



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 Warrendale 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 Tanya Mims for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/warrendale/> 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/BLVSmQ>

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.

Parent engagement has been a challenge for the Warrendale community for a number of years, we are currently seeking ways to accommodate our parents in as many ways as we can. We still have a parent engagement committee, where we have created an avenue to discuss standardized assessments, initiatives for our Curriculum Nights, and our new reading initiatives. The State of Michigan has required us to formulate Reading plans for our student who are operating below grade level to formulate Individual Reading Improvement Plans (IRIPs) for each student. The team takes a great deal of time to plan family events that will increase parent involvement. We have incorporated another layer of support for families who have struggled with student behavior as well as academics. The Academic/Behavioral Support Specialist has actively monitored student behavior and academics, particularly those students and families who are challenged with behavior and academics. We routinely initiate special wrap around meetings for these students and their families. We also review students who have experienced problems with behavior in the past, we pull these students to proactively structure support with these students and their families.



We have implemented after school clubs, which include mentoring groups. We have 1 girl mentoring group. We also have a partnership with Big Brother and Big Sister, which provides more mentoring for the needed groups.

Programs or staff will be used in the following ways to address student discipline challenges:

- Character Camp: First Week of School & Mid-Year
- Social Worker will implement a Bully Prevention program and work closely with students who display constant behavior problems.
- Dr. Beamon will deliver strategies for teachers to use throughout the year. To assist with management. He will also speak with parent and give strategies on how to support the student behaviorally at home. (Parent University)
- GVSU Bill Barker individual classroom management support

We also provide information that will increase parent knowledge on Warrendale's glows and grows. We have regularly scheduled parent meetings that allow for parent feedback.


We have a number of ways to communication: written communication from teachers, deans, and principal, electronic and technology, text messages, Facebook, and GPA meetings with mail correspondents sent to families.

In order to accelerate student achievement in the area of mathematics, we have implemented a school-wide initiative of Math journals. Our math journals are connected to our Step-up-to-writing program, and are used intentionally to help further develop student mathematical reasoning by having them explain their mathematical thinking through writing. By doing this, students will have to incorporate Bloom's Taxonomy and DOK, which in turn helps to build their critical thinking skills. Additionally, we utilize Hybridge through Compass Learning. Hybridge is a K-8 software which makes combining digital and face-to-face instruction easy. It incorporates differentiation and full integration with NWEA for data-driven instruction. It also includes rich reporting tools for high-level instructional decision making.

In order to improve our M-step results we are analyzing the data and the M-step reports (Student Target Analysis Report, Student Roster Report, Expectation Report: Science and Social Studies) more closely. We have scheduled more focus group meetings that are concentrated on common core shifts and M-Step data analysis. These meetings are designed to help teachers understand and build their skill set in using these resources to help accelerate student achievement.

Warrendale is also a part of a pilot program called Excel-leration. The pilot is designed to move students out of the bottom quartile. There are some special features to an Excel-leration classroom, here are a few:

- Two Person Classrooms

- 
- Specialized Materials that reach students at their instructional levels
  - Fluidity of movement, once a student reaches proficiency movement to a proficient class
  - Small Group Instruction as a staple to the instructional strategy employed to generate academic movement
  - Special teacher support from our Curriculum and Instruction team

We have already seen some good movement as a result of the implementation. We are looking to continue this pilot as well as partner with other schools to generate ideas and share best practices.

State law requires that we also report additional information.

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


##### 2016-2017

Warrendale 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.

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

2016-2017

<https://www.nhaschools.com/schools/warrendale-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**


Student portfolios are a common trending practice in the school culture, we use this tool to help our students articulate their learning locations in the school community. We have implemented a school-wide systematic approach to intervention (Hybridge) that aligns with NWEA assessment. Data reports are printed and analyzed routinely. We routinely engage in robust conversations surrounding assessments, i.e. formative, summative, and normed assessments. We are also intentionally analyzing M-Step and Interim data to help increase student achievement.

We have implemented planning times with our curriculum and instruction team focused directly on social studies instruction. The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs. The school improvement process is an ongoing, cyclical effort that encompasses the following: 1) capturing, analyzing, and reporting data; 2) prioritizing needs based on data; 3) communicating priorities; 4) organizing and implementing specific action in accordance with priorities; and 5) evaluating progress. The evaluation of progress during the improvement process allows the school to assess the degree to which its school improvement plan is successful and fosters conversation for adjustments to its strategic initiatives and overall improvement efforts.

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

Yes.

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


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

Yes.

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.





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


2016-2017

Warrendale Charter Academy is proud to serve the Warrendale Community on Detroit's west side. Our community has many promising features, such as the HYPE Recreation Center, places of worship, new housing developments, and Warrendale Park. Our school is located on Sawyer and Westwood, next to Saint Peter & Paul Catholic Church. We are in a community that is going through positive changes. Fortunately our area is being rid of the abandoned homes in the area. This allows for safer streets for our students who walk to school. We have solicited the support of the local fire and police department by providing them with care baskets during the holiday season. This too has and will provide extra safety precautions for our students. We have formed positive partnerships with our State Representative Harvey Santana, the local police and fire department, Channel 95.5 (a local radio board casting station). Additionally, we have increased parent involvement through the creation of our Parent Engagement Committee. This committee holds regularly scheduled parent meetings centering on topics such as student achievement, standardized testing, and ways to partner with your child's school in order to increase educational success.

Although there are many inspiring aspects to our community, there are some challenges too. A high number of families living under the poverty line in regards to household income increases challenges for our school. Our Free and Reduced Lunch population is approximately 97%.

In addition to our school creating individualized instruction to meet all students at their level.

Our staff is committed to educating the students of Detroit based on four key values: Academic Excellence, Student Responsibility, Moral Focus and a Partnership with Parents. It is our mission to challenge each child of WCA to achieve their full potential through our rigorous curriculum, values and individualized attention. It is our vision to better educate more children in



the City of Detroit. We believe students will be successful if they are held to high expectations. In setting high educational and ethical expectations, we create an environment where your child will grow and learn.

#### 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.

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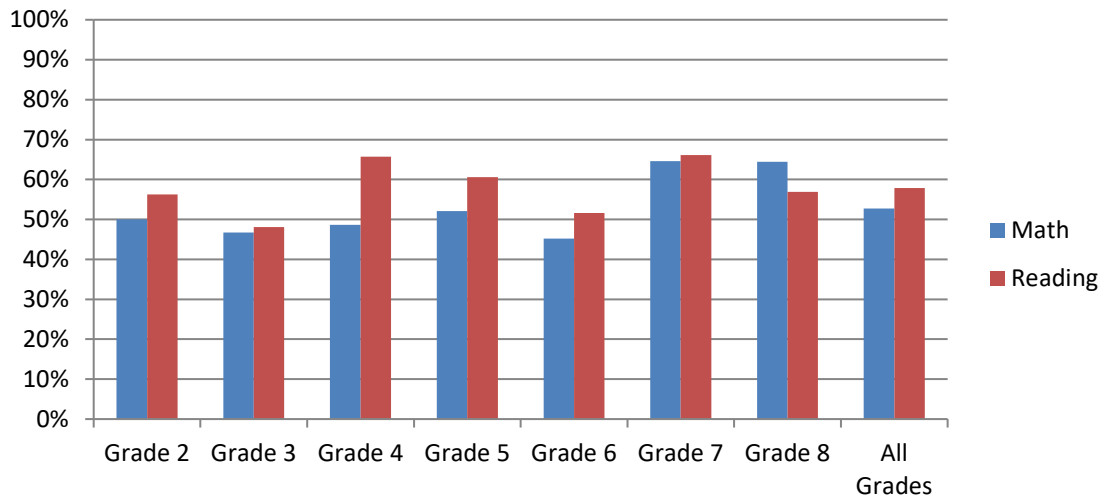
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

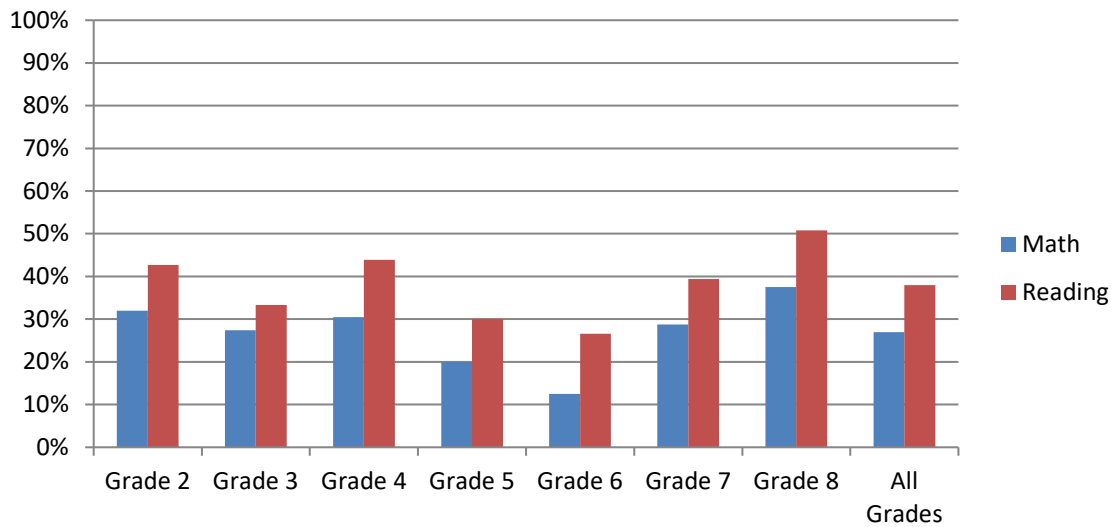
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

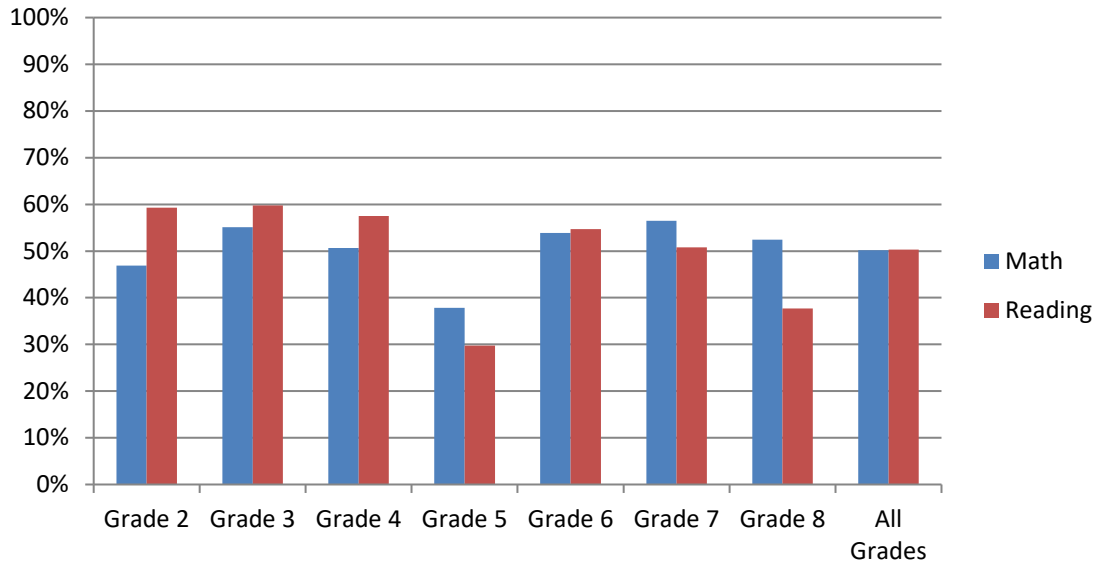


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

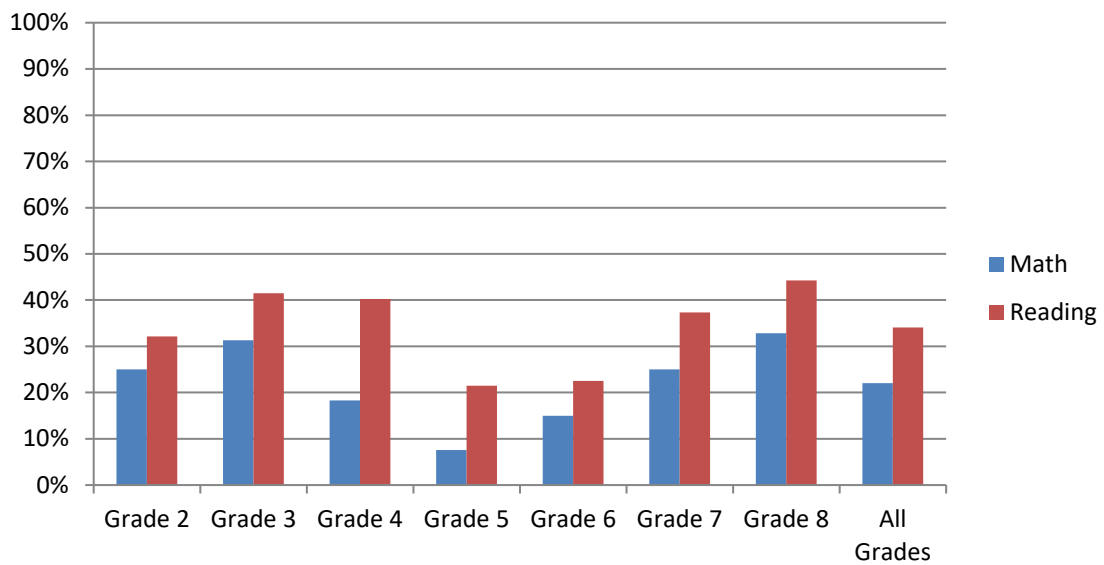


2015-2016

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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

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	618	85.6%
Spring 2017	K-8	375	54.3%

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	574	78.6%
Spring 2016	K-8	571	77.8%

7. SCHOOL YEAR HIGHLIGHTS

- Employee Engagement Award winners for 2016-2017, this has been the first Eagle Awards for Warrendale since 2004.
- Parent Satisfaction has been a challenge, however this year we have ranked 52% highly satisfied and 37% satisfied, totally 89% of our parents are generally satisfied with our service.
- Continued implementation curricular tools that are aligned with Common Core State Standards for all subject areas and grade levels: ELA: Reading Street (K-5), Holt Literature (6-8), MATH: Math Expressions (K-5), Big Ideas (6-8)

- Continued implementation of School-Wide Writing curriculum, Step Up to Writing. This writing program utilizes a color system which taps into another part of the mind, to help students further develop their writing skills with regards to organizational skill building. Warrendale has been ranked number in our provision of ELA services out of 48 schools in Michigan. Our students reach proficiency in ELA faster than our sister schools in Michigan.
- We have been able to increase our focus on intervention with our Excel-leration Program—This program is designed to move students out of the bottom quartile. There are some special features to an Excel-leration classroom, here are a few:
  - Two Person Classrooms
  - Specialized Materials that reach students at their instructional levels
  - Fluidity of movement, once a student reaches proficiency movement to a proficient class
  - Small Group Instruction as a staple to the instructional strategy employed to generate academic movement
  - Special teacher support from our Curriculum and Instruction Team

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

Sincerely,



Von Glass  
School Principal  
Warrendale Charter Academy  
19400 Sawyer Road  
Detroit, MI 48228  
313-240-4200

BOARD OF DIRECTORS:

Lamont Corbin – President  
Ronald Lockett – Vice President/Treasurer  
Naqeesha Lonberger – Secretary  
Clarice Stevenson – Treasurer  
Michele Henry – Director



Annual Education Report  
Warrendale Charter Academy (08934)

## 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%	16.9%	16.9%	6.0%	10.8%	30.1%	53.0%
ELA	3rd Grade Content	All Students	2016-17	44.1%	25.3%	25.3%	10.8%	14.5%	19.3%	55.4%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	16.0%	16.0%	6.2%	9.9%	30.9%	53.1%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	22.4%	22.4%	11.8%	10.5%	18.4%	59.2%
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	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2016-17	51.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	17.8%	17.8%	6.7%	11.1%	33.3%	48.9%
ELA	3rd Grade Content	Female	2016-17	47.7%	33.3%	33.3%	17.9%	15.4%	20.5%	46.2%
ELA	3rd Grade Content	Male	2015-16	42.6%	15.8%	15.8%	5.3%	10.5%	26.3%	57.9%
ELA	3rd Grade Content	Male	2016-17	40.7%	18.2%	18.2%	4.5%	13.6%	18.2%	63.6%

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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	Economically Disadvantaged	2015-16	31.1%	16.0%	16.0%	6.2%	9.9%	30.9%	53.1%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	24.7%	24.7%	9.9%	14.8%	18.5%	56.8%
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%	<10	<10	<10	<10	<10	<10
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%	9.1%	9.1%	0.0%	9.1%	36.4%	54.5%
ELA	4th Grade Content	All Students	2015-16	46.3%	13.8%	13.8%	3.8%	10.0%	22.5%	63.8%
ELA	4th Grade Content	All Students	2016-17	44.2%	28.4%	28.4%	7.4%	21.0%	30.9%	40.7%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	12.8%	12.8%	3.8%	9.0%	23.1%	64.1%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	30.3%	30.3%	7.9%	22.4%	28.9%	40.8%
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

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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	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	51.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	50.9%	13.9%	13.9%	2.8%	11.1%	33.3%	52.8%
ELA	4th Grade Content	Female	2016-17	48.6%	39.1%	39.1%	10.9%	28.3%	19.6%	41.3%
ELA	4th Grade Content	Male	2015-16	41.8%	13.6%	13.6%	4.5%	9.1%	13.6%	72.7%
ELA	4th Grade Content	Male	2016-17	39.9%	14.3%	14.3%	2.9%	11.4%	45.7%	40.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	12.8%	12.8%	3.8%	9.0%	21.8%	65.4%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	28.6%	28.6%	7.8%	20.8%	29.9%	41.6%
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%	14.3%	14.3%	1.3%	13.0%	26.0%	59.7%

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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	All Students	2016-17	51.1%	20.5%	20.5%	3.8%	16.7%	29.5%	50.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	13.5%	13.5%	1.4%	12.2%	27.0%	59.5%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	20.5%	20.5%	4.1%	16.4%	30.1%	49.3%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	58.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	20.0%	20.0%	0.0%	20.0%	28.6%	51.4%
ELA	5th Grade Content	Female	2016-17	56.0%	30.3%	30.3%	6.1%	24.2%	36.4%	33.3%
ELA	5th Grade Content	Male	2015-16	45.5%	9.5%	9.5%	2.4%	7.1%	23.8%	66.7%
ELA	5th Grade Content	Male	2016-17	46.2%	13.3%	13.3%	2.2%	11.1%	24.4%	62.2%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	13.5%	13.5%	1.4%	12.2%	27.0%	59.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	20.0%	20.0%	2.7%	17.3%	28.0%	52.0%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	7.5%	7.5%	1.3%	6.3%	18.8%	73.8%
ELA	6th Grade Content	All Students	2016-17	43.6%	11.5%	11.5%	3.3%	8.2%	41.0%	47.5%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	7.8%	7.8%	1.3%	6.5%	19.5%	72.7%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	10.5%	10.5%	3.5%	7.0%	42.1%	47.4%
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
ELA	6th Grade Content	White	2015-16	51.9%	<10	<10	<10	<10	<10	<10

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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	White	2016-17	50.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	12.9%	12.9%	3.2%	9.7%	22.6%	64.5%
ELA	6th Grade Content	Female	2016-17	48.7%	12.5%	12.5%	4.2%	8.3%	37.5%	50.0%
ELA	6th Grade Content	Male	2015-16	40.4%	4.1%	4.1%	0.0%	4.1%	16.3%	79.6%
ELA	6th Grade Content	Male	2016-17	38.7%	10.8%	10.8%	2.7%	8.1%	43.2%	45.9%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	6.4%	6.4%	1.3%	5.1%	19.2%	74.4%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	10.0%	10.0%	3.3%	6.7%	41.7%	48.3%
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%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	14.7%	14.7%	1.3%	13.3%	30.7%	54.7%
ELA	7th Grade Content	All Students	2016-17	44.8%	31.7%	31.7%	1.7%	30.0%	31.7%	36.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Black or African American	2015-16	21.5%	15.1%	15.1%	1.4%	13.7%	28.8%	56.2%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	32.8%	32.8%	1.7%	31.0%	32.8%	34.5%
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	White	2016-17	51.0%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	16.7%	16.7%	2.8%	13.9%	36.1%	47.2%
ELA	7th Grade Content	Female	2016-17	50.9%	35.7%	35.7%	3.6%	32.1%	28.6%	35.7%
ELA	7th Grade Content	Male	2015-16	40.6%	12.8%	12.8%	0.0%	12.8%	25.6%	61.5%
ELA	7th Grade Content	Male	2016-17	39.1%	28.1%	28.1%	0.0%	28.1%	34.4%	37.5%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	13.7%	13.7%	1.4%	12.3%	30.1%	56.2%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	31.6%	31.6%	1.8%	29.8%	31.6%	36.8%
ELA	7th Grade Content	English Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10

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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	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%	23.2%	23.2%	4.3%	18.8%	30.4%	46.4%
ELA	8th Grade Content	All Students	2016-17	48.0%	23.4%	23.4%	3.1%	20.3%	43.8%	32.8%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	21.2%	21.2%	4.5%	16.7%	30.3%	48.5%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	24.6%	24.6%	3.3%	21.3%	45.9%	29.5%
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	White	2015-16	55.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2016-17	53.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	32.4%	32.4%	8.8%	23.5%	38.2%	29.4%



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	8th Grade Content	Female	2016-17	54.9%	24.1%	24.1%	3.4%	20.7%	48.3%	27.6%
ELA	8th Grade Content	Male	2015-16	43.0%	14.3%	14.3%	0.0%	14.3%	22.9%	62.9%
ELA	8th Grade Content	Male	2016-17	41.4%	22.9%	22.9%	2.9%	20.0%	40.0%	37.1%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	22.2%	22.2%	3.2%	19.0%	30.2%	47.6%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	24.2%	24.2%	3.2%	21.0%	41.9%	33.9%
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%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	21.7%	21.7%	2.4%	19.3%	33.7%	44.6%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	26.5%	26.5%	6.0%	20.5%	12.0%	61.4%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	21.0%	21.0%	2.5%	18.5%	34.6%	44.4%

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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	2016-17	20.6%	23.7%	23.7%	5.3%	18.4%	10.5%	65.8%
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	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2016-17	54.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	17.8%	17.8%	2.2%	15.6%	37.8%	44.4%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	30.8%	30.8%	5.1%	25.6%	10.3%	59.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	26.3%	26.3%	2.6%	23.7%	28.9%	44.7%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	22.7%	22.7%	6.8%	15.9%	13.6%	63.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	21.0%	21.0%	2.5%	18.5%	34.6%	44.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	25.9%	25.9%	6.2%	19.8%	12.3%	61.7%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10

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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	English Learners	2016-17	41.7%	<10	<10	<10	<10	<10	<10
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%	9.1%	9.1%	9.1%	0.0%	9.1%	81.8%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	12.5%	12.5%	0.0%	12.5%	41.3%	46.3%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	21.0%	21.0%	3.7%	17.3%	29.6%	49.4%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	12.8%	12.8%	0.0%	12.8%	39.7%	47.4%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	21.1%	21.1%	3.9%	17.1%	28.9%	50.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
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	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	49.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	42.1%	13.9%	13.9%	0.0%	13.9%	52.8%	33.3%

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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	Female	2016-17	39.6%	26.1%	26.1%	6.5%	19.6%	28.3%	45.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	11.4%	11.4%	0.0%	11.4%	31.8%	56.8%
Mathematics	4th Grade Content	Male	2016-17	44.2%	14.3%	14.3%	0.0%	14.3%	31.4%	54.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	11.5%	11.5%	0.0%	11.5%	41.0%	47.4%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	22.1%	22.1%	3.9%	18.2%	28.6%	49.4%
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
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%	3.9%	3.9%	1.3%	2.6%	18.2%	77.9%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	1.3%	1.3%	0.0%	1.3%	17.9%	80.8%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	2.7%	2.7%	1.4%	1.4%	18.9%	78.4%

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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	Black or African American	2016-17	9.4%	1.4%	1.4%	0.0%	1.4%	16.4%	82.2%
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	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	42.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	2.9%	2.9%	0.0%	2.9%	17.1%	80.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	3.0%	3.0%	0.0%	3.0%	12.1%	84.8%
Mathematics	5th Grade Content	Male	2015-16	35.8%	4.8%	4.8%	2.4%	2.4%	19.0%	76.2%
Mathematics	5th Grade Content	Male	2016-17	37.4%	0.0%	0.0%	0.0%	0.0%	22.2%	77.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	2.7%	2.7%	1.4%	1.4%	18.9%	78.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	1.3%	1.3%	0.0%	1.3%	14.7%	84.0%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10

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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	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%	2.5%	2.5%	1.3%	1.3%	30.0%	67.5%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	4.9%	4.9%	1.6%	3.3%	26.2%	68.9%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	2.6%	2.6%	1.3%	1.3%	29.9%	67.5%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	3.5%	3.5%	1.8%	1.8%	28.1%	68.4%
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	White	2015-16	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	3.2%	3.2%	3.2%	0.0%	45.2%	51.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	Female	2016-17	33.1%	4.2%	4.2%	0.0%	4.2%	33.3%	62.5%
Mathematics	6th Grade Content	Male	2015-16	34.1%	2.0%	2.0%	0.0%	2.0%	20.4%	77.6%
Mathematics	6th Grade Content	Male	2016-17	35.2%	5.4%	5.4%	2.7%	2.7%	21.6%	73.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	2.6%	2.6%	1.3%	1.3%	29.5%	67.9%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	3.3%	3.3%	1.7%	1.7%	26.7%	70.0%
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%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
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%	5.3%	5.3%	1.3%	4.0%	26.7%	68.0%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	12.7%	12.7%	1.6%	11.1%	28.6%	58.7%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	5.5%	5.5%	1.4%	4.1%	27.4%	67.1%

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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	Black or African American	2016-17	10.8%	13.1%	13.1%	1.6%	11.5%	27.9%	59.0%
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	White	2016-17	42.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	8.3%	8.3%	2.8%	5.6%	22.2%	69.4%
Mathematics	7th Grade Content	Female	2016-17	35.1%	17.2%	17.2%	0.0%	17.2%	31.0%	51.7%
Mathematics	7th Grade Content	Male	2015-16	36.1%	2.6%	2.6%	0.0%	2.6%	30.8%	66.7%
Mathematics	7th Grade Content	Male	2016-17	37.3%	8.8%	8.8%	2.9%	5.9%	26.5%	64.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	5.5%	5.5%	1.4%	4.1%	26.0%	68.5%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	11.7%	11.7%	0.0%	11.7%	30.0%	58.3%
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



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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	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%	10.1%	10.1%	2.9%	7.2%	24.6%	65.2%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	14.1%	14.1%	1.6%	12.5%	32.8%	53.1%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	9.1%	9.1%	3.0%	6.1%	22.7%	68.2%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	14.8%	14.8%	1.6%	13.1%	32.8%	52.5%
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	White	2015-16	38.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2016-17	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	34.1%	14.7%	14.7%	5.9%	8.8%	32.4%	52.9%
Mathematics	8th Grade Content	Female	2016-17	35.2%	17.2%	17.2%	0.0%	17.2%	24.1%	58.6%

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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%	5.7%	5.7%	0.0%	5.7%	17.1%	77.1%
Mathematics	8th Grade Content	Male	2016-17	31.8%	11.4%	11.4%	2.9%	8.6%	40.0%	48.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	9.5%	9.5%	1.6%	7.9%	22.2%	68.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	14.5%	14.5%	1.6%	12.9%	32.3%	53.2%
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%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	4th Grade Content	All Students	2015-16	14.7%	1.3%	1.3%	1.3%	0.0%	10.0%	88.8%
Science	4th Grade Content	All Students	2016-17	14.6%	3.7%	3.7%	1.2%	2.5%	14.8%	81.5%
Science	4th Grade Content	Black or African American	2015-16	2.4%	1.3%	1.3%	1.3%	0.0%	10.3%	88.5%
Science	4th Grade Content	Black or African American	2016-17	2.8%	3.9%	3.9%	1.3%	2.6%	13.2%	82.9%

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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	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	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2016-17	18.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Science	4th Grade Content	Female	2016-17	12.6%	4.3%	4.3%	2.2%	2.2%	10.9%	84.8%
Science	4th Grade Content	Male	2015-16	16.4%	2.3%	2.3%	2.3%	0.0%	11.4%	86.4%
Science	4th Grade Content	Male	2016-17	16.5%	2.9%	2.9%	0.0%	2.9%	20.0%	77.1%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	1.3%	1.3%	1.3%	0.0%	9.0%	89.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3.9%	3.9%	1.3%	2.6%	15.6%	80.5%
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

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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	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	1.3%	1.3%	0.0%	1.3%	8.0%	90.7%
Science	7th Grade Content	All Students	2016-17	22.7%	1.6%	1.6%	0.0%	1.6%	9.5%	88.9%
Science	7th Grade Content	Black or African American	2015-16	5.4%	1.4%	1.4%	0.0%	1.4%	8.2%	90.4%
Science	7th Grade Content	Black or African American	2016-17	5.1%	1.6%	1.6%	0.0%	1.6%	9.8%	88.5%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2016-17	27.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	22.6%	2.8%	2.8%	0.0%	2.8%	8.3%	88.9%
Science	7th Grade Content	Female	2016-17	21.2%	0.0%	0.0%	0.0%	0.0%	13.8%	86.2%
Science	7th Grade Content	Male	2015-16	25.1%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	7th Grade Content	Male	2016-17	24.3%	2.9%	2.9%	0.0%	2.9%	5.9%	91.2%

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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	Economically Disadvantaged	2015-16	11.7%	1.4%	1.4%	0.0%	1.4%	6.8%	91.8%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<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%	0.0%	0.0%	0.0%	0.0%	42.9%	57.1%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	2.6%	2.6%	0.0%	2.6%	41.0%	56.4%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	43.2%	56.8%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	2.7%	2.7%	0.0%	2.7%	39.7%	57.5%
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

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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%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2016-17	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	37.1%	62.9%
Social Studies	5th Grade Content	Female	2016-17	19.3%	3.0%	3.0%	0.0%	3.0%	48.5%	48.5%
Social Studies	5th Grade Content	Male	2015-16	21.0%	0.0%	0.0%	0.0%	0.0%	47.6%	52.4%
Social Studies	5th Grade Content	Male	2016-17	23.9%	2.2%	2.2%	0.0%	2.2%	35.6%	62.2%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	0.0%	0.0%	0.0%	0.0%	43.2%	56.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	2.7%	2.7%	0.0%	2.7%	40.0%	57.3%
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%	4.3%	4.3%	0.0%	4.3%	32.9%	62.9%

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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%	9.4%	9.4%	1.6%	7.8%	32.8%	57.8%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	4.5%	4.5%	0.0%	4.5%	31.3%	64.2%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	9.8%	9.8%	1.6%	8.2%	32.8%	57.4%
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	White	2015-16	34.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2016-17	37.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	8.8%	8.8%	0.0%	8.8%	35.3%	55.9%
Social Studies	8th Grade Content	Female	2016-17	28.6%	6.9%	6.9%	0.0%	6.9%	20.7%	72.4%
Social Studies	8th Grade Content	Male	2015-16	32.6%	0.0%	0.0%	0.0%	0.0%	30.6%	69.4%
Social Studies	8th Grade Content	Male	2016-17	34.0%	11.4%	11.4%	2.9%	8.6%	42.9%	45.7%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	3.1%	3.1%	0.0%	3.1%	31.3%	65.6%

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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	Economically Disadvantaged	2016-17	16.4%	9.7%	9.7%	1.6%	8.1%	33.9%	56.5%
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%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%



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## 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

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2016-17	82.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2016-17	68.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2016-17	54.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	45.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2016-17	85.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2016-17	65.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2016-17	54.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10	<10

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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
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	57.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2016-17	38.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	72.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	78.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	48.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	28.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	<10	<10	<10	<10	<10

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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	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	59.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2016-17	39.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	<10	<10	<10	<10	<10

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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	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2016-17	76.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2016-17	72.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2016-17	49.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10

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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	Male	2016-17	76.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2016-17	53.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2016-17	88.0%	<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	2016-17	47.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2016-17	86.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2016-17	36.0%	<10	<10	<10	<10	<10



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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Female	2016-17	92.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2016-17	48.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2016-17	43.7%	<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	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10

## Annual Education Report

## Warrendale Charter Academy (08934)

## 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

## Warrendale Charter Academy (08934)

## 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

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 Warrendale Charter Academy (08934)

## 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%	98.9%	26.5%	98.9%	26.5%
All Students	Mathematics	98.7%	39.1%	99.6%	16.0%	99.6%	16.0%
All Students	Science	97.9%	24.9%	98.7%	4.4%	98.7%	4.4%
All Students	Social Studies	97.8%	33.7%	100.0%	5.4%	100.0%	5.4%
Bottom 30%	ELA	N/A	3.8%	N/A	1.7%	N/A	1.7%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.8%	26.4%	98.8%	26.4%
Black or African American	Mathematics	97.5%	14.2%	99.5%	15.3%	99.5%	15.3%
Black or African American	Science	96.0%	7.0%	98.6%	4.6%	98.6%	4.6%
Black or African American	Social Studies	95.9%	11.2%	100.0%	5.7%	100.0%	5.7%
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

### Warrendale Charter Academy (08934)

#### 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%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	N/A	N/A	N/A	N/A
White	ELA	98.9%	56.1%	<30	<30	<30	<30
White	Mathematics	99.0%	45.6%	<30	<30	<30	<30
White	Science	98.4%	29.7%	<30	<30	<30	<30
White	Social Studies	98.3%	39.7%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.2%	33.5%	98.9%	26.4%	98.9%	26.4%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.5%	15.8%	99.5%	15.8%
Economically Disadvantaged	Science	97.2%	13.0%	98.6%	3.8%	98.6%	3.8%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	5.6%	100.0%	5.6%

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	96.7%	21.8%	96.7%	21.8%
Students With Disabilities	Mathematics	97.9%	20.7%	98.3%	12.5%	98.3%	12.5%
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

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## 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.

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	57.79%	57.79%

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



## Annual Education Report

## Warrendale Charter Academy (08934)

## 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
Warrendale Charter Academy	36.74	47.30	N/A	N/A	64.92	100.00	N/A	47.88

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## 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	26	20	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	2.2%	2.2%	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  
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## 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.

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## 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.

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## 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
American Indian or Alaska Native	1	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 Warrendale Charter Academy (08934)

### 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 Pacific Islander	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.

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## 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.

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## 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.



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## 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