



May 30, 2018

Dear Parents and Community Members:

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

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/eastarbor> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/WBs4SZ>

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

Our school has not been given one of these labels.

In an effort to close the achievement gap, several schoolwide initiatives have been put in place. These include a focus on Professional Learning Committees (PLCs), student celebrations, and systematic intervention. One factor that continues to be a challenge for East Arbor is our attrition and resulting student turnover. At around 17% for the past few years, we are seeing some dramatic population changes from one year to the next. This includes an increase in EL students as well as an increase in our FRL population. At the end of the 2016-2017 school year, 9% of the student population were EL students (an increase of 1% from the previous year) and 40% were eligible for Free or Reduced Lunch (a 2% increase from the previous year). To date in the 2018-2019 school year, both of those percentages have increased yet again. Additionally, it is common for new students to come to us from neighboring public districts below or far below grade level. These deficits are ones we are constantly attempting to overcome.

State law requires that we also report additional information.



## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2016-2017

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


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

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

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

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

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



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

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

### 2015-2016


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

2016-2017


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

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

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

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

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



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

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


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

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

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

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

The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated



includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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

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

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

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

2015-2016


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

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

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

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

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




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

As listed on the 2015-2016 School Improvement Plan, the objectives identified were as follows: 1) The free socio-economic subgroup will increase 5% in Math as measured by the NWEA by May 2016. 2) The free social economic status subgroup will increase 5% in Reading as measured by the NWEA by May 2016. 3) The 5th grade and 8th grade White/Caucasian and Black/African American subgroups will increase 5% in Social Studies as measured by the state assessment by May 2016. 4) The 4th and 7th grade White/Caucasian and Black/African American subgroups will increase 5% in Science as measured by the state assessment by May 2016.

In order to meet these objectives, a schoolwide focus on formative assessment, workshop, and intervention was placed. In the beginning of the year, professional development was provided to the staff on the formative assessment process and using the unit plan template. This training was revisited during wing meetings and discussed at one-on-one meetings after classroom observations took place. Additionally, NWEA data analysis training was provided. Grade level data analysis meetings were held during which staff examined state assessment data and focused on vertical alignment. We added a part time position to the intervention team and focused on tier two and tier three students. There was a schoolwide push to help the classroom teachers serve as the first point of intervention for their students and they would service the tier one students in the classroom through the use of differentiated instruction. We also made changes to the IAT process which included simplification of paperwork and the identification process in order to better service the students in a shorter amount of time.

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

Yes, there was some progress made, but there are still several gaps in achievement that will continue to be an area of focus due the population of students who enter below grade level year after year. The staff received professional development during the summer to support our demographic. They were given tools to use in the classroom on building authentic relationships, student engagement and classroom management. We revisited these strategies throughout the school year in staff meetings, one-on-one meetings and during wing meetings. The staff was also provided with further training and coaching on small group instruction. The interventionists met with each teacher on a regular basis to provide feedback on the progress of the students and gained information on how the students were performing in the classroom. We continue to work towards the best possible solutions to support our at-risk population.



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

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

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

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

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

2016-2017

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





### 2015-2016


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

### 2016-2017

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

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



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


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

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

#### 2015-2016

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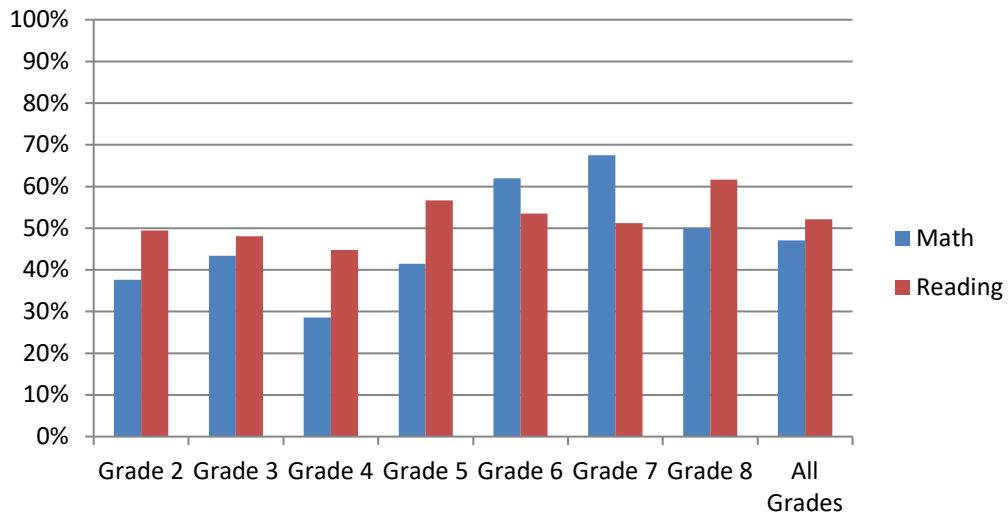
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

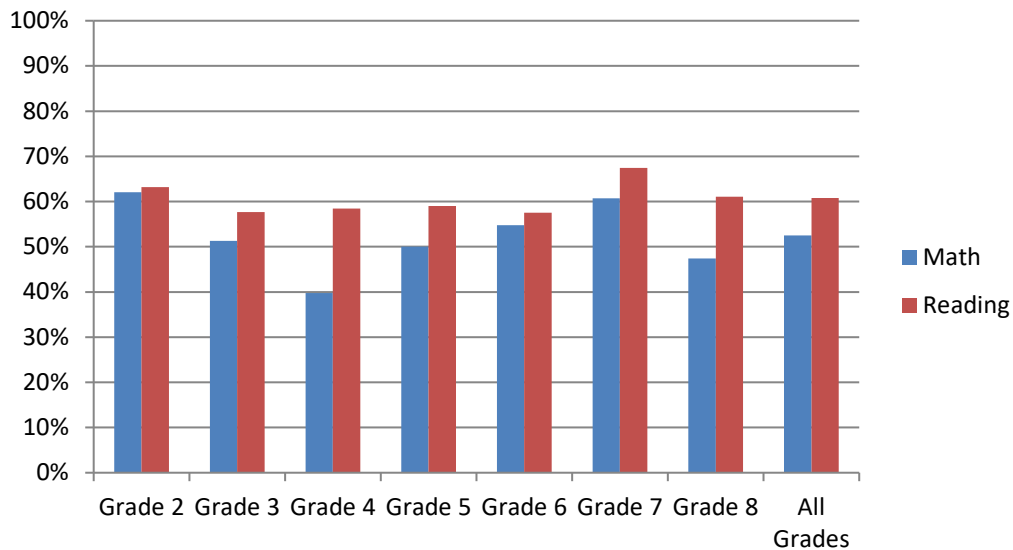
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

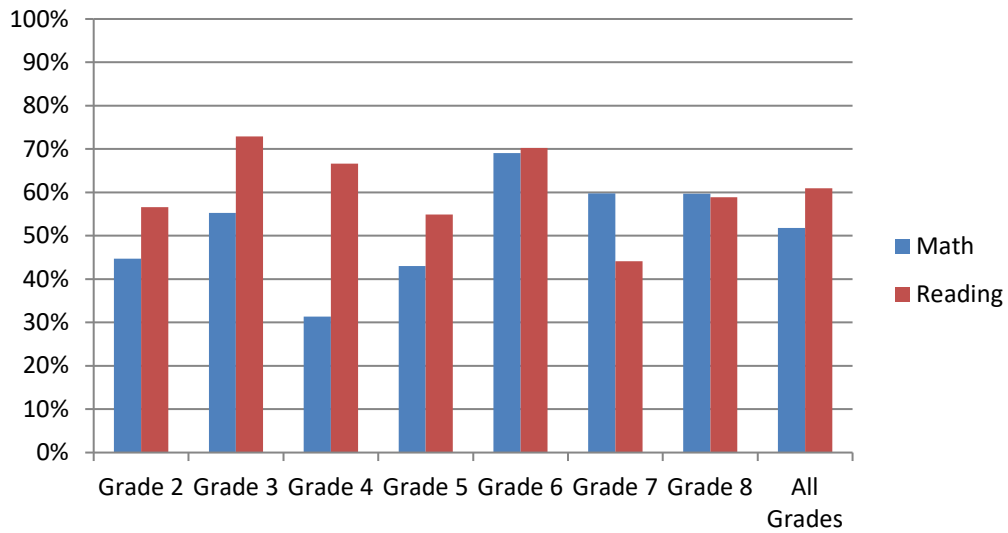


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

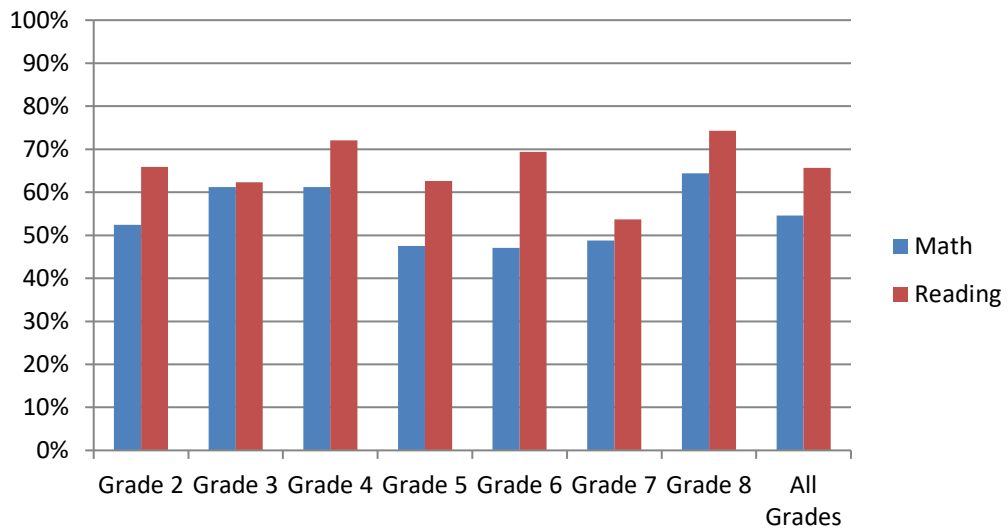


2015-2016

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



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

2016-2017

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

2015-2016

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2015</b>	K-8	756	95.7%
<b>Spring 2016</b>	K-8	713	92.5%

## 7. SCHOOL YEAR HIGHLIGHTS

- In grades 3-8, there was an overall proficiency rating increase of 5% from interim 1 to interim 2 in ELA.
- According to state assessment data, East Arbor outperformed our local district by an average of 14% in the spring of 2016-2017.
- We have held more parent involvement events (i.e., Goodies with Grandparents, Donuts with Dads, Muffins with Moms, etc.)
- There has been an increase in celebrations for both staff and students (i.e., interim proficiency, NWEA growth, positive behavior choices, Moral Focus Marvels, Green Shirt Days, Wing celebrations, etc.)

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

Sincerely,



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

### BOARD OF DIRECTORS:

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

Annual Education Report  
 East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	50.6%	50.6%	32.5%	18.1%	22.9%	26.5%
ELA	3rd Grade Content	All Students	2016-17	44.1%	50.6%	50.6%	26.0%	24.7%	15.6%	33.8%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	33.3%	33.3%	16.7%	16.7%	29.2%	37.5%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	39.3%	39.3%	14.3%	25.0%	14.3%	46.4%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	41.7%	41.7%	25.0%	16.7%	8.3%	50.0%
ELA	3rd Grade Content	White	2015-16	53.9%	56.5%	56.5%	41.3%	15.2%	21.7%	21.7%
ELA	3rd Grade Content	White	2016-17	51.7%	65.7%	65.7%	37.1%	28.6%	17.1%	17.1%
ELA	3rd Grade Content	Female	2015-16	49.5%	52.6%	52.6%	28.9%	23.7%	26.3%	21.1%
ELA	3rd Grade Content	Female	2016-17	47.7%	55.8%	55.8%	32.6%	23.3%	16.3%	27.9%



Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2015-16	42.6%	48.9%	48.9%	35.6%	13.3%	20.0%	31.1%
ELA	3rd Grade Content	Male	2016-17	40.7%	44.1%	44.1%	17.6%	26.5%	14.7%	41.2%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	35.7%	35.7%	17.9%	17.9%	28.6%	35.7%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	39.4%	39.4%	18.2%	21.2%	18.2%	42.4%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	50.0%	50.0%	30.0%	20.0%	30.0%	20.0%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	55.4%	55.4%	30.1%	25.3%	21.7%	22.9%
ELA	4th Grade Content	All Students	2016-17	44.2%	43.0%	43.0%	24.1%	19.0%	22.8%	34.2%
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	53.1%	53.1%	21.9%	31.3%	9.4%	37.5%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Black or African American	2016-17	19.2%	26.7%	26.7%	20.0%	6.7%	26.7%	46.7%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	58.1%	58.1%	32.3%	25.8%	29.0%	12.9%
ELA	4th Grade Content	White	2016-17	51.5%	55.6%	55.6%	27.8%	27.8%	22.2%	22.2%
ELA	4th Grade Content	Female	2015-16	50.9%	65.9%	65.9%	34.1%	31.7%	14.6%	19.5%
ELA	4th Grade Content	Female	2016-17	48.6%	48.6%	48.6%	21.6%	27.0%	18.9%	32.4%
ELA	4th Grade Content	Male	2015-16	41.8%	45.2%	45.2%	26.2%	19.0%	28.6%	26.2%
ELA	4th Grade Content	Male	2016-17	39.9%	38.1%	38.1%	26.2%	11.9%	26.2%	35.7%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	42.1%	42.1%	23.7%	18.4%	18.4%	39.5%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	28.6%	28.6%	17.9%	10.7%	14.3%	57.1%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	53.1%	53.1%	23.5%	29.6%	25.9%	21.0%
ELA	5th Grade Content	All Students	2016-17	51.1%	57.3%	57.3%	19.5%	37.8%	19.5%	23.2%
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2016-17	73.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	39.4%	39.4%	15.2%	24.2%	36.4%	24.2%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	48.6%	48.6%	2.9%	45.7%	20.0%	31.4%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	80.0%	80.0%	50.0%	30.0%	10.0%	10.0%
ELA	5th Grade Content	White	2015-16	58.1%	66.7%	66.7%	33.3%	33.3%	18.2%	15.2%
ELA	5th Grade Content	White	2016-17	58.6%	56.7%	56.7%	23.3%	33.3%	20.0%	23.3%
ELA	5th Grade Content	Female	2015-16	55.8%	63.9%	63.9%	33.3%	30.6%	19.4%	16.7%
ELA	5th Grade Content	Female	2016-17	56.0%	60.9%	60.9%	21.7%	39.1%	19.6%	19.6%
ELA	5th Grade Content	Male	2015-16	45.5%	44.4%	44.4%	15.6%	28.9%	31.1%	24.4%
ELA	5th Grade Content	Male	2016-17	46.2%	52.8%	52.8%	16.7%	36.1%	19.4%	27.8%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	41.2%	41.2%	17.6%	23.5%	32.4%	26.5%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	37.5%	37.5%	5.0%	32.5%	30.0%	32.5%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	48.2%	48.2%	21.2%	27.1%	32.9%	18.8%
ELA	6th Grade Content	All Students	2016-17	43.6%	45.8%	45.8%	22.2%	23.6%	19.4%	34.7%
ELA	6th Grade Content	American Indian or Alaska Native	2015-16	34.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2016-17	69.5%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	43.6%	43.6%	20.5%	23.1%	38.5%	17.9%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	28.1%	28.1%	9.4%	18.8%	25.0%	46.9%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	50.0%	50.0%	30.0%	20.0%	10.0%	40.0%
ELA	6th Grade Content	White	2015-16	51.9%	50.0%	50.0%	25.0%	25.0%	32.1%	17.9%
ELA	6th Grade Content	White	2016-17	50.3%	68.0%	68.0%	32.0%	36.0%	16.0%	16.0%
ELA	6th Grade Content	Female	2015-16	49.8%	47.4%	47.4%	15.8%	31.6%	36.8%	15.8%
ELA	6th Grade Content	Female	2016-17	48.7%	50.0%	50.0%	15.6%	34.4%	18.8%	31.3%
ELA	6th Grade Content	Male	2015-16	40.4%	48.9%	48.9%	25.5%	23.4%	29.8%	21.3%
ELA	6th Grade Content	Male	2016-17	38.7%	42.5%	42.5%	27.5%	15.0%	20.0%	37.5%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	44.2%	44.2%	14.0%	30.2%	30.2%	25.6%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	31.3%	31.3%	18.8%	12.5%	18.8%	50.0%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Learners	2016-17	14.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10

Annual Education Report  
 East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	40.5%	40.5%	15.2%	25.3%	30.4%	29.1%
ELA	7th Grade Content	All Students	2016-17	44.8%	53.0%	53.0%	7.2%	45.8%	31.3%	15.7%
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	33.3%	33.3%	9.5%	23.8%	31.0%	35.7%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	62.2%	62.2%	10.8%	51.4%	16.2%	21.6%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	60.0%	60.0%	0.0%	60.0%	30.0%	10.0%
ELA	7th Grade Content	White	2015-16	53.7%	50.0%	50.0%	26.9%	23.1%	34.6%	15.4%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	White	2016-17	51.0%	46.4%	46.4%	7.1%	39.3%	42.9%	10.7%
ELA	7th Grade Content	Female	2015-16	53.8%	59.0%	59.0%	23.1%	35.9%	25.6%	15.4%
ELA	7th Grade Content	Female	2016-17	50.9%	56.5%	56.5%	6.5%	50.0%	30.4%	13.0%
ELA	7th Grade Content	Male	2015-16	40.6%	22.5%	22.5%	7.5%	15.0%	35.0%	42.5%
ELA	7th Grade Content	Male	2016-17	39.1%	48.6%	48.6%	8.1%	40.5%	32.4%	18.9%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	23.1%	23.1%	5.1%	17.9%	41.0%	35.9%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	48.8%	48.8%	4.9%	43.9%	31.7%	19.5%
ELA	7th Grade Content	English Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Learners	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	50.0%	50.0%	16.7%	33.3%	33.3%	16.7%
ELA	8th Grade Content	All Students	2016-17	48.0%	40.0%	40.0%	12.0%	28.0%	32.0%	28.0%



Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2016-17	73.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	44.8%	44.8%	13.8%	31.0%	34.5%	20.7%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	32.5%	32.5%	7.5%	25.0%	30.0%	37.5%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	60.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	51.9%	51.9%	22.2%	29.6%	33.3%	14.8%
ELA	8th Grade Content	White	2016-17	53.9%	42.9%	42.9%	19.0%	23.8%	38.1%	19.0%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Female	2015-16	54.9%	66.7%	66.7%	30.0%	36.7%	26.7%	6.7%
ELA	8th Grade Content	Female	2016-17	54.9%	53.7%	53.7%	17.1%	36.6%	31.7%	14.6%
ELA	8th Grade Content	Male	2015-16	43.0%	38.1%	38.1%	7.1%	31.0%	38.1%	23.8%
ELA	8th Grade Content	Male	2016-17	41.4%	23.5%	23.5%	5.9%	17.6%	32.4%	44.1%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	37.5%	37.5%	12.5%	25.0%	37.5%	25.0%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	38.5%	38.5%	2.6%	35.9%	30.8%	30.8%
ELA	8th Grade Content	English Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Learners	2016-17	21.5%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	50.0%	50.0%	17.1%	32.9%	20.7%	29.3%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	42.9%	42.9%	10.4%	32.5%	27.3%	29.9%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	39.1%	39.1%	8.7%	30.4%	17.4%	43.5%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	32.1%	32.1%	7.1%	25.0%	28.6%	39.3%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	33.3%	33.3%	16.7%	16.7%	25.0%	41.7%
Mathematics	3rd Grade Content	White	2015-16	53.2%	56.5%	56.5%	21.7%	34.8%	21.7%	21.7%
Mathematics	3rd Grade Content	White	2016-17	54.8%	57.1%	57.1%	11.4%	45.7%	28.6%	14.3%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	39.5%	39.5%	7.9%	31.6%	31.6%	28.9%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	44.2%	44.2%	7.0%	37.2%	20.9%	34.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	59.1%	59.1%	25.0%	34.1%	11.4%	29.5%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	41.2%	41.2%	14.7%	26.5%	35.3%	23.5%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	40.7%	40.7%	3.7%	37.0%	18.5%	40.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	27.3%	27.3%	9.1%	18.2%	36.4%	36.4%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	60.0%	60.0%	20.0%	40.0%	10.0%	30.0%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	39.8%	39.8%	15.7%	24.1%	42.2%	18.1%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	40.5%	40.5%	17.7%	22.8%	26.6%	32.9%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	25.0%	25.0%	12.5%	12.5%	43.8%	31.3%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	30.0%	30.0%	10.0%	20.0%	13.3%	56.7%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	54.8%	54.8%	22.6%	32.3%	38.7%	6.5%
Mathematics	4th Grade Content	White	2016-17	49.7%	52.8%	52.8%	27.8%	25.0%	33.3%	13.9%
Mathematics	4th Grade Content	Female	2015-16	42.1%	34.1%	34.1%	14.6%	19.5%	48.8%	17.1%
Mathematics	4th Grade Content	Female	2016-17	39.6%	32.4%	32.4%	8.1%	24.3%	37.8%	29.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	45.2%	45.2%	16.7%	28.6%	35.7%	19.0%
Mathematics	4th Grade Content	Male	2016-17	44.2%	47.6%	47.6%	26.2%	21.4%	16.7%	35.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	26.3%	26.3%	7.9%	18.4%	44.7%	28.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	28.6%	28.6%	7.1%	21.4%	21.4%	50.0%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	32.1%	32.1%	16.0%	16.0%	29.6%	38.3%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	28.0%	28.0%	7.3%	20.7%	37.8%	34.1%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2016-17	65.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	15.2%	15.2%	6.1%	9.1%	33.3%	51.5%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	8.6%	8.6%	0.0%	8.6%	42.9%	48.6%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	60.0%	60.0%	20.0%	40.0%	30.0%	10.0%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	White	2015-16	41.0%	48.5%	48.5%	24.2%	24.2%	30.3%	21.2%
Mathematics	5th Grade Content	White	2016-17	42.4%	36.7%	36.7%	13.3%	23.3%	36.7%	26.7%
Mathematics	5th Grade Content	Female	2015-16	31.7%	30.6%	30.6%	16.7%	13.9%	33.3%	36.1%
Mathematics	5th Grade Content	Female	2016-17	32.6%	17.4%	17.4%	6.5%	10.9%	45.7%	37.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	33.3%	33.3%	15.6%	17.8%	26.7%	40.0%
Mathematics	5th Grade Content	Male	2016-17	37.4%	41.7%	41.7%	8.3%	33.3%	27.8%	30.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	32.4%	32.4%	14.7%	17.6%	20.6%	47.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	17.5%	17.5%	2.5%	15.0%	35.0%	47.5%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	37.6%	37.6%	20.0%	17.6%	37.6%	24.7%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	All Students	2016-17	34.2%	33.3%	33.3%	15.3%	18.1%	38.9%	27.8%
Mathematics	6th Grade Content	American Indian or Alaska Native	2015-16	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2016-17	65.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	35.9%	35.9%	15.4%	20.5%	35.9%	28.2%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	15.6%	15.6%	3.1%	12.5%	40.6%	43.8%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	30.0%	30.0%	0.0%	30.0%	40.0%	30.0%
Mathematics	6th Grade Content	White	2015-16	39.2%	42.9%	42.9%	35.7%	7.1%	39.3%	17.9%



Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	White	2016-17	41.0%	56.0%	56.0%	32.0%	24.0%	36.0%	8.0%
Mathematics	6th Grade Content	Female	2015-16	31.4%	31.6%	31.6%	10.5%	21.1%	50.0%	18.4%
Mathematics	6th Grade Content	Female	2016-17	33.1%	31.3%	31.3%	12.5%	18.8%	43.8%	25.0%
Mathematics	6th Grade Content	Male	2015-16	34.1%	42.6%	42.6%	27.7%	14.9%	27.7%	29.8%
Mathematics	6th Grade Content	Male	2016-17	35.2%	35.0%	35.0%	17.5%	17.5%	35.0%	30.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	37.2%	37.2%	16.3%	20.9%	37.2%	25.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	34.4%	34.4%	15.6%	18.8%	31.3%	34.4%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	26.6%	26.6%	15.2%	11.4%	32.9%	40.5%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	37.3%	37.3%	14.5%	22.9%	27.7%	34.9%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	21.4%	21.4%	11.9%	9.5%	31.0%	47.6%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	35.1%	35.1%	13.5%	21.6%	32.4%	32.4%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	20.0%	20.0%	0.0%	20.0%	50.0%	30.0%
Mathematics	7th Grade Content	White	2015-16	41.6%	38.5%	38.5%	23.1%	15.4%	23.1%	38.5%
Mathematics	7th Grade Content	White	2016-17	42.9%	53.6%	53.6%	21.4%	32.1%	17.9%	28.6%
Mathematics	7th Grade Content	Female	2015-16	34.5%	30.8%	30.8%	17.9%	12.8%	33.3%	35.9%
Mathematics	7th Grade Content	Female	2016-17	35.1%	28.3%	28.3%	8.7%	19.6%	37.0%	34.8%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Male	2015-16	36.1%	22.5%	22.5%	12.5%	10.0%	32.5%	45.0%
Mathematics	7th Grade Content	Male	2016-17	37.3%	48.6%	48.6%	21.6%	27.0%	16.2%	35.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	12.8%	12.8%	5.1%	7.7%	38.5%	48.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	31.7%	31.7%	4.9%	26.8%	31.7%	36.6%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	31.9%	31.9%	13.9%	18.1%	34.7%	33.3%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	25.3%	25.3%	14.7%	10.7%	26.7%	48.0%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	27.6%	27.6%	0.0%	27.6%	27.6%	44.8%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	17.5%	17.5%	10.0%	7.5%	27.5%	55.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	34.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	37.0%	37.0%	22.2%	14.8%	37.0%	25.9%
Mathematics	8th Grade Content	White	2016-17	39.2%	38.1%	38.1%	23.8%	14.3%	9.5%	52.4%
Mathematics	8th Grade Content	Female	2015-16	34.1%	40.0%	40.0%	20.0%	20.0%	36.7%	23.3%
Mathematics	8th Grade Content	Female	2016-17	35.2%	29.3%	29.3%	22.0%	7.3%	26.8%	43.9%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Male	2015-16	31.4%	26.2%	26.2%	9.5%	16.7%	33.3%	40.5%
Mathematics	8th Grade Content	Male	2016-17	31.8%	20.6%	20.6%	5.9%	14.7%	26.5%	52.9%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	21.9%	21.9%	6.3%	15.6%	37.5%	40.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	20.5%	20.5%	5.1%	15.4%	25.6%	53.8%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	25.3%	25.3%	14.5%	10.8%	36.1%	38.6%
Science	4th Grade Content	All Students	2016-17	14.6%	20.3%	20.3%	10.1%	10.1%	25.3%	54.4%
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	9.4%	9.4%	6.3%	3.1%	31.3%	59.4%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Black or African American	2016-17	2.8%	10.0%	10.0%	0.0%	10.0%	16.7%	73.3%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	38.7%	38.7%	22.6%	16.1%	38.7%	22.6%
Science	4th Grade Content	White	2016-17	18.2%	33.3%	33.3%	22.2%	11.1%	33.3%	33.3%
Science	4th Grade Content	Female	2015-16	13.0%	29.3%	29.3%	14.6%	14.6%	29.3%	41.5%
Science	4th Grade Content	Female	2016-17	12.6%	16.2%	16.2%	10.8%	5.4%	27.0%	56.8%
Science	4th Grade Content	Male	2015-16	16.4%	21.4%	21.4%	14.3%	7.1%	42.9%	35.7%
Science	4th Grade Content	Male	2016-17	16.5%	23.8%	23.8%	9.5%	14.3%	23.8%	52.4%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	10.5%	10.5%	5.3%	5.3%	34.2%	55.3%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	10.7%	10.7%	0.0%	10.7%	21.4%	67.9%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	16.5%	16.5%	3.8%	12.7%	12.7%	70.9%
Science	7th Grade Content	All Students	2016-17	22.7%	14.5%	14.5%	2.4%	12.0%	32.5%	53.0%
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2016-17	41.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	9.5%	9.5%	2.4%	7.1%	14.3%	76.2%
Science	7th Grade Content	Black or African American	2016-17	5.1%	13.5%	13.5%	2.7%	10.8%	35.1%	51.4%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2016-17	21.0%	20.0%	20.0%	0.0%	20.0%	30.0%	50.0%
Science	7th Grade Content	White	2015-16	28.9%	30.8%	30.8%	3.8%	26.9%	7.7%	61.5%
Science	7th Grade Content	White	2016-17	27.5%	14.3%	14.3%	3.6%	10.7%	35.7%	50.0%
Science	7th Grade Content	Female	2015-16	22.6%	23.1%	23.1%	5.1%	17.9%	15.4%	61.5%
Science	7th Grade Content	Female	2016-17	21.2%	10.9%	10.9%	2.2%	8.7%	37.0%	52.2%
Science	7th Grade Content	Male	2015-16	25.1%	10.0%	10.0%	2.5%	7.5%	10.0%	80.0%
Science	7th Grade Content	Male	2016-17	24.3%	18.9%	18.9%	2.7%	16.2%	27.0%	54.1%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	5.1%	5.1%	2.6%	2.6%	10.3%	84.6%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	9.8%	9.8%	2.4%	7.3%	34.1%	56.1%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10



Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	24.7%	24.7%	9.9%	14.8%	61.7%	13.6%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	26.3%	26.3%	1.3%	25.0%	55.0%	18.8%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2016-17	38.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	12.1%	12.1%	0.0%	12.1%	72.7%	15.2%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	8.6%	8.6%	0.0%	8.6%	65.7%	25.7%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	White	2015-16	23.0%	39.4%	39.4%	18.2%	21.2%	48.5%	12.1%
Social Studies	5th Grade Content	White	2016-17	26.7%	32.1%	32.1%	3.6%	28.6%	53.6%	14.3%
Social Studies	5th Grade Content	Female	2015-16	16.7%	27.8%	27.8%	8.3%	19.4%	58.3%	13.9%
Social Studies	5th Grade Content	Female	2016-17	19.3%	30.4%	30.4%	0.0%	30.4%	45.7%	23.9%
Social Studies	5th Grade Content	Male	2015-16	21.0%	22.2%	22.2%	11.1%	11.1%	64.4%	13.3%
Social Studies	5th Grade Content	Male	2016-17	23.9%	20.6%	20.6%	2.9%	17.6%	67.6%	11.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	17.6%	17.6%	11.8%	5.9%	58.8%	23.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5.3%	5.3%	0.0%	5.3%	65.8%	28.9%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	28.2%	28.2%	4.2%	23.9%	42.3%	29.6%

Annual Education Report  
East Arbor Charter Academy (00838)

## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2016-17	31.4%	24.0%	24.0%	5.3%	18.7%	40.0%	36.0%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2016-17	53.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	21.4%	21.4%	3.6%	17.9%	50.0%	28.6%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	20.0%	20.0%	2.5%	17.5%	40.0%	40.0%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	33.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	29.6%	29.6%	3.7%	25.9%	40.7%	29.6%

Annual Education Report  
East Arbor Charter Academy (00838)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	White	2016-17	37.1%	19.0%	19.0%	4.8%	14.3%	42.9%	38.1%
Social Studies	8th Grade Content	Female	2015-16	26.0%	30.0%	30.0%	3.3%	26.7%	46.7%	23.3%
Social Studies	8th Grade Content	Female	2016-17	28.6%	34.1%	34.1%	2.4%	31.7%	41.5%	24.4%
Social Studies	8th Grade Content	Male	2015-16	32.6%	26.8%	26.8%	4.9%	22.0%	39.0%	34.1%
Social Studies	8th Grade Content	Male	2016-17	34.0%	11.8%	11.8%	8.8%	2.9%	38.2%	50.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	16.1%	16.1%	3.2%	12.9%	45.2%	38.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	17.9%	17.9%	5.1%	12.8%	38.5%	43.6%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10

## Annual Education Report

## East Arbor Charter Academy (00838)

## SAT

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

Annual Education Report  
East Arbor Charter Academy (00838)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	71.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2016-17	88.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2016-17	52.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2016-17	47.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	73.1%	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	7th Grade Content	Two or More Races	2015-16	66.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	50.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2016-17	88.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2016-17	55.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2016-17	56.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	85.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2016-17	54.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2016-17	50.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2016-17	82.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2016-17	63.3%	<10	<10	<10	<10	<10

Annual Education Report  
East Arbor Charter Academy (00838)

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	8th Grade Content	All Students	2016-17	41.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	81.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2016-17	53.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2016-17	33.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2016-17	84.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2016-17	58.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2016-17	41.2%	<10	<10	<10	<10	<10



Annual Education Report  
East Arbor Charter Academy (00838)

MI -Access Supported Independence

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

Annual Education Report  
East Arbor Charter Academy (00838)

MI -Access Participation

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

## Annual Education Report East Arbor Charter Academy (00838)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.3%	48.7%	98.3%	48.7%
All Students	Mathematics	98.7%	39.1%	98.3%	34.7%	98.3%	34.7%
All Students	Science	97.9%	24.9%	100.0%	17.6%	100.0%	17.6%
All Students	Social Studies	97.8%	33.7%	96.9%	24.5%	96.9%	24.5%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	<30	<30
Black or African American	ELA	97.6%	25.0%	99.0%	39.9%	99.0%	39.9%
Black or African American	Mathematics	97.5%	14.2%	99.0%	22.8%	99.0%	22.8%
Black or African American	Science	96.0%	7.0%	100.0%	12.7%	100.0%	12.7%
Black or African American	Social Studies	95.9%	11.2%	97.4%	13.9%	97.4%	13.9%
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

## Annual Education Report East Arbor Charter Academy (00838)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	<30	<30	<30	<30
Two or More Races	ELA	98.7%	46.6%	100.0%	50.9%	100.0%	50.9%
Two or More Races	Mathematics	98.6%	35.1%	100.0%	33.3%	100.0%	33.3%
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	96.7%	57.7%	96.7%	57.7%
White	Mathematics	99.0%	45.6%	96.7%	50.0%	96.7%	50.0%
White	Science	98.4%	29.7%	100.0%	24.6%	100.0%	24.6%
White	Social Studies	98.3%	39.7%	94.2%	27.1%	94.2%	27.1%
Economically Disadvantaged	ELA	98.2%	33.5%	100.0%	37.5%	100.0%	37.5%
Economically Disadvantaged	Mathematics	98.3%	23.3%	100.0%	25.5%	100.0%	25.5%
Economically Disadvantaged	Science	97.2%	13.0%	100.0%	10.8%	100.0%	10.8%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	10.7%	100.0%	10.7%

Annual Education Report  
 East Arbor Charter Academy (00838)

## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	100.0%	41.0%	100.0%	41.0%
English Learners	Mathematics	99.0%	23.0%	100.0%	30.8%	100.0%	30.8%
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	97.8%	7.1%	97.8%	7.1%
Students With Disabilities	Mathematics	97.9%	20.7%	97.8%	7.1%	97.8%	7.1%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

Annual Education Report  
 East Arbor Charter Academy (00838)

## Accountability Details Graduation Data

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

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

Annual Education Report  
East Arbor Charter Academy (00838)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	84.80%	84.80%

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

Annual Education Report  
East Arbor Charter Academy (00838)

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
East Arbor Charter Academy	63.98	64.08	N/A	72.87	89.40	99.99	89.62	70.04



Annual Education Report  
 East Arbor Charter Academy (00838)

## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	29	17	0

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

## Teacher Quality - Class

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

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	28.3%

Annual Education Report  
East Arbor Charter Academy (00838)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	&#8225
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.

Annual Education Report  
 East Arbor Charter Academy (00838)

## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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) 2015 Mathematics Achievement.

Annual Education Report  
 East Arbor Charter Academy (00838)

## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

† 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) 2015 Mathematics Achievement.

Annual Education Report  
East Arbor Charter Academy (00838)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
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), 2015 Reading Assessment.

Annual Education Report  
 East Arbor Charter Academy (00838)

## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# 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), 2015 Reading Assessment.

Annual Education Report  
 East Arbor Charter Academy (00838)

## NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
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), 2015 Reading Assessment.

Annual Education Report  
 East Arbor Charter Academy (00838)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0