0%	0.0%	0.0%	5.3%	94.7%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	17.9%	82.1%
Science	4th Grade Content	Male	2016-17	16.5%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	13.5%	86.5%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	0.0%	0.0%	0.0%	0.0%	9.7%	90.3%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	5.3%	5.3%	0.0%	5.3%	17.3%	77.3%

Annual Education Report
 Flagship Charter Academy (09785)

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	All Students	2016-17	22.7%	6.9%	6.9%	0.0%	6.9%	16.7%	76.4%
Science	7th Grade Content	Black or African American	2015-16	5.4%	5.4%	5.4%	0.0%	5.4%	16.2%	78.4%
Science	7th Grade Content	Black or African American	2016-17	5.1%	6.9%	6.9%	0.0%	6.9%	16.7%	76.4%
Science	7th Grade Content	White	2015-16	28.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	5.0%	5.0%	0.0%	5.0%	17.5%	77.5%
Science	7th Grade Content	Female	2016-17	21.2%	3.4%	3.4%	0.0%	3.4%	17.2%	79.3%
Science	7th Grade Content	Male	2015-16	25.1%	5.7%	5.7%	0.0%	5.7%	17.1%	77.1%
Science	7th Grade Content	Male	2016-17	24.3%	9.3%	9.3%	0.0%	9.3%	16.3%	74.4%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	5.7%	5.7%	0.0%	5.7%	17.1%	77.1%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	7.4%	7.4%	0.0%	7.4%	16.2%	76.5%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%

Annual Education Report
 Flagship Charter Academy (09785)

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	All Students	2015-16	18.9%	0.0%	0.0%	0.0%	0.0%	46.3%	53.8%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	0.0%	0.0%	0.0%	0.0%	36.0%	64.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	46.3%	53.8%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	0.0%	0.0%	0.0%	0.0%	36.0%	64.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	47.2%	52.8%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	37.2%	62.8%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
Social Studies	5th Grade Content	Male	2016-17	23.9%	0.0%	0.0%	0.0%	0.0%	34.8%	65.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	0.0%	0.0%	0.0%	0.0%	46.3%	53.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	0.0%	0.0%	0.0%	0.0%	36.5%	63.5%
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%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%

Annual Education Report
Flagship Charter Academy (09785)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	10.5%	10.5%	0.0%	10.5%	35.1%	54.4%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	11.9%	11.9%	0.0%	11.9%	30.5%	57.6%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	9.1%	9.1%	0.0%	9.1%	34.5%	56.4%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	11.9%	11.9%	0.0%	11.9%	30.5%	57.6%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	10.7%	10.7%	0.0%	10.7%	32.1%	57.1%
Social Studies	8th Grade Content	Female	2016-17	28.6%	7.1%	7.1%	0.0%	7.1%	42.9%	50.0%
Social Studies	8th Grade Content	Male	2015-16	32.6%	10.3%	10.3%	0.0%	10.3%	37.9%	51.7%
Social Studies	8th Grade Content	Male	2016-17	34.0%	16.1%	16.1%	0.0%	16.1%	19.4%	64.5%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	9.4%	9.4%	0.0%	9.4%	35.8%	54.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	13.0%	13.0%	0.0%	13.0%	29.6%	57.4%

Annual Education Report
 Flagship Charter Academy (09785)

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	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

Annual Education Report
Flagship Charter Academy (09785)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<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	2015-16	82.2%	<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	2015-16	59.7%	<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	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	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	2015-16	85.6%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2016-17	88.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	7th Grade Content	All Students	2016-17	52.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2016-17	47.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2016-17	86.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	32.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2016-17	36.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	85.9%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	7th Grade Content	Male	2016-17	54.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2016-17	50.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2016-17	82.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2016-17	63.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	8th Grade Content	All Students	2016-17	41.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2016-17	78.3%	<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	Black or African American	2016-17	56.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2016-17	58.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2016-17	41.2%	<10	<10	<10	<10	<10

Annual Education Report
 Flagship Charter Academy (09785)

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	<10	<10	<10	<10	<10

Annual Education Report
Flagship Charter Academy (09785)

MI -Access Supported Independence

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

Annual Education Report
Flagship Charter Academy (09785)

MI-Access Participation

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

Annual Education Report Flagship Charter Academy (09785)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	100.0%	18.9%	100.0%	18.9%
All Students	Mathematics	98.7%	39.1%	99.8%	12.5%	99.8%	12.5%
All Students	Science	97.9%	24.9%	100.0%	3.7%	100.0%	3.7%
All Students	Social Studies	97.8%	33.7%	100.0%	5.0%	100.0%	5.0%
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%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	18.9%	100.0%	18.9%
Black or African American	Mathematics	97.5%	14.2%	99.8%	12.5%	99.8%	12.5%
Black or African American	Science	96.0%	7.0%	100.0%	3.7%	100.0%	3.7%
Black or African American	Social Studies	95.9%	11.2%	100.0%	5.0%	100.0%	5.0%
Hispanic of Any Race	ELA	98.6%	36.9%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.7%	25.1%	N/A	N/A	N/A	N/A

Annual Education Report
 Flagship Charter Academy (09785)

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%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	0.0%	<30	0.0%
Two or More Races	Mathematics	98.6%	35.1%	<30	0.0%	<30	0.0%
Two or More Races	Science	97.7%	21.9%	<30	0.0%	<30	0.0%
Two or More Races	Social Studies	97.7%	29.7%	N/A	N/A	N/A	N/A
White	ELA	98.9%	56.1%	N/A	N/A	N/A	N/A
White	Mathematics	99.0%	45.6%	N/A	N/A	N/A	N/A
White	Science	98.4%	29.7%	N/A	N/A	N/A	N/A
White	Social Studies	98.3%	39.7%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	19.2%	100.0%	19.2%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.8%	12.8%	99.8%	12.8%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	3.9%	100.0%	3.9%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	5.3%	100.0%	5.3%

Annual Education Report
 Flagship Charter Academy (09785)

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%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	100.0%	14.6%	100.0%	14.6%
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	6.3%	100.0%	6.3%
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
 Flagship Charter Academy (09785)

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
Flagship Charter Academy (09785)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	55.57%	55.57%

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

Annual Education Report
 Flagship Charter Academy (09785)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Flagship Charter Academy	26.51	36.48	N/A	N/A	63.11	100.00	N/A	39.14

Annual Education Report Flagship Charter Academy (09785)

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	12	28	3

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	25.6%

Annual Education Report
Flagship Charter Academy (09785)

NAEP Grade 4 Math

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

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

Annual Education Report
Flagship Charter Academy (09785)

NAEP Grade 8 Math

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

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

Annual Education Report
 Flagship Charter Academy (09785)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
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
Other	1	†	†	†	†
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability					
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
Flagship Charter Academy (09785)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
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
 Flagship Charter Academy (09785)

NAEP Participation Data

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