



February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for Westfield 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 Jena Rushton for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/westfield-academy/en> 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://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,16473,2988,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16473,2988,119)

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

The key challenges from the school year continue to be addressing the academic and social/emotional deficits kids experienced during the pandemic and virtual learning. In response we increased our at-risk support with intervention teachers, paraprofessionals, social work and achievement and behavior support specialists. In addition, we increased our tutoring and summer school programs.


State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2022-2023

Westfield 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 November of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels.

The random selection process shall be made public, shall be announced at least one week prior to the date of the lottery, and the school will notify all applicants of the time and place. A neutral third-party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee.

Students will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment period in the order in which they were received.


The random selection process will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students. Any parent or guardian may contest or appeal the random selection process, in writing, to the school's Board of directors within 30 days of the lottery date.

Every student who is enrolled in the current school year and remains enrolled is eligible to be re-enrolled at the school for successive years without having to re-apply. Enrolled students do not have to submit an application for the subsequent year; However, they will be requested to submit a re-enrollment decision during the school year showing their intent to re-enroll for the subsequent school year.

All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period in order to be considered in the lottery.

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

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



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

Prior to the start of school, accepted students must confirm their intent to attend the school within two weeks of acceptance by returning certain initial forms, including an Admissions Form, Official Release of Records Form, and proof of residency documentation (individual schools may choose to offer a defined grace period).

One month prior and throughout the school year, the process will be accelerated, and families will have 24 business hours to verbally accept the seat.

The school will communicate or meet with families, parents/guardians, and students prior to the first day of school. The school will send all applicants a reminder communication to inform parents/guardians of the importance of being present on the first day of school. If the student fails to show up on his/her given start date without prior notice to the school, additional follow up will be made with the family. Unless the family provides a response to save the seat and a new start date has been established, the student will immediately forfeit his/her accepted or registered status in the school and will not be enrolled. The open seat will be filled by the next person on the waiting list. The declining family will need to reapply if they change their mind

If a student does not attend and the student's family does not respond to communication from the school during this period of absence, the student shall be removed from the student list. The school will make every effort to reach absent students during the first few weeks of school and will fill vacant seats in accordance with the process outlined above.


Students may be withdrawn from the school at any time in accordance with the procedure outlined below. Only the enrolling custodial parent/guardian may withdraw a student.

1. The school will verify that the withdrawing parent/guardian is the custodial parent/guardian.
2. The withdrawing parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.
3. The school will confirm receipt of the completed withdrawal form and signature and may follow up with the parent to further discuss the nature of the withdrawal. If resolution is not made as a result of the follow up conversation, the school will remove the student from the school's roster.

### 2021-2022

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The random selection process shall be made public, shall be announced at least one week prior to the date of the lottery, and the school will notify all applicants of the time and place. A neutral third-party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee.

Students will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment period in the order in which they were received.


The random selection process will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students. Any parent or guardian may contest or appeal the random selection process, in writing, to the school's Board of directors within 30 days of the lottery date.

Every student who is enrolled in the current school year and remains enrolled is eligible to be re-enrolled at the school for successive years without having to re-apply. Enrolled students do not have to submit an application for the subsequent year; However, they will be requested to submit a re-enrollment decision during the school year showing their intent to re-enroll for the subsequent school year.

All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period in order to be considered in the lottery.

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

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



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

Prior to the start of school, accepted students must confirm their intent to attend the school within two weeks of acceptance by returning certain initial forms, including an Admissions Form, Official Release of Records Form, and proof of residency documentation (individual schools may choose to offer a defined grace period). One month prior and throughout the school year, the process will be accelerated, and families will have 5 school days to verbally accept the seat. The school will include multiple contact points in communication to the family.

The school will send all applicants a reminder to parents/guardians that if the student does not attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to contact all applicants who have not responded to inquire whether the applicant is still planning to attend. If families do not respond within the deadline specified in the acceptance letter or decline the seat by contacting the school, the seat will be filled by the next person on the waiting list. The declining family will need to reapply if they change their mind.

If a student does not attend and the student's family does not respond to communication from the school during this period of absence, the student shall be removed from the student list. The school will make every effort to reach absent students during the first few weeks of school and will fill vacant seats in accordance with the process outlined above.

Students may be withdrawn from the school at any time in accordance with the procedure outlined below. Only the enrolling custodial parent/guardian may withdraw a student.

1. The school will verify that the withdrawing parent/guardian is the custodial parent/guardian.
2. The withdrawing parent/guardian must complete a withdrawal form and provide a signature to confirm the withdrawal decision.
3. The school will confirm receipt of the completed withdrawal form and signature and may follow up with the parent to further discuss the nature of the withdrawal. If resolution is not made as a result of the follow up conversation, the school will remove the student from the school's roster.


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

2022-2023

<https://www.nhaschools.com/schools/westfield-charter-academy/en/School-Operations>

### **A. Describe how data led your school Continuous Improvement Team to select your school's improvement goals in academic and non-academic areas.**

The school's Continuous Improvement Team conducts continuous improvement efforts year-round. Our system of assessment enables us to collect and analyze data to assess our academic program and make schoolwide decisions. To facilitate the review of our program, we implement a collaborative, comprehensive, and systemic school improvement process. Through



this process, we gather data and informally evaluate it throughout each year. We also conduct a formal Comprehensive Needs Assessment (CNA) each spring. During the formal needs assessment, we collect and analyze academic and non-academic data. Examples of reviewed data include student achievement on state and other assessments, including NWEA MAP, discipline data, attendance rates, demographic and subgroup data, as well as perception surveys conducted with stakeholders (parent and staff). School programs, processes, and systems are also analyzed during this process to provide a whole-child view. This information is used to design school improvement goals, strategies, and activities in our MICIP portfolio and allocate resources toward these efforts.

**B. Describe your implementation plan (strategies and activities) for the non-academic improvement goal(s) identified in your MICIP Portfolio.**

School improvement plan goals for the 2022-2023 school year focused on increasing student proficiency on the 2024 MSTEP assessment.

- Reading Goals
  - 30% or less K-2 students will be in Tier 3 on Spring Aimsweb benchmark. To accomplish this goal:
    - Dean will look at Aimsweb Dashboard to verify Tier 3 students are being progress monitored weekly.
    - Dean will review lesson plans that include personalized instruction for Tier 3 students
    - Dean will observe and coach around differentiated/personalized instruction for Tier 3 students during workshop time
  - 25% of students will test proficient on the 2024 MSTEP
    - Dean will track the Common Assessment participation report to ensure 95% or greater are assessed
    - Dean will observe annotated lesson plans that address checking for understanding
    - Dean will observe formative assessments during weekly observations
    - Implementation of research-based intervention program Corrective Reading
- Math Goal
  - 25% of students will test proficient on the 2024 MSTEP
    - Dean will track the Common Assessment participation report to ensure 95% or greater are assessed
    - Dean will observe annotated weekly lesson plans for checks for understanding
    - Dean will observe teacher modeling of problem-solving tools during the lesson. Dean will observe students using problem solving tools independently during the lesson
    - Dean will observe differentiation/intervention during workshop time



**C. Has the Continuous Improvement Plan done what it set out to do? Describe the evaluation process that led you to this conclusion.**

For K-2 the percentage of students in Tier 3 decreased from 28% in the Fall to 24% in the Spring which met our goal of less than 30% being in Tier 3 in the Spring. 2022-23 MSTEP ELA proficiency increased from 24% to 29% and Math proficiency increased from 17% to 19%. We surpassed our goal in ELA and although didn't meet our goal in math we saw an increase. Increasing proficiency in ELA from 19% to 27% shows the plan is effective and working well. While math did not see as much growth, 17% to 19%, we were pleased with the progress and will review the plan and amend it as necessary to meet our goal.

In preparation for the 2023-2024 school year, the Continuous School Improvement Team formally reviewed progress toward its previous year MICIP goals, strategies, and activities in the spring of 2022-2023. A review of student performance data and other data pertaining to the school's selected focus area(s) 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, formative assessments, as well as demographic and subgroup data. Stakeholder perception, attendance, behavior, and social emotional data were also reviewed as applicable to the school goals. The evaluation process includes ascertaining the degree to which each goal (interim and end targets) has been met or what progress has been made toward each goal. Monitoring of progress toward each goal is formally noted in the school's MICIP Portfolio, and, if applicable, adjustments to their active goals were made within the MICIP Platform.


2021-2022

<https://www.nhaschools.com/schools/westfield-charter-academy/en/School-Operations>

**A. Describe how data led your school Continuous Improvement Team to select your school's improvement goals in academic and non-academic areas.**

The school's Continuous Improvement Team reviews data formally and informally throughout each school year and monitors and adjusts their continuous improvement goals, strategies, and activities in the Michigan Integrated Continuous Improvement Process (MICIP) platform as part of its continuous school improvement process. At least annually the school completes a comprehensive needs assessment (CNA). In spring 2019, the school reviewed school and student performance data and perceptual data. In the spring of 2021 the school reviewed and analyzed whole-child academic, non-academic and systems data as part of their comprehensive needs assessment process. 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
- Student subgroup data
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes data



As a result of the School Continuous Improvement Team's review of data, priority improvement objectives/goals in at least one core academic subject and one non-academic area were selected for the school's continuous improvement plan.

**B. Describe your implementation plan (strategies and activities) for the non-academic improvement goal(s) identified in your MICIP Portfolio.**

School improvement plan goals for the 2021-2022 school year focused on increasing student proficiency on the 2021 - 2022 MSTEP assessment.

Reading Goals

- 30% or less K-2 students will be in Tier 3 on Spring Aimsweb benchmark. To accomplish this goal:
  - Dean will look at Aimsweb Dashboard to verify Tier 3 students are being progress monitored weekly.
  - Dean will review lesson plans that include personalized instruction for Tier 3 students
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- 25% of students will test proficient on the 2024 MSTEP
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  - Dean will observe annotated lesson plans that address checking for understanding
  - Dean will observe formative assessments during weekly observations
  - Implementation of research-based intervention program Corrective Reading

Math Goal


- 25% of students will test proficient on the 2024 MSTEP. To accomplish this goal:
  - Dean will track the Common Assessment participation report to ensure 95% or greater are assessed
  - Dean will observe annotated weekly lesson plans for checks for understanding
  - Dean will observe teacher modeling of problem-solving tools during the lesson. Dean will observe students using problem solving tools independently during the lesson
  - Dean will observe differentiation/intervention during workshop time

The School Improvement Team formally reviewed progress against its 2021-2022 Continuous Improvement goals and objectives in spring 2022 as part of its preparation for the 2022-2023 school year. A review of student performance data and other data pertaining to the school's selected focus areas was conducted in order to evaluate progress toward meeting its goals. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

**C. Has the Continuous Improvement Plan done what it set out to do? Describe the evaluation process that led you to this conclusion.**

For K-2 the percent of students in Tier 3 decreased from 30% in the Fall to 25% in the Spring which met our goal of less than 30% being in Tier 3 in the Spring. 2021-2022 MSTEP ELA proficiency decreased from 19% to 17% and Math proficiency increased from 15% to 17%.





While ELA saw a slight decline, we feel the plan is still effective and the decline was a result coming out of the pandemic and poor attendance due to the Delta and Omicron Covid-19 variant.

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

#### 2022-2023

Westfield Charter Academy is a grades K-6 public school Academy located in Redford, MI. It was opened in 2019 and is authorized by Grand Valley State University. In the 2022-23 school year count day enrollment was at 636 students. Westfield Charter Academy provides a college-bound approach to students at all grade levels that focuses on the Common Core State Standards and the Michigan Grade Level Content Expectations.

In the 2022-23 school year there was an increase in students who qualify for free or reduced lunch to 80% from 77% in the 2021-22 school year. The percentage of students that are identified as English Language Learners increased from 1% to 2%. The percentage of students identified as receiving Special Education services remained the same at 11%.


The demographics for Westfield Charter Academy show little diversity. 85% of the student population is Black or African American, 10% is Multiracial, 2% are Hispanic and 3% Caucasian. There has been a slight increase of Hispanic students from 1% to 2% since Westfield opened in 2019. As we continue to grow we hope to attract a more diverse student population.

#### 2021-2022

Westfield Charter Academy is a grades K-6 public school Academy located in Redford, MI. It was opened in 2019 and is authorized by Grand Valley State University. In the 2021-2022 school year count day enrollment was at 601 students. Westfield Charter Academy provides a college-bound approach to students at all grade levels that focuses on the Common Core State Standards and the Michigan Grade Level Content Expectations.

In the 2021-2022 school year there was an increase in students who qualify for free or reduced lunch to 77% from 75% in the 2020-2021 school year. The percentage of students that are identified as English Language Learners remained the same at 1% from the previous year. The percentage of students identified as receiving Special Education services increased from 10% in 2020-2021 to 11% in the 2021-2022 school year.

The demographics for Westfield Charter Academy show little diversity. 87% of the student population is African American, 9% is Multiracial, 3% are Caucasian and 2% are Hispanic. There has been a slight increase of Hispanic students from 0% to 2% since Westfield opened in 2019. As we continue to grow we hope to attract a more diverse student population.



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

2022-2023

Same as 2021-2022 (described below).

2021-2022

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 Next Generation Science Standards (NGSS). Moreover, all students are expected to reach the CCSS and NGSS 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.

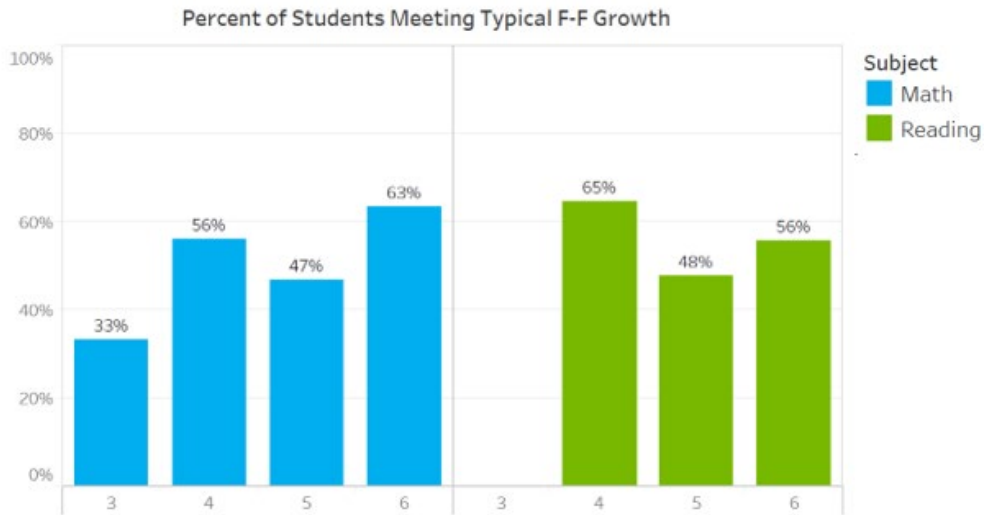
The only variance in our curriculum when compared to the Michigan Academic Standards is the addition of a Moral Focus component. We believe great schools develop both a student's heart and mind, and the Moral Focus program is designed to support parents' efforts to teach character at home by reinforcing 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.

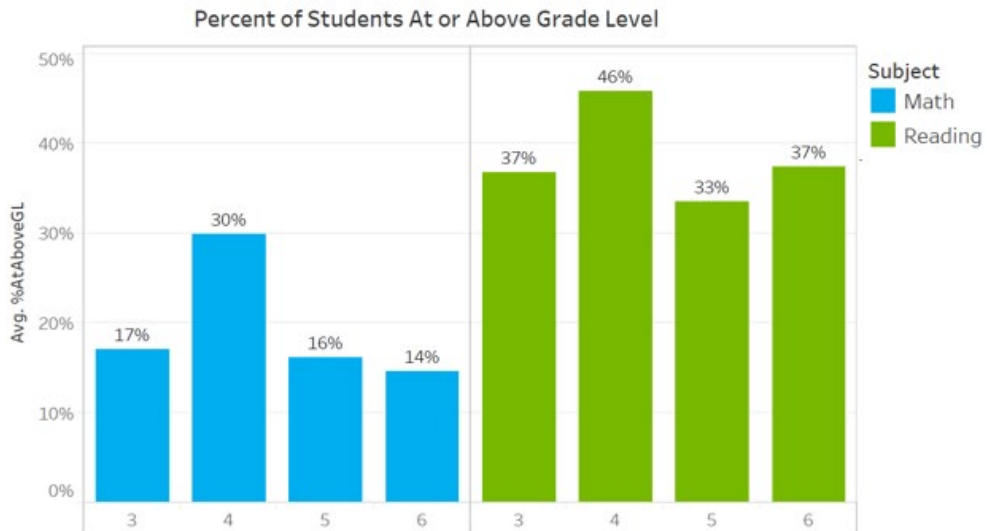
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2022-2023

The graph below shows the percent of students in our school meeting typical growth targets from fall 2022 to fall 2023.

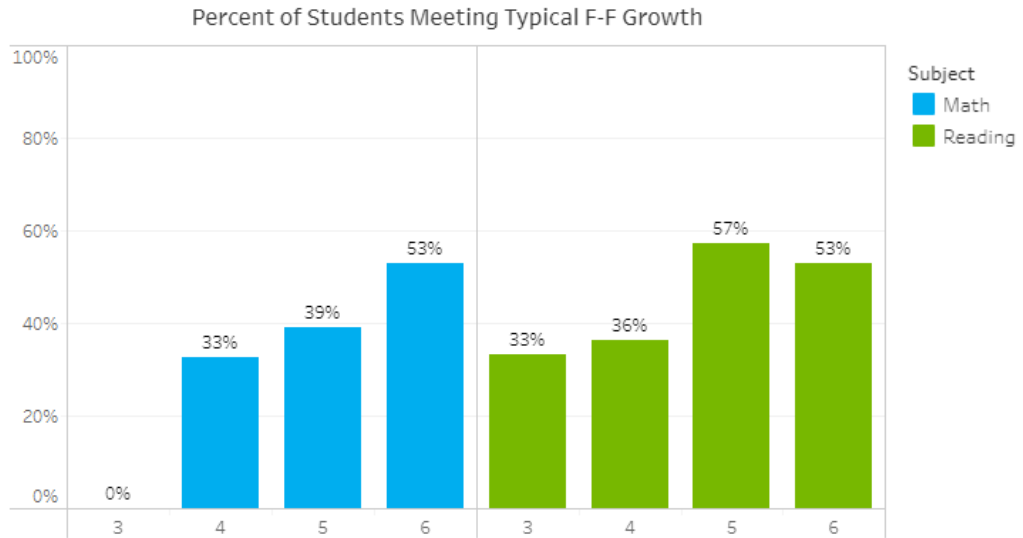


The graph below shows the percent of students performing at or above grade level on the fall 2023 administration of the NWEA MAP assessment.

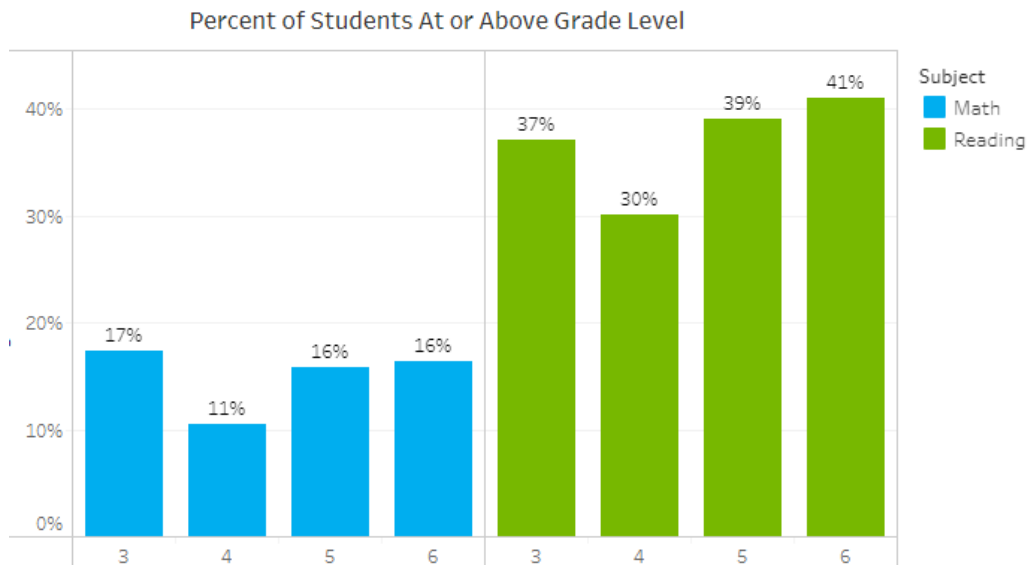


2021-2022

The graph below shows the percent of students in our school meeting typical growth targets from fall 2021 to fall 2022.



The graph below shows the percent of students performing at or above grade level on the fall 2022 administration of the NWEA MAP assessment.



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

2022-2023

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2022	K-6	563	92.4%
Spring 2023	K-6	557	93.1%

2021-2022

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2021	K-6	580	94.5%
Spring 2022	K-6	550	93.6%

7. SCHOOL YEAR HIGHLIGHTS

- We earned an Eagle Award for School Safety and Student Enrollment.
- 4 staff members were nominated as Dean or Teacher of Excellence, Mrs. Mazzola, Dean of Excellence, Ms. Lucas, Teacher of Excellence, Mrs. Krause, Teacher of Excellence and Mrs. Jewell, Teacher of Excellence.
- State index score (based on State Test Scores) increased from 53 to 69 showing significant academic gains.

We are looking forward to another rewarding and successful school year in 2024-2025!

Sincerely,



Ira Kleiman  
School Principal  
Westfield Charter Academy  
27201 W. Chicago  
Redford Twp., MI 48235  
313-625-3030

BOARD OF DIRECTORS:

Alysse Miller – President  
Caitlin Murphy – Vice President  
Maceo Baston – Treasurer  
Johanna Evans – Secretary  
Kalaya Long – Director

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2021-22	41.6%	40,376	17.1%	12	17.1%	12	<=5%	<3	*	*	21.4%	15	61.4%	43
ELA	3rd Grade Content	All Students	2022-23	40.9%	40,362	30.2%	26	30.2%	26	15.1%	13	15.1%	13	14.0%	12	55.8%	48
ELA	3rd Grade Content	Black or African American	2021-22	16.0%	2,861	17.2%	11	17.2%	11	<=5%	<3	*	*	21.9%	14	60.9%	39
ELA	3rd Grade Content	Black or African American	2022-23	16.8%	3,077	30.1%	22	30.1%	22	13.7%	10	16.4%	12	16.4%	12	53.4%	39
ELA	3rd Grade Content	Hispanic of Any Race	2021-22	29.5%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2021-22	39.7%	2,105	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2022-23	38.9%	2,245	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	9
ELA	3rd Grade Content	White	2022-23	48.5%	29,987	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2021-22	44.4%	21,135	26.5%	9	26.5%	9	<=10%	<3	*	*	17.6%	6	55.9%	19



Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Female	2022-23	43.1%	20,946	38.0%	19	38.0%	19	18.0%	9	20.0%	10	12.0%	6	50.0%	25
ELA	3rd Grade Content	Male	2021-22	38.9%	19,241	<=10%	3	<=10%	3	<=10%	<3	<=10%	<3	*	9	*	24
ELA	3rd Grade Content	Male	2022-23	38.7%	19,416	19.4%	7	19.4%	7	*	4	<=10%	3	16.7%	6	63.9%	23
ELA	3rd Grade Content	Economically Disadvantaged	2021-22	27.8%	15,778	16.4%	9	16.4%	9	<=10%	<3	*	*	18.2%	10	65.5%	36
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	27.6%	15,804	25.7%	19	25.7%	19	13.5%	10	12.2%	9	12.2%	9	62.2%	46
ELA	3rd Grade Content	English Learners	2021-22	26.4%	2,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2022-23	26.1%	2,201	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2021-22	17.5%	2,165	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2022-23	17.1%	2,263	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2022-23	16.9%	347	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2021-22	18.4%	84	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2021-22	43.4%	42,079	16.9%	12	16.9%	12	<=5%	<3	*	*	26.8%	19	56.3%	40
ELA	4th Grade Content	All Students	2022-23	44.3%	43,415	24.7%	20	24.7%	20	7.4%	6	17.3%	14	29.6%	24	45.7%	37
ELA	4th Grade Content	Black or African American	2021-22	16.4%	2,867	13.6%	8	13.6%	8	<=10%	<3	*	*	27.1%	16	59.3%	35
ELA	4th Grade Content	Black or African American	2022-23	19.8%	3,521	25.3%	19	25.3%	19	8.0%	6	17.3%	13	29.3%	22	45.3%	34
ELA	4th Grade Content	Hispanic of Any Race	2021-22	32.6%	2,756	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2021-22	41.4%	2,133	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Two or More Races	2022-23	41.0%	2,223	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2021-22	45.5%	21,560	21.4%	6	21.4%	6	<=20%	<3	<=20%	*	25.0%	7	53.6%	15
ELA	4th Grade Content	Female	2022-23	46.6%	22,418	28.2%	11	28.2%	11	<=10%	3	*	8	23.1%	9	48.7%	19
ELA	4th Grade Content	Male	2021-22	41.4%	20,519	14.0%	6	14.0%	6	<=10%	<3	*	*	27.9%	12	58.1%	25
ELA	4th Grade Content	Male	2022-23	42.2%	20,997	21.4%	9	21.4%	9	<=10%	3	*	6	35.7%	15	42.9%	18
ELA	4th Grade Content	Economically Disadvantaged	2021-22	28.9%	16,041	15.0%	9	15.0%	9	<=10%	<3	*	*	26.7%	16	58.3%	35
ELA	4th Grade Content	Economically Disadvantaged	2022-23	30.3%	16,964	23.2%	16	23.2%	16	7.2%	5	15.9%	11	24.6%	17	52.2%	36
ELA	4th Grade Content	English Learners	2021-22	27.9%	2,373	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2021-22	17.1%	2,117	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	4	*	8

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Students With Disabilities	2022-23	18.0%	2,420	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Military Connected	2022-23	51.4%	207	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2021-22	43.1%	42,365	18.4%	14	18.4%	14	<=5%	3	*	11	18.4%	14	63.2%	48
ELA	5th Grade Content	All Students	2022-23	43.9%	43,225	24.1%	19	24.1%	19	<=5%	<3	*	*	26.6%	21	49.4%	39
ELA	5th Grade Content	Black or African American	2021-22	17.6%	3,130	14.3%	10	14.3%	10	<=5%	<3	*	*	20.0%	14	65.7%	46
ELA	5th Grade Content	Black or African American	2022-23	18.9%	3,341	21.2%	14	21.2%	14	<=5%	<3	*	*	28.8%	19	50.0%	33
ELA	5th Grade Content	Hispanic of Any Race	2021-22	33.4%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2022-23	34.2%	2,975	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2021-22	40.0%	2,030	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Two or More Races	2022-23	42.3%	2,224	<=50%	4	<=50%	4	<=50%	<3	<=50%	*	<=50%	<3	<=50%	6
ELA	5th Grade Content	Female	2021-22	45.7%	21,940	16.3%	7	16.3%	7	<=10%	<3	*	*	14.0%	6	69.8%	30
ELA	5th Grade Content	Female	2022-23	46.7%	22,443	19.4%	7	19.4%	7	<=10%	<3	*	*	33.3%	12	47.2%	17
ELA	5th Grade Content	Male	2021-22	40.6%	20,425	21.2%	7	21.2%	7	<=10%	3	*	4	24.2%	8	54.5%	18
ELA	5th Grade Content	Male	2022-23	41.2%	20,782	27.9%	12	27.9%	12	<=10%	<3	*	*	20.9%	9	51.2%	22
ELA	5th Grade Content	Economically Disadvantaged	2021-22	29.0%	16,141	20.0%	12	20.0%	12	<=10%	<3	*	*	16.7%	10	63.3%	38
ELA	5th Grade Content	Economically Disadvantaged	2022-23	29.7%	16,451	20.6%	14	20.6%	14	<=5%	<3	*	*	27.9%	19	51.5%	35
ELA	5th Grade Content	English Learners	2022-23	18.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2021-22	14.6%	1,804	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	11

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Students With Disabilities	2022-23	14.9%	1,907	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	11
ELA	6th Grade Content	All Students	2021-22	37.6%	36,541	23.9%	16	23.9%	16	6.0%	4	17.9%	12	26.9%	18	49.3%	33
ELA	6th Grade Content	All Students	2022-23	37.5%	37,172	28.8%	23	28.8%	23	<=5%	<3	*	*	31.3%	25	40.0%	32
ELA	6th Grade Content	Black or African American	2021-22	15.5%	2,693	23.7%	14	23.7%	14	<=10%	4	*	10	28.8%	17	47.5%	28
ELA	6th Grade Content	Black or African American	2022-23	16.3%	2,917	25.4%	17	25.4%	17	<=5%	<3	*	*	31.3%	21	43.3%	29
ELA	6th Grade Content	Hispanic of Any Race	2021-22	27.8%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2022-23	28.0%	2,500	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2021-22	35.5%	1,728	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2022-23	35.3%	1,820	<=50%	4	<=50%	4	<=50%	<3	<=50%	*	<=50%	*	<=50%	2



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	White	2021-22	43.9%	27,314	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2021-22	40.5%	19,333	27.0%	10	27.0%	10	10.8%	4	16.2%	6	32.4%	12	40.5%	15
ELA	6th Grade Content	Female	2022-23	39.9%	19,319	27.9%	12	27.9%	12	<=10%	<3	*	*	32.6%	14	39.5%	17
ELA	6th Grade Content	Male	2021-22	34.8%	17,208	<=20%	6	<=20%	6	<=20%	<3	<=20%	*	<=20%	6	*	18
ELA	6th Grade Content	Male	2022-23	35.2%	17,853	29.7%	11	29.7%	11	<=10%	<3	*	*	29.7%	11	40.5%	15
ELA	6th Grade Content	Economically Disadvantaged	2021-22	24.6%	13,357	20.8%	11	20.8%	11	<=10%	<3	*	*	30.2%	16	49.1%	26
ELA	6th Grade Content	Economically Disadvantaged	2022-23	24.0%	13,197	28.6%	18	28.6%	18	<=5%	<3	*	*	28.6%	18	42.9%	27
ELA	6th Grade Content	English Learners	2021-22	9.6%	569	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2021-22	10.3%	1,202	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Students With Disabilities	2022-23	10.8%	1,341	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	7
ELA	6th Grade Content	Foster Care	2022-23	15.1%	52	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2021-22	41.5%	40,445	22.9%	16	22.9%	16	<=5%	3	*	13	28.6%	20	48.6%	34
Mathematics	3rd Grade Content	All Students	2022-23	42.9%	42,519	31.8%	27	31.8%	27	18.8%	16	12.9%	11	17.6%	15	50.6%	43
Mathematics	3rd Grade Content	Black or African American	2021-22	13.5%	2,415	25.0%	16	25.0%	16	<=5%	3	*	13	28.1%	18	46.9%	30
Mathematics	3rd Grade Content	Black or African American	2022-23	15.7%	2,882	32.9%	24	32.9%	24	17.8%	13	15.1%	11	15.1%	11	52.1%	38
Mathematics	3rd Grade Content	Hispanic of Any Race	2021-22	28.2%	2,401	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2021-22	38.3%	2,033	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2022-23	38.0%	2,193	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	*	4	*	5

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Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	White	2022-23	51.6%	31,991	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2021-22	38.2%	18,249	26.5%	9	26.5%	9	<=10%	3	*	6	23.5%	8	50.0%	17
Mathematics	3rd Grade Content	Female	2022-23	39.0%	19,044	30.0%	15	30.0%	15	14.0%	7	16.0%	8	18.0%	9	52.0%	26
Mathematics	3rd Grade Content	Male	2021-22	44.7%	22,196	19.4%	7	19.4%	7	<=10%	<3	*	*	33.3%	12	47.2%	17
Mathematics	3rd Grade Content	Male	2022-23	46.6%	23,475	34.3%	12	34.3%	12	*	9	<=10%	3	17.1%	6	48.6%	17
Mathematics	3rd Grade Content	Economically Disadvantaged	2021-22	27.1%	15,436	21.8%	12	21.8%	12	<=10%	<3	*	*	27.3%	15	50.9%	28
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	28.6%	16,431	28.8%	21	28.8%	21	19.2%	14	9.6%	7	15.1%	11	56.2%	41
Mathematics	3rd Grade Content	English Learners	2021-22	32.6%	2,828	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2022-23	33.5%	2,945	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2021-22	19.3%	2,405	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2022-23	20.0%	2,651	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2022-23	17.3%	358	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2021-22	19.3%	88	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2021-22	36.7%	35,587	11.3%	8	11.3%	8	<=5%	<3	*	*	36.6%	26	52.1%	37
Mathematics	4th Grade Content	All Students	2022-23	38.6%	37,873	12.3%	10	12.3%	10	<=5%	<3	*	*	50.6%	41	37.0%	30
Mathematics	4th Grade Content	Black or African American	2021-22	9.2%	1,595	<=10%	5	<=10%	5	<=10%	<3	<=10%	*	*	23	*	31
Mathematics	4th Grade Content	Black or African American	2022-23	11.9%	2,108	13.3%	10	13.3%	10	<=5%	<3	*	*	49.3%	37	37.3%	28

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Hispanic of Any Race	2021-22	24.4%	2,068	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2021-22	31.6%	1,626	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2022-23	33.6%	1,821	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2021-22	33.0%	15,678	<=20%	4	<=20%	4	<=20%	<3	<=20%	*	*	9	*	15
Mathematics	4th Grade Content	Female	2022-23	34.5%	16,629	12.8%	5	12.8%	5	<=10%	<3	*	*	43.6%	17	43.6%	17
Mathematics	4th Grade Content	Male	2021-22	40.1%	19,909	<=10%	4	<=10%	4	<=10%	<3	<=10%	*	*	17	*	22
Mathematics	4th Grade Content	Male	2022-23	42.5%	21,244	11.9%	5	11.9%	5	<=10%	<3	<=10%	*	57.1%	24	31.0%	13
Mathematics	4th Grade Content	Economically Disadvantaged	2021-22	21.7%	12,046	<=10%	5	<=10%	5	<=10%	<3	<=10%	*	*	23	*	32
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	24.3%	13,641	10.1%	7	10.1%	7	<=5%	<3	*	*	50.7%	35	39.1%	27

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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	English Learners	2021-22	24.6%	2,146	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2021-22	14.7%	1,811	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	3	*	9
Mathematics	4th Grade Content	Students With Disabilities	2022-23	15.6%	2,099	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Military Connected	2022-23	45.0%	182	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2021-22	30.0%	29,550	15.8%	12	15.8%	12	5.3%	4	10.5%	8	30.3%	23	53.9%	41
Mathematics	5th Grade Content	All Students	2022-23	31.5%	31,126	13.9%	11	13.9%	11	<=5%	<3	*	*	32.9%	26	53.2%	42
Mathematics	5th Grade Content	Black or African American	2021-22	6.5%	1,155	14.3%	10	14.3%	10	<=5%	<3	*	*	28.6%	20	57.1%	40
Mathematics	5th Grade Content	Black or African American	2022-23	7.3%	1,287	12.1%	8	12.1%	8	<=5%	<3	*	*	34.8%	23	53.0%	35



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Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Hispanic of Any Race	2021-22	18.5%	1,626	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2022-23	20.2%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2021-22	25.7%	1,303	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2022-23	28.3%	1,485	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	*	3	*	7
Mathematics	5th Grade Content	Female	2021-22	25.9%	12,468	<=10%	4	<=10%	4	<=10%	<3	<=10%	*	*	14	*	25
Mathematics	5th Grade Content	Female	2022-23	27.2%	13,079	16.7%	6	16.7%	6	<=10%	<3	*	*	19.4%	7	63.9%	23
Mathematics	5th Grade Content	Male	2021-22	33.9%	17,082	24.2%	8	24.2%	8	12.1%	4	12.1%	4	27.3%	9	48.5%	16
Mathematics	5th Grade Content	Male	2022-23	35.7%	18,047	11.6%	5	11.6%	5	<=10%	<3	<=10%	*	44.2%	19	44.2%	19
Mathematics	5th Grade Content	Economically Disadvantaged	2021-22	16.1%	8,978	13.3%	8	13.3%	8	<=10%	<3	<=10%	*	30.0%	18	56.7%	34

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2022-23	17.5%	9,720	13.2%	9	13.2%	9	<=5%	<3	*	*	27.9%	19	58.8%	40
Mathematics	5th Grade Content	English Learners	2022-23	13.9%	1,007	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2021-22	9.3%	1,149	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	10
Mathematics	5th Grade Content	Students With Disabilities	2022-23	10.2%	1,301	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	11
Mathematics	6th Grade Content	All Students	2021-22	28.4%	27,593	16.7%	11	16.7%	11	<=5%	<3	*	*	24.2%	16	59.1%	39
Mathematics	6th Grade Content	All Students	2022-23	29.6%	29,370	15.4%	12	15.4%	12	<=5%	<3	*	*	25.6%	20	59.0%	46
Mathematics	6th Grade Content	Black or African American	2021-22	6.3%	1,094	17.2%	10	17.2%	10	<=10%	<3	*	*	25.9%	15	56.9%	33
Mathematics	6th Grade Content	Black or African American	2022-23	7.3%	1,303	15.4%	10	15.4%	10	<=5%	<3	*	*	26.2%	17	58.5%	38

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Hispanic of Any Race	2021-22	16.9%	1,460	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2022-23	18.2%	1,642	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2021-22	24.2%	1,175	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2022-23	25.2%	1,299	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	6
Mathematics	6th Grade Content	White	2021-22	34.7%	21,577	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2021-22	25.7%	12,263	18.9%	7	18.9%	7	<=10%	<3	*	*	16.2%	6	64.9%	24
Mathematics	6th Grade Content	Female	2022-23	26.2%	12,707	12.2%	5	12.2%	5	<=10%	<3	*	*	22.0%	9	65.9%	27
Mathematics	6th Grade Content	Male	2021-22	31.0%	15,330	<=20%	4	<=20%	4	<=20%	<3	<=20%	*	*	10	*	15
Mathematics	6th Grade Content	Male	2022-23	32.8%	16,663	18.9%	7	18.9%	7	<=10%	<3	*	*	29.7%	11	51.4%	19

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Economically Disadvantaged	2021-22	15.0%	8,168	13.5%	7	13.5%	7	<=10%	<3	*	*	28.8%	15	57.7%	30
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	15.7%	8,642	13.1%	8	13.1%	8	<=5%	<3	*	*	23.0%	14	63.9%	39
Mathematics	6th Grade Content	English Learners	2021-22	8.1%	493	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2021-22	6.4%	746	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2022-23	7.4%	911	<=50%	<3	<=50%	*	<=50%	<3	<=50%	<3	<3	<3	*	9
Mathematics	6th Grade Content	Foster Care	2022-23	8.2%	28	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	All Students	2021-22	38.2%	37,551	19.7%	15	19.7%	15	<=5%	3	*	12	26.3%	20	53.9%	41
Science	5th Grade Content	All Students	2022-23	38.9%	38,323	15.2%	12	15.2%	12	<=5%	<3	*	*	32.9%	26	51.9%	41

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Black or African American	2021-22	11.7%	2,070	18.6%	13	18.6%	13	<=5%	<3	*	*	24.3%	17	57.1%	40
Science	5th Grade Content	Black or African American	2022-23	11.7%	2,068	12.1%	8	12.1%	8	<=5%	<3	*	*	34.8%	23	53.0%	35
Science	5th Grade Content	Hispanic of Any Race	2021-22	27.1%	2,378	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Hispanic of Any Race	2022-23	27.2%	2,394	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Two or More Races	2021-22	34.7%	1,755	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Two or More Races	2022-23	35.2%	1,844	<=50%	3	<=50%	3	<=50%	<3	<=50%	*	<=50%	3	<=50%	6
Science	5th Grade Content	Female	2021-22	37.4%	17,975	<=10%	4	<=10%	4	<=10%	<3	<=10%	*	*	15	*	24
Science	5th Grade Content	Female	2022-23	37.4%	18,015	16.7%	6	16.7%	6	<=10%	<3	*	*	30.6%	11	52.8%	19
Science	5th Grade Content	Male	2021-22	39.0%	19,576	33.3%	11	33.3%	11	<=10%	3	*	8	15.2%	5	51.5%	17

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	5th Grade Content	Male	2022-23	40.2%	20,308	14.0%	6	14.0%	6	<=10%	<3	*	*	34.9%	15	51.2%	22
Science	5th Grade Content	Economically Disadvantaged	2021-22	24.5%	13,592	21.7%	13	21.7%	13	<=10%	<3	*	*	28.3%	17	50.0%	30
Science	5th Grade Content	Economically Disadvantaged	2022-23	24.4%	13,498	13.2%	9	13.2%	9	<=5%	<3	*	*	29.4%	20	57.4%	39
Science	5th Grade Content	English Learners	2022-23	12.8%	927	*	*	*	*	*	*	*	*	*	*	*	*
Science	5th Grade Content	Students With Disabilities	2021-22	14.8%	1,826	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	11
Science	5th Grade Content	Students With Disabilities	2022-23	15.0%	1,916	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	<3	<3	*	11
Social Studies	5th Grade Content	All Students	2021-22	15.5%	15,236	<=5%	<3	<=5%	*	<=5%	<3	<=5%	<3	*	40	*	34
Social Studies	5th Grade Content	All Students	2022-23	18.6%	18,369	5.1%	4	5.1%	4	<=5%	<3	*	*	46.8%	37	48.1%	38

## Annual Education Report Westfield Charter Academy (03623)

## M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Black or African American	2021-22	3.2%	567	<=5%	<3	<=5%	*	<=5%	<3	<=5%	<3	*	36	*	33
Social Studies	5th Grade Content	Black or African American	2022-23	3.9%	688	<=5%	<3	<=5%	*	<=5%	<3	<=5%	<3	*	34	*	31
Social Studies	5th Grade Content	Hispanic of Any Race	2021-22	8.4%	734	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2022-23	10.8%	954	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2021-22	13.9%	700	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2022-23	16.6%	869	<=50%	3	<=50%	3	<=50%	<3	<=50%	*	<=50%	<3	>=50%	7
Social Studies	5th Grade Content	Female	2021-22	12.8%	6,153	<=10%	<3	<=10%	*	<=10%	<3	<=10%	<3	*	20	*	22
Social Studies	5th Grade Content	Female	2022-23	15.7%	7,554	<=10%	<3	<=10%	*	<=10%	<3	<=10%	<3	*	16	*	18
Social Studies	5th Grade Content	Male	2021-22	18.1%	9,083	<=10%	<3	<=10%	*	<=10%	<3	<=10%	<3	*	20	*	12

Annual Education Report Westfield Charter Academy (03623)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2022-23	21.4%	10,815	<=10%	<3	<=10%	*	<=10%	<3	<=10%	<3	*	21	*	20
Social Studies	5th Grade Content	Economically Disadvantaged	2021-22	7.2%	3,971	<=10%	<3	<=10%	*	<=10%	<3	<=10%	<3	*	34	*	24
Social Studies	5th Grade Content	Economically Disadvantaged	2022-23	9.0%	4,964	<=5%	<3	<=5%	*	<=5%	<3	<=5%	<3	*	32	*	34
Social Studies	5th Grade Content	English Learners	2022-23	3.4%	245	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2021-22	4.9%	608	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	4	*	7
Social Studies	5th Grade Content	Students With Disabilities	2022-23	6.2%	791	<=50%	<3	<=50%	<3	<=50%	<3	<=50%	<3	*	3	*	10



## Annual Education Report Westfield Charter Academy (03623)

## PSAT

Subject	Grade	Student Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

## Annual Education Report Westfield Charter Academy (03623)

## SAT

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

## Annual Education Report Westfield Charter Academy (03623)

## MI -Access Functional Independence

Subject	Grade	Student 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 Westfield Charter Academy (03623)

MI -Access Supported Independence

Subject	Grade	Student 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	2022-23	61.8%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2022-23	45.7%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2022-23	67.4%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2022-23	48.1%	*	*	*	*	*
ELA	3rd Grade Content	Male	2022-23	61.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2022-23	47.1%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2022-23	61.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2022-23	46.5%	*	*	*	*	*
ELA	4th Grade Content	All Students	2022-23	64.7%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2022-23	55.0%	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2022-23	62.7%	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2022-23	50.0%	*	*	*	*	*
ELA	4th Grade Content	Male	2022-23	63.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2022-23	53.6%	*	*	*	*	*

## Annual Education Report Westfield Charter Academy (03623)

## MI -Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Economically Disadvantaged	2022-23	64.6%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2022-23	53.6%	*	*	*	*	*
ELA	5th Grade Content	All Students	2021-22	70.0%	*	*	*	*	*
ELA	5th Grade Content	All Students	2022-23	69.9%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2021-22	63.7%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2022-23	58.2%	*	*	*	*	*
Science	5th Grade Content	All Students	2021-22	81.1%	*	*	*	*	*
Science	5th Grade Content	All Students	2022-23	77.4%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2021-22	79.6%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2022-23	75.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2021-22	74.8%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2022-23	64.0%	*	*	*	*	*
Science	5th Grade Content	Black or African American	2021-22	85.8%	*	*	*	*	*
Science	5th Grade Content	Black or African American	2022-23	81.0%	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

MI -Access Supported Independence

Subject	Grade	Student 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	2022-23	71.6%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2022-23	57.7%	*	*	*	*	*
Science	5th Grade Content	Female	2022-23	79.1%	*	*	*	*	*
ELA	5th Grade Content	Male	2021-22	67.8%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2021-22	63.7%	*	*	*	*	*
Science	5th Grade Content	Male	2021-22	79.6%	*	*	*	*	*
Science	5th Grade Content	Male	2022-23	76.7%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2022-23	73.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2022-23	58.5%	*	*	*	*	*
Science	5th Grade Content	Economically Disadvantaged	2022-23	79.9%	*	*	*	*	*
ELA	6th Grade Content	All Students	2021-22	73.2%	*	*	*	*	*
ELA	6th Grade Content	All Students	2022-23	67.9%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2021-22	55.7%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2022-23	54.6%	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

MI -Access Supported Independence

Subject	Grade	Student 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	Black or African American	2021-22	69.2%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2022-23	71.6%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2021-22	57.9%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2022-23	56.5%	*	*	*	*	*
ELA	6th Grade Content	Male	2021-22	69.7%	*	*	*	*	*
ELA	6th Grade Content	Male	2022-23	70.2%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2021-22	57.6%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2022-23	56.8%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2021-22	75.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2022-23	69.6%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2021-22	57.1%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	59.2%	*	*	*	*	*

## Annual Education Report Westfield Charter Academy (03623)

## MI -Access Participation

Subject	Grade	Student 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	All Students	2021-22	64.5%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2021-22	50.0%	*	*	*	*	*
Science	5th Grade Content	All Students	2021-22	63.6%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2021-22	71.1%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2021-22	57.0%	*	*	*	*	*
Science	5th Grade Content	Black or African American	2021-22	68.4%	*	*	*	*	*
ELA	5th Grade Content	Male	2021-22	63.0%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2021-22	48.8%	*	*	*	*	*
Science	5th Grade Content	Male	2021-22	63.6%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2021-22	64.4%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2021-22	53.6%	*	*	*	*	*
Science	5th Grade Content	Economically Disadvantaged	2021-22	63.5%	*	*	*	*	*
ELA	6th Grade Content	All Students	2022-23	54.1%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2022-23	46.5%	*	*	*	*	*



Annual Education Report Westfield Charter Academy (03623)

MI -Access Participation

Subject	Grade	Student 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	Black or African American	2022-23	61.1%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2022-23	57.0%	*	*	*	*	*
ELA	6th Grade Content	Male	2022-23	52.4%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2022-23	45.9%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2022-23	59.1%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2022-23	50.0%	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2022-23	332	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	All Students	2021-22	289	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2022-23	286	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2021-22	257	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2022-23	39	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2021-22	23	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2022-23	169	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2021-22	142	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2022-23	163	<10	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Male	2021-22	147	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2021-22	231	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2022-23	280	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2021-22	58	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2022-23	52	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2022-23	330	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2021-22	286	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2021-22	289	<10	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Migrant	2022-23	332	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2022-23	47	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2021-22	45	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2021-22	244	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2022-23	285	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2021-22	289	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2022-23	330	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2021-22	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2022-23	331	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2021-22	288	<10	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2022-23	331	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2021-22	289	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2021-22	288	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2022-23	329	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2022-23	284	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2021-22	256	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2022-23	38	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2021-22	23	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2021-22	<10	*	*	*	*	*	*	*	*

## Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Female	2022-23	167	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2021-22	142	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2021-22	146	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2022-23	162	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2021-22	230	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2022-23	277	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2022-23	52	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2021-22	58	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2021-22	<10	*	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not English Learners	2022-23	327	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2021-22	285	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2021-22	288	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2022-23	329	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2021-22	43	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2022-23	46	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2022-23	283	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2021-22	245	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2021-22	288	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2022-23	327	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2021-22	<10	*	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Foster Care	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2022-23	328	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2021-22	287	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2022-23	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2022-23	328	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2021-22	288	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2022-23	81	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2021-22	79	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2022-23	68	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2021-22	73	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2022-23	12	<10	*	*	*	*	*	*	*



Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2021-22	43	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2022-23	37	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2021-22	36	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2022-23	44	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2021-22	62	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2022-23	70	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2022-23	11	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2021-22	17	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not English Learners	2022-23	80	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2021-22	79	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2022-23	81	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2021-22	79	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2022-23	15	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2021-22	14	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2021-22	65	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2022-23	66	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Homeless	2022-23	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2021-22	79	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2022-23	80	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2022-23	81	<10	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Not Foster Care	2021-22	79	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2022-23	81	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2021-22	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2021-22	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2022-23	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2022-23	66	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2021-22	70	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2022-23	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2021-22	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2021-22	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2022-23	36	<10	*	*	*	*	*	*	*

Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Male	2022-23	43	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2021-22	33	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2021-22	60	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2022-23	68	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2021-22	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2022-23	11	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2022-23	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2021-22	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2022-23	78	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2022-23	79	<10	*	*	*	*	*	*	*

## Annual Education Report Westfield Charter Academy (03623)

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

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Migrant	2021-22	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2021-22	11	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2022-23	13	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2021-22	65	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2022-23	66	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2021-22	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2022-23	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2022-23	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2021-22	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2022-23	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2021-22	76	<10	*	*	*	*	*	*	*

## Annual Education Report Westfield Charter Academy (03623)

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

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

**Annual Education Report Westfield Charter Academy (03623)**
**Accountability Details Attendance Data**

Student Group	Statewide	District	School
All Students	69.16%	N/A	53.34%

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

\*\* Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

**Inexperienced Teachers**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Westfield Charter Academy (03623)	30.01	14.00	46.7%	14.00	46.7%	N/A	N/A

**Inexperienced Principals and Other School Leaders**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Westfield Charter Academy (03623)	5.00	2.00	40.0%	2.00	40.0%	N/A	N/A

**Teacher Emergency or Provisional Credentials**

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Westfield Charter Academy (03623)	30.01	3.00	10.0%	3.00	10.0%	N/A	N/A

**Out-of-Field Teachers**

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Westfield Charter Academy (03623)	30.01	10.01	33.4%	10.01	33.4%	N/A	N/A

**Annual Education Report Westfield Charter Academy (03623)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	‡	‡	‡	‡	‡
White	60	18	41	33	8
Black or African American	22	63	29	7	‡
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	7

‡ 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) 2022 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**



**Annual Education Report Westfield Charter Academy (03623)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ 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) 2022 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Westfield Charter Academy (03623)

### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

# 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), 2022 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Westfield Charter Academy (03623)

### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	‡	‡	‡	‡	‡
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	‡
Not English Language Learner	94	30	40	26	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), 2022 Reading Assessment.

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## Annual Education Report Westfield Charter Academy (03623)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	80.7	4.04	95.0	2.55
		83.5	3.27	94	2.37
8	Math	86.9	1.98	95.0	2.21
		89.3	2.33	95.7	1.91

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

## Annual Education Report Westfield Charter Academy (03623)

## Sec. 1003 School Improvement Fund

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