



August 19, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Walton Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Amy Ebling for assistance.


The AER is available for you to review electronically by visiting the following web site www.waltoncharteracademy.org 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.

For 2010-2011, Walton Charter Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. The school is taking the following steps to improve student achievement:

1. Continue to analyze demographic perception, student achievement, and program and process data to identify areas of need.
2. Differentiate instruction for all students.
3. Provide additional instructional support for students at-risk of not meeting challenging State standards through small group or one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
4. Provide additional instructional support for students at-risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff.

Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis) is analyzed and discussed by the Leadership Team or a designated School Improvement Team. Results of the analysis determine the school's focus areas and are shared and confirmed by the following stakeholders: 1) Staff, 2) Parents, and 3) Board members.

We have determined that an increased focus on differentiation of instruction will improve overall student performance, particularly through meeting more directly the needs of the school's special education learners. Teachers will work with support staff in the development of targeted intervention for students with disabilities, and this intervention will be offered both during the regular school day (during workshop time) as well as after school. Additionally, increased differentiation and academic enrichment opportunities should be provided for higher-level learners as well. Summer programming will also be enhanced to ensure that the school



becomes increasingly effective in mitigating summer loss. Based on this data, intervention is needed in focus areas of both reading and mathematics, for all grade levels.

Further analysis will be done at the student level by looking at individual students with disabilities reading scores. Once this analysis is completed, the student's IEP will be reviewed to ensure appropriate services are being provided.

Parents, caretakers and family are a critical part of a child's learning and academic success. Parents can become involved in the following ways:

- Participate on the School Improvement Planning Team or in Title I/School Improvement Planning Meetings
- Volunteer in their child's classroom, provide lunch assistance, assist as a recess monitor
- Attend parent learning events hosted by the school
- Utilize the school's Parent Room
- Participate on the Parent Teacher Organization
- Visit AtSchool.com for communication of daily school activities, including homework assignments
- Join a Parent Committee
- Attend Parent-Teacher Conferences
- Attend Parent Nights, which often teach parents reading and/or math skills/activities to use at home
- Attend Parent Trainings which include learning how to understand state test scores

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2010-2011

Walton 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, Walton Charter Academy cannot restrict enrollment based on selection criteria. Walton Charter Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the school.

Walton Charter Academy's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection



process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However; they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.


2009-2010

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Walton Charter Academy's open enrollment period begins on the first day of the new school year and ends on the last business day of February. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority

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

2010-2011

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 2011, 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, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information

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

MATH-Continue to implement our Math Blast program which focuses on math facts and academic vocabulary for all grade levels. Workshop used to build extensions and correctives



for reading and math to facilitate student growth. Implement after school tutoring program for select students that are identified as “at risk” as measured by standardized tests. This tutoring will vary from intensive targeted tutoring, to independent learning with *Study Island*. Implementation of RTI to provide additional assistance to students depending on their academic tier. The RTI team will convene with each grade level a minimum of 45 minutes a day, 3 days a week.


WRITING-Continue to use Strategies for Writers (K-8) bringing a consistency in writing skills from grade to grade. We will also continue the frequent implementation of Writer’s Workshop. Writing is also a 45 minute block in the 3-5 schedule for the purpose of increasing writing skills at this vital developmental stage.

READING-We will continue to use Guided Reading for K-8, as well as reading workshop for K-6 with a focus on comprehension in narrative and informational texts. Grades 7-8 will also be utilizing book clubs with a focus on comprehension. Our specialists will also be providing support to our teachers, and will continue to provide pull-out for all students in the bottom 5th percentile. Students will be grouped by RIT levels to read at instructional levels. Classroom libraries will be leveled so students are reading at appropriate Lexile ranges during independent reading time. We will also continue our Accelerated Reader program. Our SPED and ELL students will work to increase their proficiency levels through this program, as well as an opportunity for individual testing sessions. Implementation of RTI to provide additional assistance to students depending on their academic tier. The RTI team will convene with each grade level a minimum of 45 minutes a day, 3 days a week. Implement after school tutoring program for select students that are identified as “at risk” as measured by standardized tests. This tutoring will vary from intensive targeted tutoring, to independent learning with *Study Island*.

SCIENCE AND SOCIAL STUDIES

We are addressing our goal of increasing proficiency in these areas by 10%, by creating 45-60 minute blocks of instruction for each subject in grades 3-5. Sixth grade will have 90 minutes of science and 45 minutes of social studies daily. In addition, we have purchased new supplemental materials for both subjects school-wide.

ALL CONTENT AREAS-We will continue to implement the formative assessment process by designing units to incorporate differentiated instruction and student tracking of learning. We will also be transitioning into K-8 scoring scales for all subjects. Students will also receive specific feedback to ensure a growth mindset. Our 2011 Summer Learning Program is a remote program using the *Summer Bridge* books (all 4 content areas), *Accelerated Reader* and *Study Island/Starfall* programs. This program includes four weekly opportunities at 4 hours each for students to come to the school and check their progress with our certified teachers. Our SLA program is intended to reach more students in a cross curricular method to reduce summer loss. Class lists for the 2011-2012 school year have been designed using an academic achievement strategy. This formation used a triangulation of data to create one homeroom that is above proficiency and the other two are mixed achievement levels. Our strategy in doing this is to narrow the standard deviation in each homeroom to increase the focus for differentiation.



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

Overall, our SIP achieved what it was intended to do. Our SIP became a working document that guided our staff to use data to drive their instruction. While we fell short of our 80% goal for K-8 MAP growth (we hit 73%), we were still #7 NHA wide, and fell above the 80th percentile. We will continue to work towards the goal of 80% for the F11-S12 school year.

The School Improvement Team formally reviewed progress against its 2010-11 SIP goals and objectives in Spring 2011, as part of its preparation for the 2011-12 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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.

2009-2010

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 2010, 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, criterion-referenced assessments (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates

- 
- Parent surveys
 - Staff surveys and teacher quality information

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:

WRITING-Continue to use Strategies for Writers (K-8) bringing a consistency in writing skills from grade to grade. We will also continue the frequent implementation of Writer's Workshop.

READING-We will continue to use Guided Reading for K-8, as well as reading workshop for K-6 with a focus on comprehension in narrative and informational texts. Grades 7-8 will also be utilizing book clubs lead by the Reading Specialists with a focus on comprehension. Our specialists will also be providing support to our teachers, and will continue to provide pull-out for all students in the bottom 5th percentile. Students will be grouped by RIT levels to read at instructional levels. Classroom libraries will be leveled so students are reading at appropriate Lexile ranges during independent reading time. We will also continue our Accelerated Reader program. Our SPED and ELL students will work to increase their proficiency levels through this program, as well as an opportunity for individual testing sessions.


ALL CONTENT AREAS-We will implement the formative assessment process by designing units to incorporate differentiated instruction and student tracking of learning. Our Summer Learning Program uses MEAP data, as well as MAP data to focus on instructional topics in science and social studies while implementing reading and math. Students are also grouped based on their RIT scores. Summer of 2011 with focus on a remote learning program to reach more students. Study Island tutorial will continue for students with a focus in reading and math.

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

Our SIP was successful in the area of 80% of our students hitting or exceeding their growth targets. We will continue to work on the student explanation of their learning and tracking it. Our reading goals were met, although comprehension of informational text will continue to be a focus. We also were successful with over 90% of our bottom 5th percentile hitting or exceeding their growth targets. Teacher attrition was also met.

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 1.A and 1.C.2 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. Likewise, grade level goals were again identified in support of the school's identified overall English language arts and mathematics goals, for the purpose of ensuring school-wide collaboration and awareness in terms of its improvement efforts.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2010-2011

Walton Charter Academy is authorized by Northern Michigan University. Our school opened its doors on August 23, 1999. The school is managed by National Heritage Academies, an educational management organization that is located in Grand Rapids, Michigan. Our school serves students K-8.

In 1999, we began serving students K-5 with a total enrollment of 455 students. After the 1999-2000 school year, a grade was added each year until we established an 8th grade class. Our enrollment has grown from 455 students K-5 to 779 students K-8. The average class size is 29. Our school's demographics are as follows: 40% African- American, 35% Hispanic, 20% White and 5% other, which includes both American Indian or Alaskan Native and Asian American students. 83% of our students receive free or reduced lunch. The percentage of students who receive Special Education Services is 10%.

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In 1999, we began serving students K-5 with a total enrollment of 455 students. After the 1999-2000 school year, a grade was added each year until we established an 8th grade class. Our enrollment has grown from 455 students K-5 to 744 students K-8. The average class size is 27. Our school's demographics are as follows: 40% African- American, 22% Hispanic, 18% White and 20% other, which includes both American Indian or Alaskan Native and Asian American students. 75% of our students receive free or reduced lunch. The percentage of students who receive Special Education Services is 10%.



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

2010-2011

No changes have been made to this section since 2009-2010.

2009-2010

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 Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the 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 MI Curriculum Framework is that we have 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.

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

2010-2011

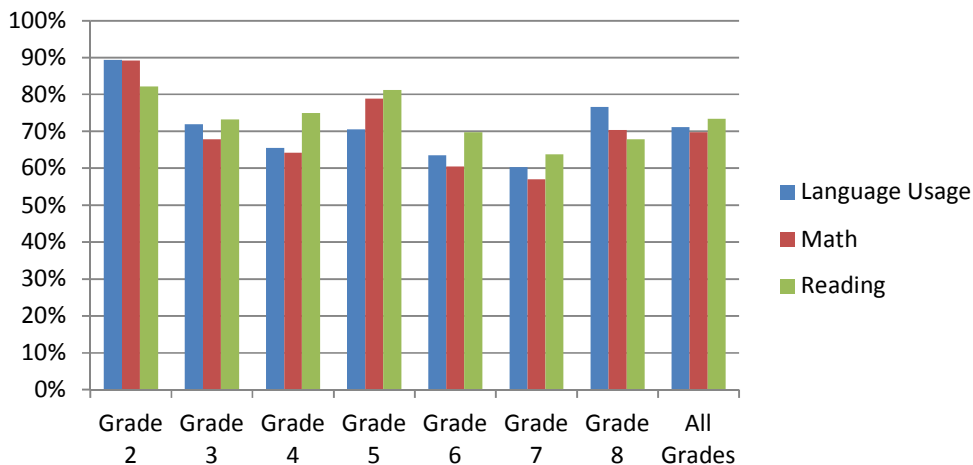
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS MEETING GROWTH TARGET (FALL TO SPRING)

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) is administered three times per year: in the fall, winter, and spring. This assessment serves many purposes; however, one purpose of the NWEA MAP assessment is to measure the academic growth of each student over the course of the school year, as well as over multiple years.

At the beginning of the school year, each student takes the NWEA MAP assessment. The student is then given an individual growth target based on the student's score on the fall assessment. The individual growth target is determined based on the "normal" growth of other students over the course of one school year who begin at the same level on the fall assessment.

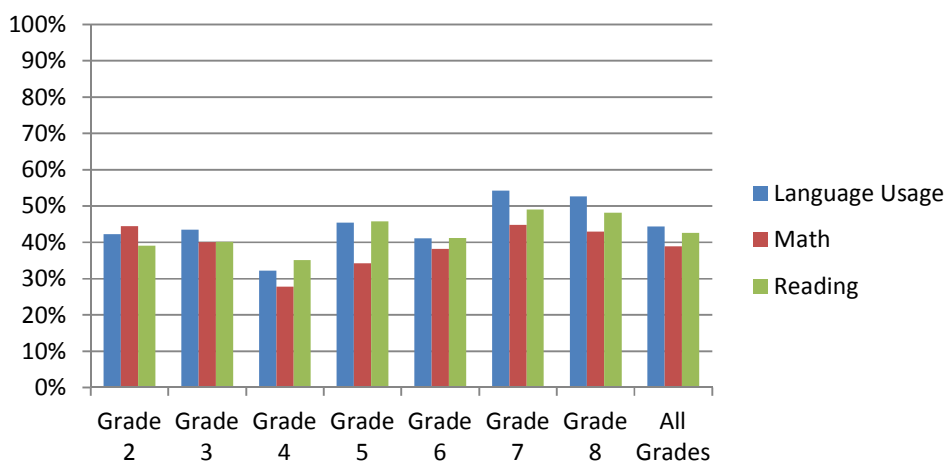
We believe this assessment is extremely useful as it allows us to measure growth of students. By measuring growth we are able to continue challenging students who are already proficient, as well as measure growth of students who may not be proficient and determine specific areas to address.

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2010 to spring 2011.



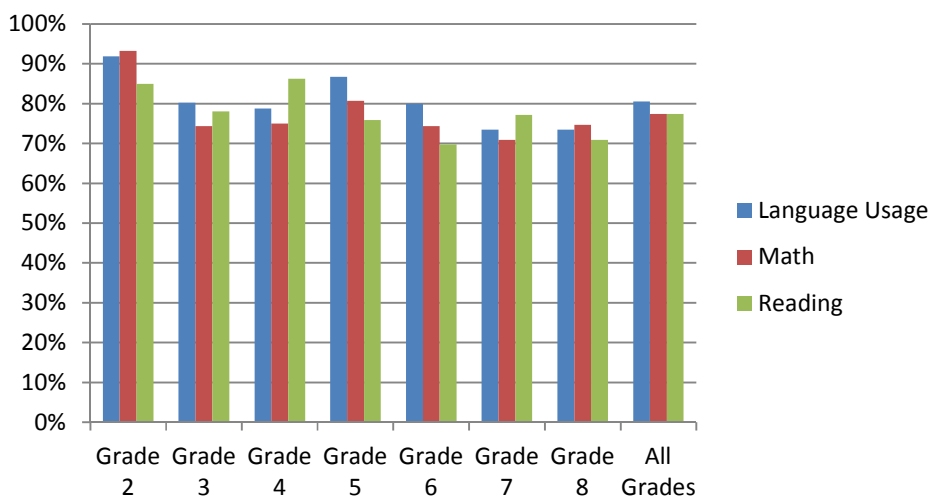
NWEA ASSESSMENT DATA-PERCENT OF STUDENTS AT OR ABOVE THE 50TH PERCENTILE (GRADE LEVEL) AT SPRING ADMINISTRATION

Northwest Evaluation Association's Measures of Academic Progress Assessment (NWEA MAP) also measures levels of proficiency. Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2011 administration of the NWEA MAP assessment.

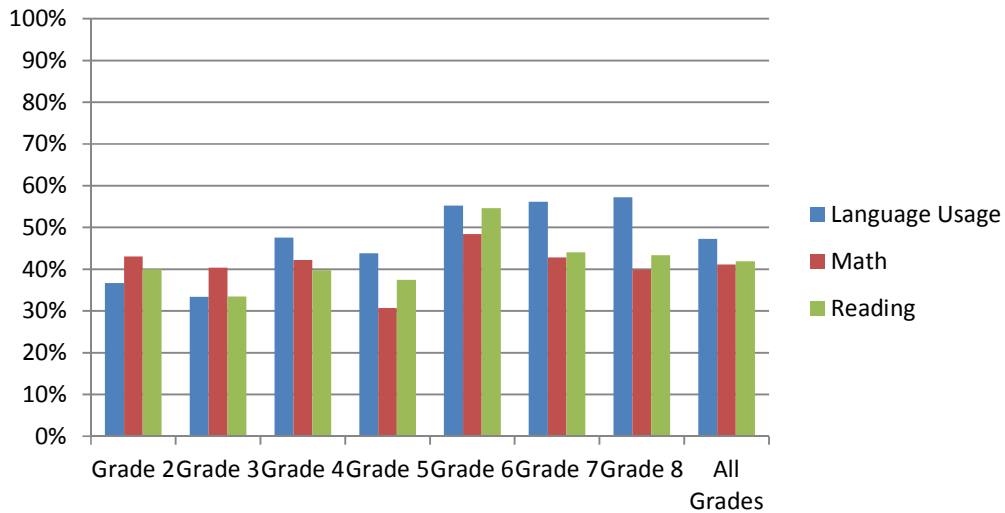


2009-2010

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2009 to spring 2010.



Detailed below is a graph depicting the percentages of students performing at or above the 50th percentile on the spring 2010 administration of the NWEA MAP assessment.



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

2010-2011

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2010	K-8	777	99.9%
Spring 2011	K-8	747	96.5%

2009-2010

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2009	K-8	760	98.8%
Spring 2010	K-8	737	98.5%

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

NA – This does not apply to our school

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

8. SCHOOL YEAR HIGHLIGHTS

- Walton was recognized as one of the first 12 schools state-wide as a **SCHOOL OF EXCELLENCE**.
- Maintained last year's dramatic increase in Parent Satisfaction (17%) by another 3% for a 75% highly satisfied score.
- 6th grade NMU trip continued this year with another successful partnership with our authorizer.
- 8th grade East Coast trip continued this year with participation increasing by 20%.
- 4th grade Mackinaw Island trip continued again this year with a successful examination of our state's history.
- Staff satisfaction survey was positive, once again, with a 68% highly satisfied score, which placed us #9 in NHA. We also saw an increase in our staff Hewitt 6 from 89% to 91% which was #4 in NHA.
- Math Blast continued again this year, with over 80% of our student body achieving eligibility requirements to participate in the day long carnival.
- Kindergarten Round-up was highly successful with almost 100% participation. It also took on a very intentional purpose of gaging where our kindergarteners are coming to us, and feedback/strategies were given to each parent to help prepare their student's arrival in the fall.
- The Dean Model was restructured this year to ensure a stronger instructional focus. Our Dean of Special Education took a very intentional approach to managing this team, with weekly observations, meetings, and data examination. In addition, all four deans used the TOP model for a structured and focused approach to their weekly observations and One on Ones.

It is so encouraging to see the learning community at Walton Charter Academy working together to help our students succeed. The commitment required as parents, teachers, staff and students is great. However, as a partnership, we have realized that we truly can "Challenge EACH Child To Achieve..."! I am proud to serve our Walton learning community!

Sincerely,



Amy Ebling
School Principal

WALTON CHARTER ACADEMY

2010-2011 ANNUAL EDUCATION REPORT

744 East Walton Boulevard
Pontiac, MI 48340

MISSION STATEMENT:

Telephone:

248-371-9300

Fax:

248-371-1642

Principal:

Amy Ebling

Deans:

- Mona Boersma
- Laura Hall
- Bill Turkington
- Chris Williams

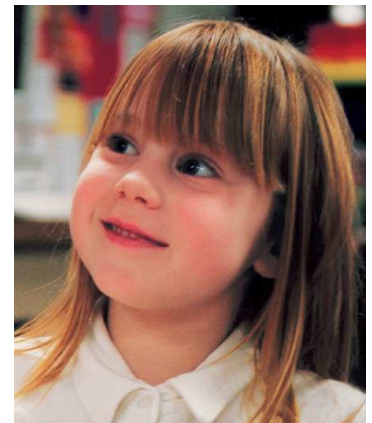
To provide an educational learning experience with a holistic approach that is customized to meet each student's needs.

VISION:

To build a foundation that will afford students an opportunity to become full participants in the 21st century.

Board Members:

- Maria F. Carl
President
- Kim Champion
Secretary
- Anthony Colbert
Director
- Sherry D. Harper
Vice President
- Gordon F. May
Treasurer



Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	81%	81%	25.3%	55.7%	19%	0%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	86.3%	86.3%	27.5%	58.8%	11.3%	2.5%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	83.3%	83.3%	20.8%	62.5%	16.7%	0%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	88.6%	88.6%	25.7%	62.9%	8.6%	2.9%
English Language Arts / Reading	03	Hispanic or Latino	2009-10	100%	84.6%	70%	70%	16.7%	53.3%	30%	0%
English Language Arts / Reading	03	Hispanic or Latino	2010-11	100%	79.8%	83.3%	83.3%	29.2%	54.2%	12.5%	4.2%
English Language Arts / Reading	03	Two or More Races	2010-11	<10	86.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	91.7%	91.7%	37.5%	54.2%	8.3%	0%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	87.5%	87.5%	31.3%	56.3%	12.5%	0%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	81.6%	81.6%	23.7%	57.9%	18.4%	0%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	88.6%	88.6%	31.4%	57.1%	11.4%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	80.5%	80.5%	26.8%	53.7%	19.5%	0%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	84.4%	84.4%	24.4%	60%	11.1%	4.4%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	77.8%	77.8%	15.9%	61.9%	22.2%	0%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	87.1%	87.1%	24.3%	62.9%	10%	2.9%
English Language Arts / Reading	03	Limited English Proficient	2009-10	100%	82.2%	55.6%	55.6%	16.7%	38.9%	44.4%	0%
English Language Arts / Reading	03	Limited English Proficient	2010-11	100%	71.3%	66.7%	66.7%	8.3%	58.3%	33.3%	0%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	81%	81%	15.2%	65.8%	17.7%	1.3%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	69.9%	69.9%	13.3%	56.6%	24.1%	6%
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	89.7%	89.7%	10.3%	79.3%	10.3%	0%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	62.5%	62.5%	4.2%	58.3%	29.2%	8.3%
English Language Arts / Reading	04	Hispanic or Latino	2009-10	100%	74.3%	77.1%	77.1%	20%	57.1%	22.9%	0%

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English Language Arts / Reading	04	Hispanic or Latino	2010-11	100%	77.9%	65.5%	65.5%	6.9%	58.6%	24.1%	10.3%
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	83.3%	83.3%	16.7%	66.7%	16.7%	0%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	77.8%	77.8%	25.9%	51.9%	22.2%	0%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	83.7%	83.7%	18.6%	65.1%	16.3%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	85.4%	85.4%	12.2%	73.2%	9.8%	4.9%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	77.8%	77.8%	11.1%	66.7%	19.4%	2.8%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	54.8%	54.8%	14.3%	40.5%	38.1%	7.1%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	78.1%	78.1%	17.2%	60.9%	20.3%	1.6%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	65.7%	65.7%	8.6%	57.1%	28.6%	5.7%
English Language Arts / Reading	04	Limited English Proficient	2009-10	100%	64.3%	63.2%	63.2%	0%	63.2%	31.6%	5.3%
English Language Arts / Reading	04	Limited English Proficient	2010-11	100%	66.5%	50%	50%	0%	50%	36.4%	13.6%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	72.2%	72.2%	20.3%	51.9%	19%	8.9%
English Language Arts / Reading	05	All Students	2010-11	98.9%	85.1%	86%	86%	27.9%	58.1%	10.5%	3.5%
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	70.2%	70.2%	17%	53.2%	19.1%	10.6%
English Language Arts / Reading	05	Black or African American	2010-11	96.9%	71.6%	87.1%	87.1%	25.8%	61.3%	12.9%	0%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	100%	74.6%	68.2%	68.2%	18.2%	50%	22.7%	9.1%
English Language Arts / Reading	05	Hispanic or Latino	2010-11	100%	78.5%	86.8%	86.8%	31.6%	55.3%	7.9%	5.3%
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	<10	89.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2010-11	100%	89%	85.7%	85.7%	21.4%	64.3%	7.1%	7.1%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	77.5%	77.5%	22.5%	55%	15%	7.5%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	93%	93%	39.5%	53.5%	7%	0%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	66.7%	66.7%	17.9%	48.7%	23.1%	10.3%

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English Language Arts / Reading	05	Male	2010-11	97.7%	82.6%	79.1%	79.1%	16.3%	62.8%	14%	7%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	68.3%	68.3%	14.3%	54%	22.2%	9.5%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	98.6%	77.4%	87.3%	87.3%	31%	56.3%	8.5%	4.2%
English Language Arts / Reading	05	Limited English Proficient	2009-10	100%	61.8%	61.5%	61.5%	15.4%	46.2%	23.1%	15.4%
English Language Arts / Reading	05	Limited English Proficient	2010-11	100%	63.3%	66.7%	66.7%	0%	66.7%	13.3%	20%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	79.3%	79.3%	16.1%	63.2%	19.5%	1.1%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	75.6%	75.6%	25.6%	50%	20.7%	3.7%
English Language Arts / Reading	06	American Indian or Alaska Native	2009-10	<10	84.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	American Indian or Alaska Native	2010-11	<10	80.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	84.8%	84.8%	15.2%	69.6%	15.2%	0%

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English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	68.9%	68.9%	20%	48.9%	26.7%	4.4%
English Language Arts / Reading	06	Hispanic or Latino	2009-10	100%	82.3%	74.1%	74.1%	18.5%	55.6%	25.9%	0%
English Language Arts / Reading	06	Hispanic or Latino	2010-11	100%	75.4%	72.7%	72.7%	18.2%	54.5%	22.7%	4.5%
English Language Arts / Reading	06	Two or More Races	2010-11	<10	83.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	<10	91.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Female	2009-10	100%	90%	91.5%	91.5%	19.1%	72.3%	8.5%	0%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	76.9%	76.9%	25.6%	51.3%	17.9%	5.1%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	65%	65%	12.5%	52.5%	32.5%	2.5%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	74.4%	74.4%	25.6%	48.8%	23.3%	2.3%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	71%	71%	8.1%	62.9%	27.4%	1.6%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	73.8%	73.8%	18.5%	55.4%	23.1%	3.1%
English Language Arts / Reading	06	Limited English Proficient	2009-10	100%	70%	64.3%	64.3%	7.1%	57.1%	28.6%	7.1%
English Language Arts / Reading	06	Limited English Proficient	2010-11	<10	51.3%	<10	<10	<10	<10	<10	<10

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English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	82.7%	82.7%	17.3%	65.4%	7.4%	9.9%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	83.5%	83.5%	23.5%	60%	8.2%	8.2%
English Language Arts / Reading	07	American Indian or Alaska Native	2010-11	<10	73.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	89.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	89.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2009-10	100%	64.4%	90%	90%	17.5%	72.5%	5%	5%
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	75.7%	75.7%	21.6%	54.1%	10.8%	13.5%
English Language Arts / Reading	07	Hispanic or Latino	2009-10	100%	71.7%	73.7%	73.7%	21.1%	52.6%	10.5%	15.8%
English Language Arts / Reading	07	Hispanic or Latino	2010-11	100%	71.6%	86.2%	86.2%	24.1%	62.1%	6.9%	6.9%
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.3%	75%	75%	15%	60%	10%	15%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	92.3%	92.3%	15.4%	76.9%	7.7%	0%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	75.7%	75.7%	16.2%	59.5%	10.8%	13.5%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	91.7%	91.7%	33.3%	58.3%	6.3%	2.1%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	88.6%	88.6%	18.2%	70.5%	4.5%	6.8%
English Language Arts / Reading	07	Male	2010-11	100%	75%	73%	73%	10.8%	62.2%	10.8%	16.2%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	84.4%	84.4%	18.8%	65.6%	7.8%	7.8%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	81.8%	81.8%	19.7%	62.1%	7.6%	10.6%
English Language Arts / Reading	07	Limited English Proficient	2009-10	100%	54.3%	61.5%	61.5%	7.7%	53.8%	15.4%	23.1%
English Language Arts / Reading	07	Limited English Proficient	2010-11	<10	47.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	84%	84%	21%	63%	14.8%	1.2%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	79.3%	79.3%	12.2%	67.1%	17.1%	3.7%
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.5%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	08	Black or African American	2009-10	100%	70.9%	89.2%	89.2%	18.9%	70.3%	8.1%	2.7%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	86.1%	86.1%	13.9%	72.2%	8.3%	5.6%
English Language Arts / Reading	08	Hispanic or Latino	2009-10	100%	76.5%	72.4%	72.4%	20.7%	51.7%	27.6%	0%
English Language Arts / Reading	08	Hispanic or Latino	2010-11	100%	74.5%	66.7%	66.7%	14.3%	52.4%	33.3%	0%
English Language Arts / Reading	08	Two or More Races	2010-11	<10	83.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2009-10	100%	86.9%	92.9%	92.9%	28.6%	64.3%	7.1%	0%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	76.2%	76.2%	9.5%	66.7%	19%	4.8%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	88.4%	88.4%	25.6%	62.8%	11.6%	0%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	73.8%	73.8%	9.5%	64.3%	23.8%	2.4%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	78.9%	78.9%	15.8%	63.2%	18.4%	2.6%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	85%	85%	15%	70%	10%	5%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	82.4%	82.4%	17.6%	64.7%	16.2%	1.5%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	76.1%	76.1%	11.9%	64.2%	19.4%	4.5%
English Language Arts / Reading	08	Limited English Proficient	2009-10	100%	61%	71.4%	71.4%	9.5%	61.9%	28.6%	0%

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English Language Arts / Reading	08	Limited English Proficient	2010-11	<10	55.8%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	94%	94%	26.5%	67.5%	6%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	91.4%	91.4%	35.8%	55.6%	8.6%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10	<10
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	98.2%	<10	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	100%	87.7%	92%	92%	24%	68%	8%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	91.4%	91.4%	37.1%	54.3%	8.6%	0%
Mathematics	03	Hispanic or Latino	2009-10	100%	92.3%	93.8%	93.8%	15.6%	78.1%	6.3%	0%
Mathematics	03	Hispanic or Latino	2010-11	100%	93.5%	92%	92%	28%	64%	8%	0%
Mathematics	03	Two or More Races	2010-11	<10	95.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	96%	96%	40%	56%	4%	0%
Mathematics	03	White	2010-11	100%	97.1%	87.5%	87.5%	37.5%	50%	12.5%	0%
Mathematics	03	Female	2009-10	100%	94.8%	94.9%	94.9%	25.6%	69.2%	5.1%	0%
Mathematics	03	Female	2010-11	100%	95.3%	91.7%	91.7%	33.3%	58.3%	8.3%	0%
Mathematics	03	Male	2009-10	100%	94.8%	93.2%	93.2%	27.3%	65.9%	6.8%	0%
Mathematics	03	Male	2010-11	100%	95.3%	91.1%	91.1%	37.8%	53.3%	8.9%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	94%	94%	20.9%	73.1%	6%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	90.1%	90.1%	33.8%	56.3%	9.9%	0%
Mathematics	03	Limited English Proficient	2009-10	100%	92.1%	90%	90%	15%	75%	10%	0%

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Mathematics	03	Limited English Proficient	2010-11	100%	92.1%	92.9%	92.9%	7.1%	85.7%	7.1%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	91.5%	91.5%	30.5%	61%	8.5%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	82.6%	82.6%	15.1%	67.4%	17.4%	0%
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	96.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	96.8%	<10	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	90.3%	90.3%	19.4%	71%	9.7%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	79.2%	79.2%	12.5%	66.7%	20.8%	0%
Mathematics	04	Hispanic or Latino	2009-10	100%	89.3%	91.7%	91.7%	36.1%	55.6%	8.3%	0%
Mathematics	04	Hispanic or Latino	2010-11	100%	88.7%	83.3%	83.3%	10%	73.3%	16.7%	0%
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	100%	100%	41.7%	58.3%	0%	0%
Mathematics	04	White	2010-11	100%	94.3%	86.2%	86.2%	20.7%	65.5%	13.8%	0%
Mathematics	04	Female	2009-10	100%	92.9%	95.3%	95.3%	34.9%	60.5%	4.7%	0%
Mathematics	04	Female	2010-11	100%	91.6%	88.1%	88.1%	14.3%	73.8%	11.9%	0%
Mathematics	04	Male	2009-10	100%	91.6%	87.2%	87.2%	25.6%	61.5%	12.8%	0%
Mathematics	04	Male	2010-11	100%	91.3%	77.3%	77.3%	15.9%	61.4%	22.7%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	89.6%	89.6%	28.4%	61.2%	10.4%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	80.8%	80.8%	8.2%	72.6%	19.2%	0%
Mathematics	04	Limited English Proficient	2009-10	100%	86.6%	85%	85%	10%	75%	15%	0%
Mathematics	04	Limited English Proficient	2010-11	100%	84.5%	75%	75%	8.3%	66.7%	25%	0%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	66.7%	66.7%	23.5%	43.2%	29.6%	3.7%
Mathematics	05	All Students	2010-11	100%	79.9%	67.4%	67.4%	23.3%	44.2%	27.9%	4.7%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10	<10
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	92.3%	<10	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	100%	62.5%	57.4%	57.4%	17%	40.4%	38.3%	4.3%
Mathematics	05	Black or African American	2010-11	100%	61.3%	59.4%	59.4%	15.6%	43.8%	31.3%	9.4%
Mathematics	05	Hispanic or Latino	2009-10	100%	71%	78.3%	78.3%	26.1%	52.2%	17.4%	4.3%
Mathematics	05	Hispanic or Latino	2010-11	100%	73.5%	78.4%	78.4%	24.3%	54.1%	21.6%	0%
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	<10	84.3%	<10	<10	<10	<10	<10	<10
Mathematics	05	White	2010-11	100%	85.1%	57.1%	57.1%	28.6%	28.6%	35.7%	7.1%
Mathematics	05	Female	2009-10	100%	79.6%	67.5%	67.5%	17.5%	50%	30%	2.5%
Mathematics	05	Female	2010-11	100%	80.1%	74.4%	74.4%	32.6%	41.9%	23.3%	2.3%
Mathematics	05	Male	2009-10	100%	79.4%	65.9%	65.9%	29.3%	36.6%	29.3%	4.9%
Mathematics	05	Male	2010-11	100%	79.7%	60.5%	60.5%	14%	46.5%	32.6%	7%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	61.5%	61.5%	18.5%	43.1%	33.8%	4.6%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	69%	69%	25.4%	43.7%	28.2%	2.8%
Mathematics	05	Limited English Proficient	2009-10	100%	67.6%	71.4%	71.4%	14.3%	57.1%	21.4%	7.1%
Mathematics	05	Limited English Proficient	2010-11	100%	64.7%	66.7%	66.7%	13.3%	53.3%	33.3%	0%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	75.9%	75.9%	32.2%	43.7%	21.8%	2.3%
Mathematics	06	All Students	2010-11	100%	84.5%	80.5%	80.5%	34.1%	46.3%	18.3%	1.2%
Mathematics	06	American Indian or Alaska Native	2009-10	<10	78.2%	<10	<10	<10	<10	<10	<10
Mathematics	06	American Indian or Alaska Native	2010-11	<10	80.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	94.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	100%	62.3%	65.2%	65.2%	39.1%	26.1%	34.8%	0%
Mathematics	06	Black or African American	2010-11	100%	68.9%	73.3%	73.3%	22.2%	51.1%	24.4%	2.2%
Mathematics	06	Hispanic or Latino	2009-10	100%	75.6%	88.9%	88.9%	25.9%	63%	7.4%	3.7%
Mathematics	06	Hispanic or Latino	2010-11	100%	79%	90.9%	90.9%	45.5%	45.5%	9.1%	0%
Mathematics	06	Two or More Races	2010-11	<10	82.9%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	88.8%	<10	<10	<10	<10	<10	<10
Mathematics	06	Female	2009-10	100%	83%	74.5%	74.5%	31.9%	42.6%	23.4%	2.1%
Mathematics	06	Female	2010-11	100%	86.2%	71.8%	71.8%	28.2%	43.6%	25.6%	2.6%
Mathematics	06	Male	2009-10	100%	81.1%	77.5%	77.5%	32.5%	45%	20%	2.5%
Mathematics	06	Male	2010-11	100%	82.9%	88.4%	88.4%	39.5%	48.8%	11.6%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	71%	71%	22.6%	48.4%	25.8%	3.2%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	76.9%	76.9%	29.2%	47.7%	21.5%	1.5%
Mathematics	06	Limited English Proficient	2009-10	100%	68.7%	85.7%	85.7%	14.3%	71.4%	7.1%	7.1%
Mathematics	06	Limited English Proficient	2010-11	<10	67.9%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	81.5%	81.5%	32.1%	49.4%	17.3%	1.2%
Mathematics	07	All Students	2010-11	100%	84.6%	78.8%	78.8%	31.8%	47.1%	20%	1.2%
Mathematics	07	American Indian or Alaska Native	2010-11	<10	81.6%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	93.4%	<10	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	100%	62.6%	80%	80%	40%	40%	17.5%	2.5%
Mathematics	07	Black or African American	2010-11	100%	68.2%	67.6%	67.6%	27%	40.5%	29.7%	2.7%
Mathematics	07	Hispanic or Latino	2009-10	100%	75.3%	84.2%	84.2%	21.1%	63.2%	15.8%	0%
Mathematics	07	Hispanic or Latino	2010-11	100%	79.4%	86.2%	86.2%	41.4%	44.8%	13.8%	0%
Mathematics	07	Two or More Races	2010-11	<10	83.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	80%	80%	25%	55%	20%	0%
Mathematics	07	White	2010-11	100%	89.1%	84.6%	84.6%	7.7%	76.9%	15.4%	0%
Mathematics	07	Female	2009-10	100%	82.6%	81.1%	81.1%	24.3%	56.8%	16.2%	2.7%
Mathematics	07	Female	2010-11	100%	86.3%	79.2%	79.2%	37.5%	41.7%	18.8%	2.1%
Mathematics	07	Male	2009-10	100%	81.7%	81.8%	81.8%	38.6%	43.2%	18.2%	0%
Mathematics	07	Male	2010-11	100%	82.9%	78.4%	78.4%	24.3%	54.1%	21.6%	0%
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	82.8%	82.8%	35.9%	46.9%	17.2%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	80.3%	80.3%	28.8%	51.5%	18.2%	1.5%
Mathematics	07	Limited English Proficient	2009-10	100%	66%	76.9%	76.9%	23.1%	53.8%	23.1%	0%
Mathematics	07	Limited English Proficient	2010-11	<10	66.7%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	100%	70.3%	57.5%	57.5%	28.7%	28.7%	27.5%	15%
Mathematics	08	All Students	2010-11	100%	78%	63.4%	63.4%	20.7%	42.7%	30.5%	6.1%
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10	<10
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	90.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	100%	44.7%	57.9%	57.9%	21.1%	36.8%	21.1%	21.1%
Mathematics	08	Black or African American	2010-11	100%	56.6%	58.3%	58.3%	19.4%	38.9%	36.1%	5.6%
Mathematics	08	Hispanic or Latino	2009-10	100%	59.1%	53.6%	53.6%	32.1%	21.4%	32.1%	14.3%
Mathematics	08	Hispanic or Latino	2010-11	100%	69.8%	71.4%	71.4%	14.3%	57.1%	19%	9.5%
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	69.2%	69.2%	46.2%	23.1%	30.8%	0%
Mathematics	08	White	2010-11	100%	83.6%	61.9%	61.9%	28.6%	33.3%	33.3%	4.8%
Mathematics	08	Female	2009-10	100%	70.6%	50%	50%	33.3%	16.7%	33.3%	16.7%
Mathematics	08	Female	2010-11	100%	78.1%	59.5%	59.5%	9.5%	50%	33.3%	7.1%
Mathematics	08	Male	2009-10	100%	70%	65.8%	65.8%	23.7%	42.1%	21.1%	13.2%
Mathematics	08	Male	2010-11	100%	77.8%	67.5%	67.5%	32.5%	35%	27.5%	5%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	55.2%	55.2%	23.9%	31.3%	26.9%	17.9%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	62.7%	62.7%	20.9%	41.8%	32.8%	4.5%
Mathematics	08	Limited English Proficient	2009-10	100%	50.2%	38.1%	38.1%	19%	19%	42.9%	19%
Mathematics	08	Limited English Proficient	2010-11	<10	56.3%	<10	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	63%	63%	11.1%	51.9%	25.9%	11.1%
Science	05	All Students	2010-11	100%	78.1%	66.3%	66.3%	11.6%	54.7%	26.7%	7%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10	<10
Science	05	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.4%	<10	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	57.4%	57.4%	6.4%	51.1%	29.8%	12.8%
Science	05	Black or African American	2010-11	100%	52.8%	62.5%	62.5%	6.3%	56.3%	34.4%	3.1%
Science	05	Hispanic or Latino	2009-10	100%	68.8%	60.9%	60.9%	13%	47.8%	26.1%	13%
Science	05	Hispanic or Latino	2010-11	100%	67.8%	62.2%	62.2%	10.8%	51.4%	29.7%	8.1%
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10	<10
Science	05	White	2009-10	<10	87.5%	<10	<10	<10	<10	<10	<10
Science	05	White	2010-11	100%	85.5%	78.6%	78.6%	21.4%	57.1%	7.1%	14.3%
Science	05	Female	2009-10	100%	81.1%	67.5%	67.5%	7.5%	60%	30%	2.5%
Science	05	Female	2010-11	100%	78.6%	76.7%	76.7%	16.3%	60.5%	23.3%	0%
Science	05	Male	2009-10	100%	80.8%	58.5%	58.5%	14.6%	43.9%	22%	19.5%
Science	05	Male	2010-11	100%	77.5%	55.8%	55.8%	7%	48.8%	30.2%	14%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	56.9%	56.9%	7.7%	49.2%	30.8%	12.3%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	63.4%	63.4%	11.3%	52.1%	29.6%	7%
Science	05	Limited English Proficient	2009-10	100%	56.7%	57.1%	57.1%	7.1%	50%	28.6%	14.3%
Science	05	Limited English Proficient	2010-11	100%	49%	33.3%	33.3%	0%	33.3%	40%	26.7%
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	62.2%	62.2%	6.1%	56.1%	30.5%	7.3%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	08	All Students	2010-11	100%	78.1%	72%	72%	7.3%	64.6%	25.6%	2.4%
Science	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10	<10
Science	08	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	87.9%	<10	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	100%	50%	56.8%	56.8%	2.7%	54.1%	35.1%	8.1%
Science	08	Black or African American	2010-11	100%	56.4%	75%	75%	8.3%	66.7%	19.4%	5.6%
Science	08	Hispanic or Latino	2009-10	100%	65%	56.7%	56.7%	6.7%	50%	36.7%	6.7%
Science	08	Hispanic or Latino	2010-11	100%	68.6%	76.2%	76.2%	0%	76.2%	23.8%	0%
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83.1%	92.9%	92.9%	14.3%	78.6%	0%	7.1%
Science	08	White	2010-11	100%	84.1%	57.1%	57.1%	9.5%	47.6%	42.9%	0%
Science	08	Female	2009-10	100%	77%	64.3%	64.3%	7.1%	57.1%	26.2%	9.5%
Science	08	Female	2010-11	100%	79.4%	73.8%	73.8%	4.8%	69%	23.8%	2.4%
Science	08	Male	2009-10	100%	74.9%	60%	60%	5%	55%	35%	5%
Science	08	Male	2010-11	100%	76.9%	70%	70%	10%	60%	27.5%	2.5%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	56.5%	56.5%	4.3%	52.2%	34.8%	8.7%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	67.2%	67.2%	7.5%	59.7%	29.9%	3%
Science	08	Limited English Proficient	2009-10	100%	48.3%	45.5%	45.5%	4.5%	40.9%	50%	4.5%
Science	08	Limited English Proficient	2010-11	<10	48.2%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2009-10	<10	76.4%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	65.7%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2009-10	<10	73.5%	<10	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10	<10
Mathematics	03	Female	2009-10	<10	71.4%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	87%	<10	<10	<10	<10	<10
Mathematics	04	Female	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	<10	71.1%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Mathematics	05	Hispanic or Latino	2009-10	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	05	Male	2009-10	<10	74.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2010-11	<10	80.4%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2010-11	<10	74.7%	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2010-11	<10	81.7%	<10	<10	<10	<10	<10
Mathematics	06	White	2010-11	<10	82.9%	<10	<10	<10	<10	<10
Mathematics	06	Female	2010-11	<10	76.8%	<10	<10	<10	<10	<10
Mathematics	06	Male	2010-11	<10	82.4%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	70.9%	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2009-10	<10	72.4%	<10	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	68.7%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	81.1%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	<10	79%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	74.8%	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2009-10	<10	81.7%	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2010-11	<10	72.8%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	83.9%	<10	<10	<10	<10	<10
Mathematics	08	Female	2009-10	<10	79.4%	<10	<10	<10	<10	<10
Mathematics	08	Female	2010-11	<10	76%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	08	Male	2009-10	<10	82.1%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	<10	48.2%	<10	<10	<10	<10	<10
Science	05	Hispanic or Latino	2009-10	<10	54.1%	<10	<10	<10	<10	<10
Science	05	Male	2009-10	<10	61.6%	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	<10	52.2%	<10	<10	<10	<10	<10
Science	08	All Students	2010-11	<10	44.9%	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	<10	34.8%	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2009-10	<10	53.8%	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2010-11	<10	28.9%	<10	<10	<10	<10	<10
Science	08	White	2009-10	<10	60.9%	<10	<10	<10	<10	<10
Science	08	Female	2009-10	<10	50%	<10	<10	<10	<10	<10
Science	08	Female	2010-11	<10	39.8%	<10	<10	<10	<10	<10
Science	08	Male	2009-10	<10	53.5%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts	03	All Students	2010-11	<10	61.4%	<10	<10	<10	<10	<10
English Language Arts	03	Black or African American	2010-11	<10	65.2%	<10	<10	<10	<10	<10
English Language Arts	03	Male	2010-11	<10	60.3%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2010-11	<10	66.6%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2010-11	<10	68.5%	<10	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	67.4%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Reading	03	All Students	2009-10	<10	31.3%	<10	<10	<10	<10	<10
Reading	03	Black or African American	2009-10	<10	29.9%	<10	<10	<10	<10	<10
Reading	03	Hispanic or Latino	2009-10	<10	28%	<10	<10	<10	<10	<10
Reading	03	Female	2009-10	<10	31.5%	<10	<10	<10	<10	<10
Reading	03	Male	2009-10	<10	31.2%	<10	<10	<10	<10	<10
Reading	03	Economically Disadvantaged	2009-10	<10	30.4%	<10	<10	<10	<10	<10
Reading	03	Limited English Proficient	2009-10	<10	26%	<10	<10	<10	<10	<10
Reading	04	All Students	2009-10	<10	50.7%	<10	<10	<10	<10	<10
Reading	04	Black or African American	2009-10	<10	43.8%	<10	<10	<10	<10	<10
Reading	04	Hispanic or Latino	2009-10	<10	46.3%	<10	<10	<10	<10	<10
Reading	04	Male	2009-10	<10	50.8%	<10	<10	<10	<10	<10
Reading	04	Economically Disadvantaged	2009-10	<10	49.8%	<10	<10	<10	<10	<10
Reading	04	Limited English Proficient	2009-10	<10	44.6%	<10	<10	<10	<10	<10
Reading	05	All Students	2009-10	<10	50%	<10	<10	<10	<10	<10
Reading	05	Black or African American	2009-10	<10	41.1%	<10	<10	<10	<10	<10
Reading	05	Hispanic or Latino	2009-10	<10	55.8%	<10	<10	<10	<10	<10
Reading	05	Male	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	05	Economically Disadvantaged	2009-10	<10	48%	<10	<10	<10	<10	<10
Reading	05	Limited English Proficient	2009-10	<10	47.3%	<10	<10	<10	<10	<10
Reading	08	All Students	2009-10	<10	58%	<10	<10	<10	<10	<10
Reading	08	Black or African American	2009-10	<10	48.8%	<10	<10	<10	<10	<10
Reading	08	Hispanic or Latino	2009-10	<10	56.9%	<10	<10	<10	<10	<10
Reading	08	Male	2009-10	<10	54.2%	<10	<10	<10	<10	<10
Reading	08	Economically Disadvantaged	2009-10	<10	57.1%	<10	<10	<10	<10	<10
Reading	08	Limited English Proficient	2009-10	<10	51.6%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	37.4%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
Mathematics	08	Hispanic or Latino	2009-10	<10	54.5%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	<10	37.6%	<10	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	36.8%	<10	<10	<10	<10	<10
Mathematics	08	Economically Disadvantaged	2009-10	<10	35.2%	<10	<10	<10	<10	<10
Mathematics	08	Limited English Proficient	2009-10	<10	47.2%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.6%	93.3%
All Students	District	Mathematics	99.4%	97.1%
All Students	School	English Language Arts / Reading	99.6%	93.3%
All Students	School	Mathematics	99.4%	97.1%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
American Indian or Alaska Native	School	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	School	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	School	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	99.1%	94.8%
Black or African American	District	Mathematics	99.5%	97.4%
Black or African American	School	English Language Arts / Reading	99.1%	94.8%
Black or African American	School	Mathematics	99.5%	97.4%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	100.6%	91.8%
Hispanic or Latino	District	Mathematics	99.4%	95.8%
Hispanic or Latino	School	English Language Arts / Reading	100.6%	91.8%
Hispanic or Latino	School	Mathematics	99.4%	95.8%
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
Two or More Races	School	English Language Arts / Reading	<30	<30
Two or More Races	School	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	District	English Language Arts / Reading	99%	94%
White	District	Mathematics	99%	100%
White	School	English Language Arts / Reading	99%	94%
White	School	Mathematics	99%	100%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.3%	93.2%
Economically Disadvantaged	District	Mathematics	99.3%	97.1%
Economically Disadvantaged	School	English Language Arts / Reading	99.3%	93.2%
Economically Disadvantaged	School	Mathematics	99.3%	97.1%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	100%	85.1%
Limited English Proficient	District	Mathematics	100%	95.5%
Limited English Proficient	School	English Language Arts / Reading	100%	85.1%
Limited English Proficient	School	Mathematics	100%	95.5%
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%
Students with Disabilities	District	English Language Arts / Reading	98.2%	72.4%
Students with Disabilities	District	Mathematics	98.2%	89.7%
Students with Disabilities	School	English Language Arts / Reading	98.2%	72.4%
Students with Disabilities	School	Mathematics	98.2%	89.7%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Black or African American	State	57.97%
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
White	State	82.04%
Economically Disadvantaged	State	66.59%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%

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

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	93.7%
All Students	School	93.7%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	96.1%
American Indian or Alaska Native	School	96.1%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	95.8%
Asian, Native Hawaiian, or Pacific Islander	School	95.8%
Black or African American	State	91.9%
Black or African American	District	93.3%
Black or African American	School	93.3%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.6%
Hispanic or Latino	School	94.6%
Two or More Races	State	94.7%
White	State	95.6%
White	District	92.7%
White	School	92.7%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.2%
Economically Disadvantaged	School	93.2%
Limited English Proficient	State	94.8%
Limited English Proficient	District	95%
Limited English Proficient	School	95%
Students with Disabilities	State	93.4%
Students with Disabilities	District	92.2%
Students with Disabilities	School	92.2%

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

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	B	N/A	0

% of Schools making AYP: 80%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 20%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	30	21	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

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Teacher Quality Data

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Walton Charter Academy, Walton Charter Academy

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
		72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
		70.72	3.239	70.46	3.298	85.15	4.505