



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Excel 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 Becky Busher for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/excel/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <http://bit.ly/2tOZXMO>

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

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

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

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

Our school has not been given one of these labels.



Our key initiatives will involve, but are not limited to, the following:


1. Grade level team meetings will occur a minimum of once a week. Interim assessments will be utilized for backwards planning and for forming small groups as teachers will analyze student work. The instructional core will be a focus as grade levels focus on differentiating instruction and increasing cognitive engagement.
2. An instructional rounds team is in place under the leadership of an instructional coach. Patterns and trends have been identified as to strengths and growth areas for the school. Cognitive engagement was identified as one key area in which to hold professional development.
3. Accountable talk and academic interaction were areas of focus. This occurred with SIOP training at the beginning of the year, but also through strategic follow up throughout the year during professional development times.
4. Math Stories were a focus in the elementary. Problem solving has been shown to be a weakness in math, and math stories has a big emphasis on students thinking about math and using modeling and manipulatives.
5. Fountas and Pinnell is being used for benchmarking and leveled literacy instruction.
6. Rocket Math continues to be used as a key resource to encourage math fluency.
7. I-Ready and IXL are blended tools that are used for differentiation for both math and reading. I-Ready is used primarily in grades K-5 and IXL for grades 6-8.
8. Tutoring after school and during the summer will continue to occur for some students below grade level who are needing extra assistance. In addition, there will be a targeted summer program for two weeks for students below grade level.
9. There is a summer remote program where all students have the opportunity to practice a bridge book and read books over the summer.
10. M-STEP data, interim assessments, NWEA, benchmarking through Fountas and Pinnell and delta math, and formative classroom assessments will all be used to measure student progress and to differentiate instruction based on results.
11. EL teachers continue to work with small groups of students to support learning.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

##### 2017-2018

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




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

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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

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

In addition to sibling preference, children of staff members employed at the school working a regularly scheduled minimum of 20 hours per week (at least 0.5 FTE) or children of current



Board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

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

### 2016-2017


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

2017-2018


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

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

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

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

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



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

The school improvement team continued to review and revise the School Improvement Plan throughout 2017-2018, including completing a comprehensive needs assessment. The overall goal is for all students to be proficient in math, ELA, science, and social studies as measured by both the M-STEP and the NWEA MAP test. The team met almost monthly in an effort to continually analyze methods of instruction, curriculum, and program design and their effectiveness. Some of the observable efforts were as follows:

- We completed the 8th year of response to intervention (RTI) for reading, specifically working with grades K-5. Fountas and Pinnell benchmarking was used and students receiving intervention services were progress monitored regularly.
- Reading interventionists continued to work with students in tier 2 or tier 3 based on the response to the intervention model. Students were selected for caseloads based on M-STEP testing, NWEA testing, or Fountas and Pinnell testing. Intervention programs included A-Z reading, Sound Partners, IXL, I-Ready, and others.
- A focus on formative assessments continued in all classrooms, with the goal students being proficient on the common core standards in all subjects. Interim assessments were used twice during the year across grades that covered multiple units and standards.
- A math response to intervention program was used for grades 1-6. A screener called Delta Math was used to help identify students needing support, and in which areas they needed support. Math interventionists worked specifically on grade level standards not mastered yet by students.
- A program called "Rocket Math" was used in grades 3-5 to help guide and inform with math fluency instruction.
- Three EL teachers spent time working with small groups of EL students during the school day.
- After school tutoring occurred for some high needs students.
- A summer tutoring program continues to occur for some identified students below grade level.
- A summer school program occurred for ten mornings in August. This program worked with almost 100 students that were struggling in either reading or math.

A school goal of reading 25 books existed for grades 3-8 and many students were recognized at assemblies for accomplishing this goal.



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

The SIP did what it set out to do in that there were very focused areas of emphasis for student learning. Below are some overall school results:

MSTEP results:

- 67% of students were proficient in ELA, up from 63% the year prior and significantly above the state average.
- 58% of students were proficient in math, up from 57% the year prior and significantly above the state average.
- 37% of students were proficient in social studies, up from 30% from the year prior and above the state average.
- K-2 students did not take the M-STEP, but their NWEA data in reading and math shows that both for proficiency and growth their scores were above the national average.
- In science students took the pilot M-STEP test.

The School Improvement Team formally reviewed progress against its 2017-2018 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-2019 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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

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

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

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



2016-2017

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- 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
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- Programs and processes Data


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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 school improvement team continued to review and revise the School Improvement Plan throughout 2016-2017, including completing a comprehensive needs assessment. The overall goal is for all students to be proficient in math, ELA, science, and social studies as measured by both the M-STEP and the NWEA MAP test. The team met almost monthly in an effort to continually analyze methods of instruction, curriculum, and program design and their effectiveness. Some of the observable efforts were as follows:

- We completed the seventh year of response to intervention (RTI) for reading, specifically working with grades K-5. Fountas and Pinnell benchmarking was used and students receiving intervention services were progress monitored regularly.
- Reading interventionists continued to work with students in tier 2 or tier 3 based on the response to the intervention model. Students were selected for caseloads based on MSTEP testing, NWEA testing, or Fountas and Pinnell testing. Intervention programs included A-Z reading, Sound Partners, EBLI, I-Ready, and others.
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- A program called “Rocket Math” was used in grades 3-5 to help guide and inform with math fluency instruction.
- Two EL teachers spent time working with small groups of EL students during the school day.
- After school tutoring occurred for some high needs students.
- A summer tutoring program continues to occur for some identified students below grade level.
- A summer school program occurred for ten mornings in August. This program worked with almost 100 students that were struggling in either reading or math.

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M-STEP results:

- 63% of students were proficient in ELA, up from 59% the year prior and significantly above the state average of 46% proficiency.
- 57% of students were proficient in math, up from 52% the year prior and significantly above the state average of 38% proficiency.
- 36% of students were proficient in science, down from 37% the year prior but significantly above the state average of 19%.
- 30% of students were proficient in social studies, down from 35% from the year prior but above the state average of 27%.
- K-2 students did not take the M-STEP, but their NWEA data in reading and math shows that both for proficiency and growth their scores were above the national average.

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.



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**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

2017-2018

Free and Reduced Lunch Data: The percentage of Excel students whose parents met the federal income eligibility criteria for the “National Free and Reduced Lunch Program” was 50% during the 2017-18 school year.

School demographics: Some demographic information for the 2017-18 year is that 8% of the population was Asian, American Indian or Alaskan Native at 1%, Hispanic at 14%, African American population at 31% and the Caucasian population at 46%. The EL population was 21% of the overall population.

2016-2017

Free and Reduced Lunch Data: The percentage of Excel students whose parents met the federal income eligibility criteria for the “National Free and Reduced Lunch Program” was 45% during the 2016-17 school year.

School demographics: Some demographic information for the 2016-17 year is that 8% of the population was Asian, American Indian or Alaskan Native at 1%, Hispanic at 13%, African American population at 28% and the Caucasian population at 50%. The EL population was 18% of the overall population.



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

2017-2018

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach. Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as National Assessment of Educational Progress (NAEP), ACT®, Achieve, Inc., the Thomas B. Fordham Institute, the National Council of Teachers of English, The National Mathematics Advisory Panel, the American Association for the Advancement of Science, and the National Council for Social Studies. This analysis, conducted by National Heritage Academies, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational programming. NHA then worked backward to develop a curriculum that defines the expertise needed by students in kindergarten through eighth grade to enter high school on the path to college readiness. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

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

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

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



## 2016-2017

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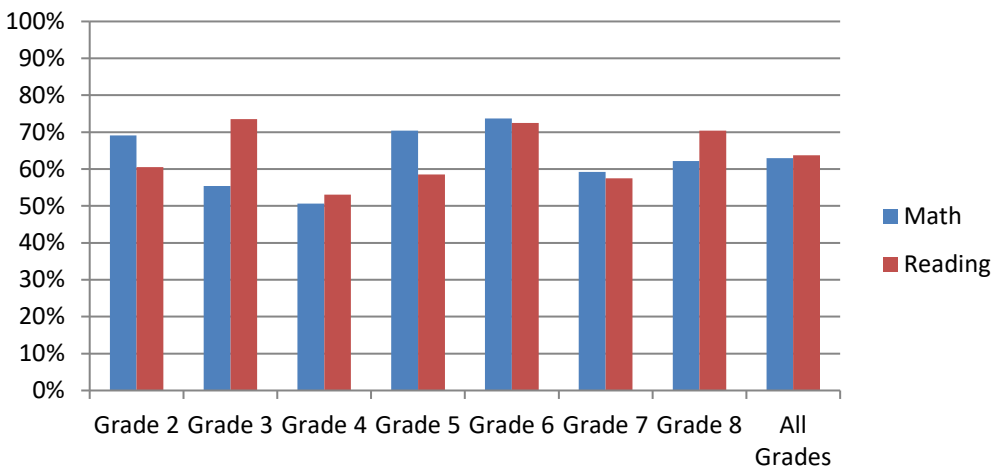
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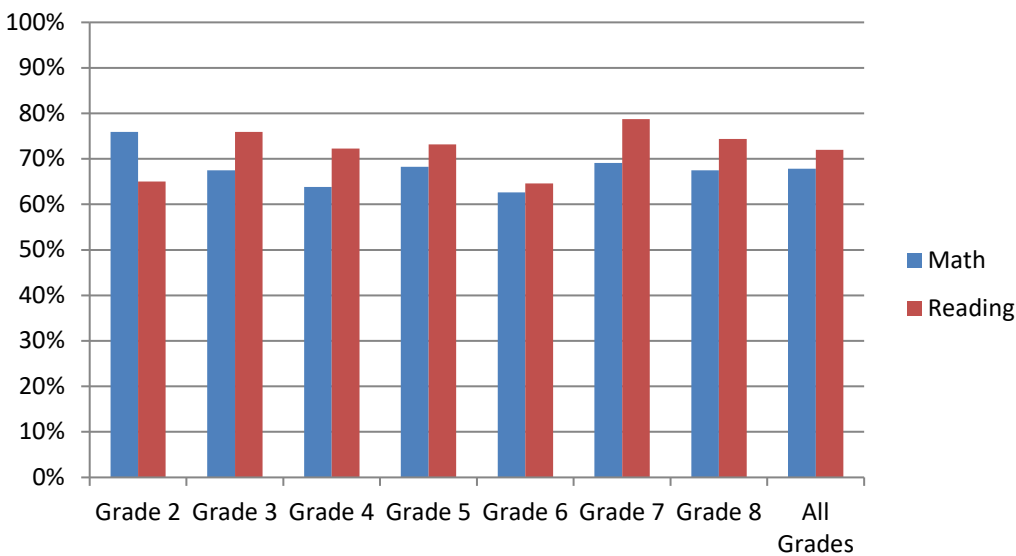
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

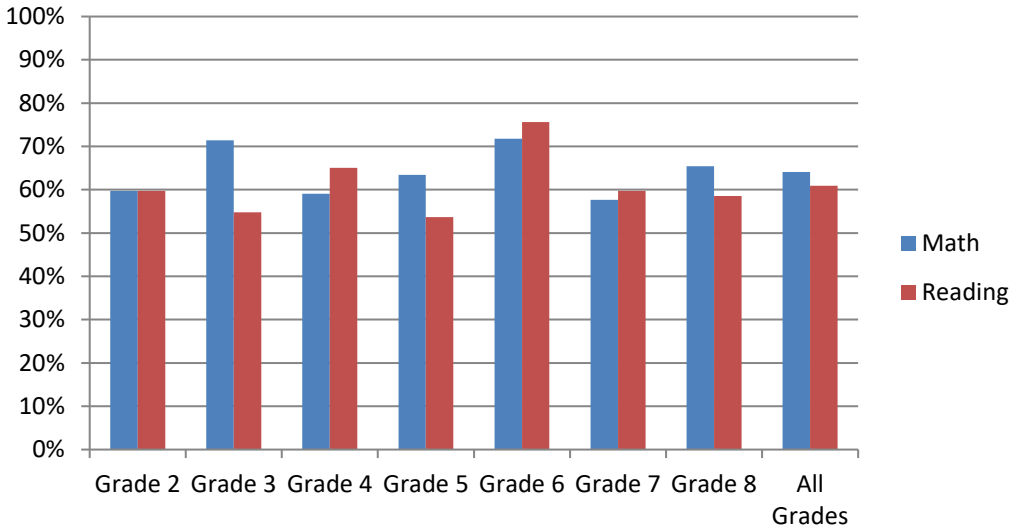


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

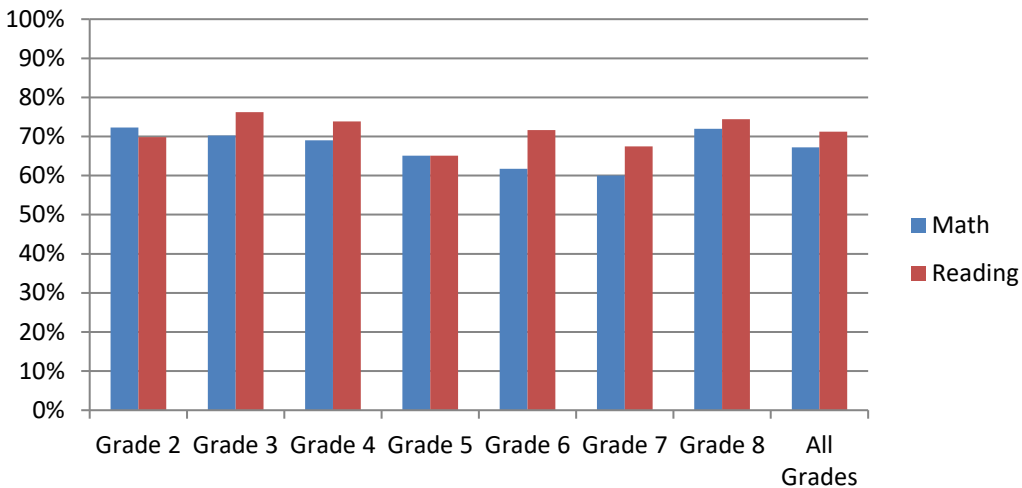


2016-2017

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



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

2017-2018


Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	763	98.6%
Spring 2018	K-8	726	94.3%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	757	98.1%
Spring 2017	K-8	747	97.4%

7. SCHOOL YEAR HIGHLIGHTS

- Excel continued to offer many extensions to learning as well as extracurricular opportunities. These included the Spelling and Geography Bees, Science Olympiad, Art Fair, Music Concerts, Solo Ensemble, Girls on the Run, Heart and Sole, Student Ambassadors, Fun Fridays once a month in grades 3-5, middle school house teams, boys and girls basketball, boys and girls soccer, boys and girls cross country, boys bowling, girls cheerleading, and girls volleyball.

- 
- Each month assemblies were held for each wing highlighting the Moral Focus Virtue of the Month, and awards were handed out to students for achievement both with character and academics. There were also special assemblies and events for Veteran's Day, MLK Jr. Day, and in October to honor "Special Friends" for something similar to Grandparent's Day. In addition, March was carved out as Reading Month and assemblies were held during a couple school days with varied published authors presenting.
  - The PTO continued to provide tremendous support to our school both through financial contributions to allow for field trips and other enhancements to the school, but also through building of community events. They held a "Treat and Greet", roller skating parties, provided ice cream for the art fair, provided snacks for field day, and sponsored a Family Dance Night and Family Movie Night.
  - To celebrate the great diversity at Excel there was a Parade of Nations.
  - Our students served by raising funds for "Jump Rope for Heart" as well as collecting funds and school supplies for a school in Texas that had been hit by Hurricane Harvey.

We are looking forward to another rewarding and successful school year in 2019-2020!

Sincerely,



Dan Bartels  
School Principal  
Excel Charter Academy  
4201 Breton Avenue SE  
Grand Rapids, MI 49512  
616-281-9339

BOARD OF DIRECTORS:

Dale Mowry – President  
Mark Brieve – Vice President  
Camden Brieden – Treasurer  
Aaron Brander – Secretary  
Ben Williams – Director  
Jenny Gomez Cabrera – Director  
Kris Mauren – Director



New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	67.5%	56	67.5%	56	43.4%	36	24.1%	20	26.5%	22	6.0%	5
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	72.8%	59	72.8%	59	42.0%	34	30.9%	25	16.0%	13	11.1%	9
ELA	3rd Grade Content	Asian	2016-17	63.4%	2,184	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Asian	2017-18	64.4%	2,227	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	43.5%	10	43.5%	10	*	7	20%	3	*	9	20%	4
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	55.6%	10	55.6%	10	22.2%	4	33.3%	6	22.2%	4	22.2%	4
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	50%	6	50%	6	50%	3	50%	3	50%	*	50%	0
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	2
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	83.3%	30	83.3%	30	55.6%	20	27.8%	10	*	*	10%	1
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	79.1%	34	79.1%	34	53.5%	23	25.6%	11	*	*	10%	2
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	65.9%	27	65.9%	27	41.5%	17	24.4%	10	*	*	10%	2
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	80.0%	28	80.0%	28	51.4%	18	28.6%	10	*	*	10%	1
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	69.0%	29	69.0%	29	45.2%	19	23.8%	10	*	10	10%	3
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	67.4%	31	67.4%	31	34.8%	16	32.6%	15	15.2%	7	17.4%	8
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	48.8%	21	48.8%	21	27.9%	12	20.9%	9	*	19	10%	3
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	61.0%	25	61.0%	25	19.5%	8	41.5%	17	24.4%	10	14.6%	6

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	69.6%	16	69.6%	16	39.1%	9	30.4%	7	*	*	20%	1
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	77.3%	17	77.3%	17	20%	4	*	13	20%	*	20%	2
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	67.1%	55	67.1%	55	35.4%	29	31.7%	26	14.6%	12	18.3%	15
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	69.1%	56	69.1%	56	42.0%	34	27.2%	22	23.5%	19	7.4%	6
ELA	4th Grade Content	Asian	2016-17	66.9%	2,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2017-18	65.9%	2,318	*	*	*	*	*	*	*	*	*	*	*	*

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	42.9%	9	42.9%	9	20%	4	*	5	20%	3	*	9
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	47.8%	11	47.8%	11	26.1%	6	21.7%	5	30.4%	7	21.7%	5
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	1
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	50%	7	50%	7	50%	3	50%	4	50%	*	50%	0
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	78.6%	33	78.6%	33	50.0%	21	28.6%	12	*	5	10%	4
ELA	4th Grade Content	White	2017-18	52.5%	35,934	88.2%	30	88.2%	30	55.9%	19	32.4%	11	10%	*	10%	1
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	70.7%	29	70.7%	29	36.6%	15	34.1%	14	12.2%	5	17.1%	7

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	72.1%	31	72.1%	31	37.2%	16	34.9%	15	*	*	10%	2
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	63.4%	26	63.4%	26	34.1%	14	29.3%	12	17.1%	7	19.5%	8
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	65.8%	25	65.8%	25	47.4%	18	18.4%	7	23.7%	9	10.5%	4
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	52.8%	19	52.8%	19	22.2%	8	30.6%	11	22.2%	8	25.0%	9
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	55.8%	24	55.8%	24	30.2%	13	25.6%	11	*	15	10%	4
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	3
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	56.5%	13	56.5%	13	26.1%	6	30.4%	7	*	*	20%	2
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Foster Care	2017-18	20.7%	124	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	56.1%	46	56.1%	46	30.5%	25	25.6%	21	20.7%	17	23.2%	19
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	64.6%	53	64.6%	53	29.3%	24	35.4%	29	24.4%	20	11.0%	9
ELA	5th Grade Content	Asian	2016-17	73.2%	2,591	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Asian	2017-18	71.6%	2,598	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	50%	3	50%	3	50%	<3	50%	<3	50%	5	50%	4
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	40.0%	10	40.0%	10	20%	4	*	6	*	*	20%	2

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	8
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	62.5%	10	62.5%	10	20%	<3	*	*	*	*	20%	2
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	73.3%	33	73.3%	33	40.0%	18	33.3%	15	*	8	10%	4
ELA	5th Grade Content	White	2017-18	53.8%	38,604	78.8%	26	78.8%	26	45.5%	15	33.3%	11	10%	<3	*	5
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	54.5%	24	54.5%	24	34.1%	15	20.5%	9	22.7%	10	22.7%	10
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	67.6%	25	67.6%	25	37.8%	14	29.7%	11	*	*	10%	2
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	57.9%	22	57.9%	22	26.3%	10	31.6%	12	18.4%	7	23.7%	9

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	62.2%	28	62.2%	28	22.2%	10	40.0%	18	22.2%	10	15.6%	7
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	26.7%	8	26.7%	8	20%	5	20%	3	26.7%	8	46.7%	14
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	52.3%	23	52.3%	23	15.9%	7	36.4%	16	31.8%	14	15.9%	7
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	50%	5	50%	5	50%	<3	50%	*	50%	5	50%	3
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	59.0%	46	59.0%	46	26.9%	21	32.1%	25	21.8%	17	19.2%	15
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	62.5%	50	62.5%	50	31.3%	25	31.3%	25	12.5%	10	25.0%	20
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	33.3%	6	33.3%	6	20%	<3	*	*	27.8%	5	38.9%	7
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	31.6%	6	31.6%	6	20%	3	20%	3	31.6%	6	36.8%	7
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	50%	3	50%	3	50%	<3	50%	<3	50%	6	50%	3
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	50%	6	50%	6	50%	*	50%	<3	50%	<3	50%	6
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	79.4%	27	79.4%	27	44.1%	15	35.3%	12	*	*	10%	2
ELA	6th Grade Content	White	2017-18	48.0%	34,579	81.6%	31	81.6%	31	42.1%	16	39.5%	15	10%	3	*	4
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	62.0%	31	62.0%	31	28.0%	14	34.0%	17	16.0%	8	22.0%	11
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	63.6%	28	63.6%	28	34.1%	15	29.5%	13	13.6%	6	22.7%	10
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	53.6%	15	53.6%	15	25.0%	7	28.6%	8	*	9	20%	4
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	61.1%	22	61.1%	22	27.8%	10	33.3%	12	11.1%	4	27.8%	10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	44.1%	15	44.1%	15	17.6%	6	26.5%	9	26.5%	9	29.4%	10
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	41.5%	17	41.5%	17	17.1%	7	24.4%	10	19.5%	8	39.0%	16

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ELA	6th Grade Content	English Learners	2016-17	14.0%	883	50%	8	50%	8	50%	3	50%	5	50%	<3	50%	4
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Homeless	2017-18	19.1%	356	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	59.2%	45	59.2%	45	19.7%	15	39.5%	30	25.0%	19	15.8%	12
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	72.5%	58	72.5%	58	35.0%	28	37.5%	30	17.5%	14	10.0%	8
ELA	7th Grade Content	Asian	2016-17	70.0%	2,607	50%	6	50%	6	50%	<3	50%	*	50%	<3	50%	2
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	50%	7	50%	7	50%	3	50%	4	50%	<3	50%	1

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ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	2
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	50.0%	11	50.0%	11	20%	<3	*	*	27.3%	6	22.7%	5
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	50%	4	50%	4	50%	<3	50%	*	50%	*	50%	2
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	50%	6	50%	6	50%	*	50%	<3	50%	*	50%	0
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	White	2016-17	51.0%	38,276	73.0%	27	73.0%	27	32.4%	12	40.5%	15	16.2%	6	10.8%	4
ELA	7th Grade Content	White	2017-18	49.8%	35,929	90%	28	90%	28	*	18	*	10	10%	<3	10%	1
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	55.6%	25	55.6%	25	22.2%	10	33.3%	15	28.9%	13	15.6%	7

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ELA	7th Grade Content	Female	2017-18	49.0%	25,945	73.5%	36	73.5%	36	36.7%	18	36.7%	18	14.3%	7	12.2%	6
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	64.5%	20	64.5%	20	16.1%	5	48.4%	15	19.4%	6	16.1%	5
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	71.0%	22	71.0%	22	32.3%	10	38.7%	12	*	*	10%	2
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	51.4%	18	51.4%	18	17.1%	6	34.3%	12	34.3%	12	14.3%	5
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	63.2%	24	63.2%	24	23.7%	9	39.5%	15	21.1%	8	15.8%	6
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	56.0%	14	56.0%	14	20%	<3	*	*	*	6	20%	5
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Homeless	2017-18	21.4%	392	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	67.5%	54	67.5%	54	22.5%	18	45.0%	36	22.5%	18	10.0%	8
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	62.0%	49	62.0%	49	25.3%	20	36.7%	29	26.6%	21	11.4%	9
ELA	8th Grade Content	Asian	2016-17	73.0%	2,706	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Asian	2017-18	69.2%	2,629	50%	4	50%	4	50%	<3	50%	<3	50%	*	50%	2
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	51.9%	14	51.9%	14	20%	<3	*	*	*	*	20%	1
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	50%	7	50%	7	50%	<3	50%	*	50%	*	50%	1
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	50%	8	50%	8	50%	<3	50%	*	50%	<3	50%	4
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	73.5%	25	73.5%	25	35.3%	12	38.2%	13	14.7%	5	11.8%	4
ELA	8th Grade Content	White	2017-18	48.4%	36,424	76.5%	26	76.5%	26	38.2%	13	38.2%	13	*	*	10%	2
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	62.2%	28	62.2%	28	31.1%	14	31.1%	14	*	13	10%	4
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	60.9%	28	60.9%	28	34.8%	16	26.1%	12	*	*	10%	2
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	74.3%	26	74.3%	26	11.4%	4	62.9%	22	14.3%	5	11.4%	4
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	63.6%	21	63.6%	21	12.1%	4	51.5%	17	15.2%	5	21.2%	7

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	39.4%	13	39.4%	13	15.2%	5	24.2%	8	36.4%	12	24.2%	8
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	54.8%	23	54.8%	23	19.0%	8	35.7%	15	*	15	10%	4
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	4
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	42.9%	9	42.9%	9	20%	<3	*	*	*	8	20%	4
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	73.5%	61	73.5%	61	36.1%	30	37.3%	31	18.1%	15	8.4%	7
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	67.9%	55	67.9%	55	37.0%	30	30.9%	25	22.2%	18	9.9%	8



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	2,623	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Asian	2017-18	73.0%	2,616	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	43.5%	10	43.5%	10	20%	4	*	6	*	10	20%	3
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	50.0%	9	50.0%	9	20%	<3	*	*	*	6	20%	3
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	50%	10	50%	10	50%	3	50%	7	50%	<3	50%	1
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	3
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	86.1%	31	86.1%	31	52.8%	19	33.3%	12	10%	<3	10%	3

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	74.4%	32	74.4%	32	48.8%	21	25.6%	11	*	*	10%	2
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	70.7%	29	70.7%	29	29.3%	12	41.5%	17	12.2%	5	17.1%	7
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	71.4%	25	71.4%	25	34.3%	12	37.1%	13	*	*	10%	1
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	76.2%	32	76.2%	32	42.9%	18	33.3%	14	*	*	10%	0
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	65.2%	30	65.2%	30	39.1%	18	26.1%	12	19.6%	9	15.2%	7
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	53.5%	23	53.5%	23	20.9%	9	32.6%	14	32.6%	14	14.0%	6
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	51.2%	21	51.2%	21	26.8%	11	24.4%	10	31.7%	13	17.1%	7
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	78.3%	18	78.3%	18	30.4%	7	47.8%	11	20%	*	20%	1
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	45.5%	10	45.5%	10	*	6	20%	4	*	9	20%	3

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	70.7%	58	70.7%	58	39.0%	32	31.7%	26	23.2%	19	6.1%	5
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	67.9%	55	67.9%	55	37.0%	30	30.9%	25	*	23	5%	3
Mathematics	4th Grade Content	Asian	2016-17	72.2%	2,643	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2017-18	71.0%	2,560	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	47.6%	10	47.6%	10	20%	4	*	6	*	*	20%	2

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	47.8%	11	47.8%	11	20%	4	*	7	*	*	20%	2
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	50%	6	50%	6	50%	3	50%	3	50%	*	50%	1
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	50%	8	50%	8	50%	3	50%	5	50%	*	50%	0
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	81.0%	34	81.0%	34	52.4%	22	28.6%	12	*	*	10%	1
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	76.5%	26	76.5%	26	55.9%	19	20.6%	7	*	*	10%	1
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	65.9%	27	65.9%	27	34.1%	14	31.7%	13	*	*	10%	2
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	65.1%	28	65.1%	28	32.6%	14	32.6%	14	*	12	10%	3

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	75.6%	31	75.6%	31	43.9%	18	31.7%	13	*	7	10%	3
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	71.1%	27	71.1%	27	42.1%	16	28.9%	11	*	*	10%	0
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	63.9%	23	63.9%	23	30.6%	11	33.3%	12	25.0%	9	11.1%	4
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	53.5%	23	53.5%	23	27.9%	12	25.6%	11	*	17	10%	3
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	50%	7	50%	7	50%	3	50%	4	50%	*	50%	0
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	60.9%	14	60.9%	14	26.1%	6	34.8%	8	*	*	20%	0
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Foster Care	2017-18	17.7%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	51.8%	43	51.8%	43	34.9%	29	16.9%	14	26.5%	22	21.7%	18
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	59.3%	48	59.3%	48	35.8%	29	23.5%	19	24.7%	20	16.0%	13
Mathematics	5th Grade Content	Asian	2016-17	65.4%	2,371	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Asian	2017-18	67.3%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	4
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	40.0%	10	40.0%	10	20%	3	*	7	32.0%	8	28.0%	7
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	37.5%	6	37.5%	6	*	*	20%	<3	25.0%	4	37.5%	6

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	37.5%	6	37.5%	6	*	*	20%	<3	*	*	20%	2
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	66.7%	30	66.7%	30	46.7%	21	20.0%	9	20.0%	9	13.3%	6
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	75.8%	25	75.8%	25	54.5%	18	21.2%	7	12.1%	4	12.1%	4
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	40.0%	18	40.0%	18	*	14	10%	4	33.3%	15	26.7%	12
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	64.9%	24	64.9%	24	35.1%	13	29.7%	11	21.6%	8	13.5%	5
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	65.8%	25	65.8%	25	39.5%	15	26.3%	10	18.4%	7	15.8%	6
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	54.5%	24	54.5%	24	36.4%	16	18.2%	8	27.3%	12	18.2%	8

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Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	22.6%	7	22.6%	7	*	*	10%	<3	35.5%	11	41.9%	13
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	44.2%	19	44.2%	19	18.6%	8	25.6%	11	37.2%	16	18.6%	8
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	2
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	51.3%	41	51.3%	41	41.3%	33	10.0%	8	27.5%	22	21.3%	17



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Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	55.6%	45	55.6%	45	38.3%	31	17.3%	14	22.2%	18	22.2%	18
Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	33.3%	6	33.3%	6	20%	<3	*	*	27.8%	5	38.9%	7
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	31.6%	6	31.6%	6	20%	3	20%	3	31.6%	6	36.8%	7
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	50%	<3	50%	*	50%	<3	50%	<3	*	7	*	4
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	50%	6	50%	6	50%	*	50%	<3	50%	<3	50%	4
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	76.5%	26	76.5%	26	*	*	10%	<3	*	5	10%	3
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	71.8%	28	71.8%	28	51.3%	20	20.5%	8	15.4%	6	12.8%	5
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	46.0%	23	46.0%	23	*	18	10%	5	28.0%	14	26.0%	13
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	50.0%	22	50.0%	22	38.6%	17	11.4%	5	29.5%	13	20.5%	9
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	60.0%	18	60.0%	18	*	15	20%	3	*	8	20%	4
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	62.2%	23	62.2%	23	37.8%	14	24.3%	9	13.5%	5	24.3%	9
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	32.4%	11	32.4%	11	*	8	10%	3	29.4%	10	38.2%	13
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	31.0%	13	31.0%	13	*	9	10%	4	35.7%	15	33.3%	14
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	56.3%	9	56.3%	9	31.3%	5	25.0%	4	20%	3	*	4

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Homeless	2017-18	13.0%	242	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	46.8%	36	46.8%	36	23.4%	18	23.4%	18	32.5%	25	20.8%	16
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	56.3%	45	56.3%	45	42.5%	34	13.8%	11	18.8%	15	25.0%	20
Mathematics	7th Grade Content	Asian	2016-17	67.0%	2,545	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	4
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	50%	8	50%	8	50%	*	50%	<3	50%	<3	50%	1
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	50%	3	50%	3	50%	<3	50%	*	50%	7	50%	3

## New Annual Education Report Excel Charter Academy (08246)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	27.3%	6	27.3%	6	20%	<3	20%	*	22.7%	5	50.0%	11
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	50%	3	50%	3	50%	<3	50%	<3	50%	5	50%	4
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	50%	6	50%	6	50%	3	50%	3	50%	*	50%	1
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	70.3%	26	70.3%	26	37.8%	14	32.4%	12	18.9%	7	10.8%	4
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	80.6%	25	80.6%	25	67.7%	21	12.9%	4	10%	<3	*	4
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	37.8%	17	37.8%	17	20.0%	9	17.8%	8	35.6%	16	26.7%	12
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	53.1%	26	53.1%	26	38.8%	19	14.3%	7	20.4%	10	26.5%	13

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	59.4%	19	59.4%	19	28.1%	9	31.3%	10	28.1%	9	12.5%	4
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	61.3%	19	61.3%	19	48.4%	15	12.9%	4	16.1%	5	22.6%	7
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	30.6%	11	30.6%	11	13.9%	5	16.7%	6	38.9%	14	30.6%	11
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	42.1%	16	42.1%	16	28.9%	11	13.2%	5	23.7%	9	34.2%	13
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	34.6%	9	34.6%	9	20%	3	*	6	34.6%	9	30.8%	8
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*

## New Annual Education Report Excel Charter Academy (08246)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Homeless	2017-18	13.6%	250	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	48.8%	39	48.8%	39	27.5%	22	21.3%	17	32.5%	26	18.8%	15
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	42.5%	34	42.5%	34	23.8%	19	18.8%	15	37.5%	30	20.0%	16
Mathematics	8th Grade Content	Asian	2016-17	67.0%	2,530	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Asian	2017-18	68.0%	2,606	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	4
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	29.6%	8	29.6%	8	20%	<3	*	*	37.0%	10	33.3%	9
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	2
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	50%	4	50%	4	50%	*	50%	<3	50%	6	50%	4

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	58.8%	20	58.8%	20	41.2%	14	17.6%	6	*	*	10%	2
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	50.0%	17	50.0%	17	38.2%	13	11.8%	4	35.3%	12	14.7%	5
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	46.7%	21	46.7%	21	28.9%	13	17.8%	8	28.9%	13	24.4%	11
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	47.8%	22	47.8%	22	26.1%	12	21.7%	10	30.4%	14	21.7%	10
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	51.4%	18	51.4%	18	25.7%	9	25.7%	9	37.1%	13	11.4%	4
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	35.3%	12	35.3%	12	20.6%	7	14.7%	5	47.1%	16	17.6%	6
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	33.3%	11	33.3%	11	21.2%	7	12.1%	4	30.3%	10	36.4%	12

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	35.7%	15	35.7%	15	19.0%	8	16.7%	7	40.5%	17	23.8%	10
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	50%	4	50%	4	50%	<3	50%	<3	50%	4	50%	4
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	20%	4	20%	4	20%	<3	20%	*	*	9	*	9
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	42.7%	35	42.7%	35	26.8%	22	15.9%	13	30.5%	25	26.8%	22
Science	4th Grade Content	Asian	2016-17	27.8%	1,017	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	23.8%	5	23.8%	5	20%	*	20%	<3	38.1%	8	38.1%	8



New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	5
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	52.4%	22	52.4%	22	35.7%	15	16.7%	7	28.6%	12	19.0%	8
Science	4th Grade Content	Female	2016-17	12.6%	6,689	41.5%	17	41.5%	17	24.4%	10	17.1%	7	29.3%	12	29.3%	12
Science	4th Grade Content	Male	2016-17	16.5%	9,092	43.9%	18	43.9%	18	29.3%	12	14.6%	6	31.7%	13	24.4%	10
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	33.3%	12	33.3%	12	19.4%	7	13.9%	5	27.8%	10	38.9%	14
Science	4th Grade Content	English Learners	2016-17	4.3%	364	50%	3	50%	3	50%	<3	50%	*	50%	<3	50%	5
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	28.2%	22	28.2%	22	11.5%	9	16.7%	13	30.8%	24	41.0%	32

## New Annual Education Report Excel Charter Academy (08246)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Asian	2016-17	41.3%	1,568	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	6
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	9
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	6
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	45.9%	17	45.9%	17	21.6%	8	24.3%	9	29.7%	11	24.3%	9
Science	7th Grade Content	Female	2016-17	21.2%	11,397	21.7%	10	21.7%	10	*	7	10%	3	26.1%	12	52.2%	24
Science	7th Grade Content	Male	2016-17	24.3%	13,684	37.5%	12	37.5%	12	10%	<3	*	*	37.5%	12	25.0%	8
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	18.9%	7	18.9%	7	10%	<3	*	*	24.3%	9	56.8%	21
Science	7th Grade Content	English Learners	2016-17	3.4%	225	23.1%	6	23.1%	6	20%	<3	20%	*	23.1%	6	53.8%	14

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	25.3%	21	25.3%	21	5%	<3	*	*	48.2%	40	26.5%	22
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	32.9%	27	32.9%	27	7.3%	6	25.6%	21	57.3%	47	9.8%	8
Social Studies	5th Grade Content	Asian	2016-17	38.0%	1,377	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Asian	2017-18	35.5%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	5
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	20%	5	20%	5	20%	<3	20%	*	*	17	20%	3
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	20%	<3	20%	*	20%	<3	20%	<3	*	8	*	6
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	20%	<3	20%	*	20%	<3	20%	<3	*	*	*	2

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	35.6%	16	35.6%	16	10%	<3	*	*	48.9%	22	15.6%	7
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	48.5%	16	48.5%	16	15.2%	5	33.3%	11	*	14	10%	3
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	15.6%	7	15.6%	7	10%	<3	*	*	48.9%	22	35.6%	16
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	32.4%	12	32.4%	12	10%	<3	*	*	*	22	10%	3
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	36.8%	14	36.8%	14	10%	<3	*	*	47.4%	18	15.8%	6
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	33.3%	15	33.3%	15	10%	4	*	11	55.6%	25	11.1%	5
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	12.9%	4	12.9%	4	10%	<3	*	*	32.3%	10	54.8%	17

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	13.6%	6	13.6%	6	10%	<3	*	*	75.0%	33	11.4%	5
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	7
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	50%	<3	50%	<3	50%	<3	50%	<3	*	*	*	2
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	35.4%	29	35.4%	29	5%	3	*	26	46.3%	38	18.3%	15
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	40.7%	33	40.7%	33	6.2%	5	34.6%	28	32.1%	26	27.2%	22
Social Studies	8th Grade Content	Asian	2016-17	53.4%	2,014	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Asian	2017-18	49.9%	1,907	50%	3	50%	3	50%	<3	50%	*	50%	5	50%	4
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	22.2%	6	22.2%	6	20%	<3	*	*	51.9%	14	25.9%	7
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	25.0%	4	25.0%	4	20%	<3	*	*	37.5%	6	37.5%	6
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	3
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	50%	6	50%	6	50%	<3	50%	*	50%	4	50%	4
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	47.1%	16	47.1%	16	10%	3	*	13	38.2%	13	14.7%	5
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	52.9%	18	52.9%	18	14.7%	5	38.2%	13	29.4%	10	17.6%	6

New Annual Education Report Excel Charter Academy (08246)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	35.6%	16	35.6%	16	10%	<3	*	*	40.0%	18	24.4%	11
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	38.3%	18	38.3%	18	10%	3	*	15	31.9%	15	29.8%	14
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	35.1%	13	35.1%	13	10%	<3	*	*	54.1%	20	10.8%	4
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	44.1%	15	44.1%	15	10%	<3	*	*	32.4%	11	23.5%	8
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	17.6%	6	17.6%	6	10%	<3	*	*	50.0%	17	32.4%	11
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	30.2%	13	30.2%	13	10%	<3	*	*	39.5%	17	30.2%	13
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	50%	3	50%	3	50%	<3	50%	*	50%	6	50%	4
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	22.7%	5	22.7%	5	20%	<3	*	*	31.8%	7	45.5%	10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	50%	<3	50%	*	50%	<3	50%	<3	*	7	*	3

## New Annual Education Report Excel Charter Academy (08246)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Homeless	2017-18	9.6%	157	*	*	*	*	*	*	*	*	*	*	*	*



## New Annual Education Report Excel Charter Academy (08246)

## SAT

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

New Annual Education Report Excel Charter Academy (08246)

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%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2016-17	82.9%	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2016-17	56.6%	*	*	*	*	*
ELA	6th Grade Content	Male	2016-17	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2016-17	53.8%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
ELA	7th Grade Content	All Students	2017-18	87.2%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2017-18	52.2%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	86.8%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Two or More Races	2017-18	91.7%	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	56.9%	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	92.0%	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	48.8%	*	*	*	*	*
ELA	7th Grade Content	Male	2017-18	87.1%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2017-18	56.5%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2017-18	88.2%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	52.7%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
ELA	8th Grade Content	All Students	2017-18	80.1%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2017-18	61.9%	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

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	Black or African American	2017-18	79.1%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2017-18	54.9%	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2016-17	81.1%	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	64.5%	*	*	*	*	*
ELA	8th Grade Content	Female	2017-18	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2017-18	59.2%	*	*	*	*	*
ELA	8th Grade Content	Male	2016-17	81.1%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2016-17	66.0%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2017-18	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	63.8%	*	*	*	*	*
ELA	8th Grade Content	English Learners	2016-17	69.2%	*	*	*	*	*
Mathematics	8th Grade Content	English Learners	2016-17	55.7%	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

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
ELA	3rd Grade Content	All Students	2017-18	82.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2017-18	64.8%	*	*	*	*	*
ELA	3rd Grade Content	White	2017-18	81.9%	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	65.9%	*	*	*	*	*
ELA	3rd Grade Content	Female	2017-18	86.2%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2017-18	62.8%	*	*	*	*	*

## New Annual Education Report Excel Charter Academy (08246)

## MI -Access Participation

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

New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	486	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	39	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	123	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	75	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	35	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	214	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	256	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	230	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	251	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	235	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	97	<10	*	*	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not English Learners	2017-18	389	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	486	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	41	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	445	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	478	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	484	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	486	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	487	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	40	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	123	<10	*	*	*	*	*	*	*



New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	75	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	34	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	215	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	256	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	231	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	251	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	236	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	99	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	388	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	487	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	41	<10	*	*	*	*	*	*	*

## New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	446	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	479	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	485	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	487	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	163	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	41	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	30	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	67	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	84	<10	*	*	*	*	*	*	*

New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Male	2017-18	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	87	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	35	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	128	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	163	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	161	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	163	<10	*	*	*	*	*	*	*

## New Annual Education Report Excel Charter Academy (08246)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	163	<10	*	*	*	*	*	*	*

## New Annual Education Report Excel Charter Academy (08246)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	97.8%	0.4%	N/A	97.8%	0.4%	67.85%
All Students	Mathematics	98.8%	1.2%	38.72%	97.8%	2.2%	N/A	97.8%	2.2%	58.96%
All Students	Science	97.8%	2.2%	N/A	97.0%	3.0%	N/A	97.0%	3.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	97.0%	3.0%	N/A	97.0%	3.0%	37.74%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	100.0%	2.5%	N/A	100.0%	2.5%	68.42%
Asian	Mathematics	99.3%	0.7%	69.47%	100.0%	0.0%	N/A	100.0%	0.0%	71.79%
Asian	Science	99.0%	1.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	100.0%	0.0%	N/A	100.0%	0.0%	31.25%
Black or African American	ELA	97.9%	0.0%	23.02%	100.0%	0.0%	N/A	100.0%	0.0%	45.90%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	39.34%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	100.0%	0.0%	N/A	100.0%	0.0%	22.50%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	98.7%	0.0%	N/A	98.7%	0.0%	58.33%

## New Annual Education Report Excel Charter Academy (08246)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	98.7%	1.3%	N/A	98.7%	1.3%	47.22%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	100.0%	0.0%	25.00%
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	97.1%	0.0%	N/A	97.1%	0.0%	76.47%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	97.1%	2.9%	N/A	97.1%	2.9%	58.82%
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	96.0%	0.4%	N/A	96.0%	0.4%	82.16%
White	Mathematics	99.0%	1.0%	45.19%	96.0%	4.0%	N/A	96.0%	4.0%	71.83%
White	Science	98.2%	1.8%	N/A	94.4%	5.6%	N/A	94.4%	5.6%	N/A
White	Social Studies	98.1%	1.9%	38.15%	94.4%	5.6%	N/A	94.4%	5.6%	50.75%
Female	ELA	98.8%	0.1%	51.36%	97.3%	0.0%	N/A	97.3%	0.0%	69.80%

## New Annual Education Report Excel Charter Academy (08246)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	97.3%	2.7%	N/A	97.3%	2.7%	58.04%
Female	Science	98.0%	2.0%	N/A	96.6%	3.4%	N/A	96.6%	3.4%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	96.6%	3.4%	N/A	96.6%	3.4%	35.71%
Male	ELA	98.6%	0.1%	43.47%	98.3%	0.9%	N/A	98.3%	0.9%	65.63%
Male	Mathematics	98.7%	1.3%	40.26%	98.3%	1.7%	N/A	98.3%	1.7%	60.00%
Male	Science	97.7%	2.3%	N/A	97.5%	2.5%	N/A	97.5%	2.5%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	97.5%	2.5%	N/A	97.5%	2.5%	40.00%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.4%	N/A	100.0%	0.4%	55.28%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	44.31%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	22.89%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	2.0%	N/A	100.0%	2.0%	48.94%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	38.95%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	100.0%	0.0%	N/A	100.0%	0.0%	15.15%
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

## New Annual Education Report Excel Charter Academy (08246)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	87.2%	0.0%	N/A	87.2%	0.0%	29.27%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	87.2%	12.8%	N/A	87.2%	12.8%	29.27%
Students With Disabilities	Science	94.6%	5.4%	N/A	80.0%	20.0%	N/A	80.0%	20.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	80.0%	20.0%	N/A	80.0%	20.0%	8.33%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A



## New Annual Education Report Excel Charter Academy (08246)

## High School Graduation: Four-Year Adjusted Cohort Rate

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

## New Annual Education Report Excel Charter Academy (08246)

## Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	69.17%	49.27%	50.69%	52.12%

## New Annual Education Report Excel Charter Academy (08246)

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	97.21%

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

New Annual Education Report Excel Charter Academy (08246)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	67.85%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	55.28%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	48.94%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	29.27%	37.15%	46.29%	60.00%
African American	ELA	23.26%	45.90%	39.59%	47.75%	60.00%
Asian	ELA	70.34%	68.42%	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	58.33%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	76.47%	52.64%	55.59%	60.00%
White	ELA	56.05%	82.16%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	58.96%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	44.31%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	38.95%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	29.27%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	39.34%	28.04%	35.85%	47.55%
Asian	Mathematics	68.19%	71.79%	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	47.22%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	58.82%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	71.83%	45.55%	46.35%	47.55%

## New Annual Education Report Excel Charter Academy (08246)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Excel Charter Academy	88.93	85.96	N/A	100.00	97.24	99.07	100.00	90.68	N/A	N/A

## New Annual Education Report Excel Charter Academy (08246)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Excel Charter Academy (08246)	0	18	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*

#### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Excel Charter Academy (08246)	39.78	12.68	31.9%	N/A	N/A	N/A	N/A

#### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Excel Charter Academy (08246)	4.01	0.00	0.0%	N/A	N/A	N/A	N/A

#### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Excel Charter Academy (08246)	39.78	0.00	0.0%	N/A	N/A	N/A	N/A

#### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Excel Charter Academy (08246)	39.78	1.00	2.5%	N/A	N/A	N/A	N/A

## New Annual Education Report Excel Charter Academy (08246)

## LEA School Improvement Fund Recipients

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

**New Annual Education Report Excel Charter Academy (08246)**
**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	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

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



**New Annual Education Report Excel Charter Academy (08246)**
**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
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	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
Not ELL					

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

**New Annual Education Report Excel Charter Academy (08246)**
**NAEP Grade 4 Reading**

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

# Rounds to zero

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

**New Annual Education Report Excel Charter Academy (08246)**
**NAEP Grade 8 Reading**

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

# Rounds to zero

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

## New Annual Education Report Excel Charter Academy (08246)

## 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